



Remote Learning Policy

Introduction

This policy sets out how Ayscoughfee Hall School will maintain high-quality education when it is not possible, or is contrary to government guidance, for some or all pupils to attend school in person.

Attendance at school remains the priority and remote education is not an equal alternative to in-person education. It should only be considered as a last resort once it has already been established that attendance is not possible, but the pupil is able and well enough to continue learning.

Remote education may be used during exceptional school closure or access restrictions, or as part of a short-term, individually agreed arrangement for a pupil who cannot attend because of illness, injury, surgery or other exceptional circumstances. It will not normally be provided for routine short-term illness, authorised holidays/sabbaticals, unauthorised absence or where a parent chooses to keep a child at home contrary to attendance expectations.

Where a pupil has significant or prolonged health needs, the school will work with parents/carers, relevant professionals and the local authority as appropriate, including consideration of duties under section 19 of the Education Act 1996 and the school's Children with Health Needs Who Cannot Attend School Policy.

Aims

- Set out and explain the school's approach and expectations for remote education to the whole school community.
- Ensure consistency in the approach to remote education for pupils who cannot attend school in person.
- Prioritise attendance, reintegration and the removal of barriers to returning to school.
- Provide appropriate safeguards for data protection, online safety and the use of digital platforms.
- Ensure pupils unable to attend remain appropriately connected to the school community.
- Continue to provide a high-quality, meaningful and ambitious education that reflects the school curriculum as far as reasonably possible.
- Ensure pupils with SEND, disabilities or other additional needs receive appropriate access, reasonable adjustments and support.

When Remote Education May Be Considered

Remote education may be considered where attendance is not possible and the pupil is able to learn, including:

- A full or partial school closure or restriction on access to the site caused by an exceptional event such as significant site failure, public emergency, severe disruption or a situation where government guidance prevents attendance.
- An individual pupil who is unable to attend because of an agreed health-related or exceptional circumstance, where remote education forms part of a wider support and reintegration plan.
- A group of pupils who are temporarily unable to attend for an exceptional reason and where remote provision is appropriate and proportionate.
- Pupils with longer-term health needs who are able to engage with education at home, alongside any local-authority or medical arrangements that apply.

Remote education will not be used simply because it is more convenient than attendance. Decisions will consider the pupil's best interests, attendance, safeguarding, health, SEND, family circumstances and the feasibility of high-quality provision.

Duration, Review and Reintegration

Individual remote education arrangements should normally be short-term and time-limited. They will be reviewed regularly with parents/carers and relevant professionals, with a clear focus on supporting the pupil's return to in-person education as soon as reasonably possible.

If circumstances change, the school may adapt or end remote provision. Remote education does not change the pupil's registration or attendance status.

Remote Education Minimum Standards

- Work will be provided for affected pupils through school-approved platforms and/or suitable offline materials.
- Provision will be high-quality, meaningful and ambitious and, as far as reasonably possible, will reflect the curriculum pupils would receive in school.
- Pupils will receive clear explanations, tasks and opportunities to practise and apply learning.
- Pupils will receive regular feedback and assessment proportionate to the length and nature of the remote arrangement.
- The balance of live teaching, recorded teaching, independent tasks and external resources will be determined by staff according to age, subject, need and circumstances; live video is not required for every lesson.
- The amount of work set will be manageable and appropriate, taking account of pupils' age, SEND, health and access to technology.
- The school will maintain regular contact with affected pupils and families, with frequency determined by the circumstances and safeguarding needs.

Where a whole class or the whole school is learning remotely for more than a very short period, the school will provide a clear timetable or structured programme that prioritises core learning while maintaining appropriate breadth across the curriculum.

Remote Learning Provision

Remote provision will link to the school's long-term curriculum plans and the learning taking place in school while remaining manageable for pupils, families and staff. Staff may use carefully selected, high-quality resources, including teacher-created materials, recorded explanations, quizzes, reading, practical activities and approved online content.

Where a family cannot engage with the full programme, staff will identify the most important learning and provide reasonable support. Where appropriate, textbooks, printed packs or other resources may be collected from school or provided in an alternative format.

The school will aim to establish remote education promptly when required. In an unexpected major incident, a short transition period may be necessary while staffing, safeguarding, platforms and resources are organised.

If staffing levels are significantly affected by illness or emergency, the school may reduce or adapt provision to what can be delivered safely and reasonably.

Platforms and Access

The school will use school-approved digital platforms for remote education. At the time of review these may include Seesaw for work sharing and feedback and Zoom or another approved platform for live sessions. The school may change platforms without needing to rewrite the policy, provided equivalent safeguarding, data protection and security checks have been completed.

Email, presentation software, approved educational websites and other resources may also be used where appropriate. Staff and pupils must use authorised school systems rather than personal social media or personal messaging accounts.

Pupils will be familiarised with relevant platforms, Acceptable Use expectations and online-safety routines. Parents/carers will be given practical support where necessary.

Digital Access and Inclusion

The school will consider whether pupils have suitable access to a device, connectivity and an appropriate place to learn. Where digital access is a barrier, the school will work with the family to identify reasonable alternatives, which may include loaned equipment where available, printed resources, telephone contact or adapted provision.

Digital content should be accessible and staff should provide alternative formats or reasonable adjustments where required.

Roles and Responsibilities

Teachers

When providing remote education, teachers remain responsible for:

- Setting work in line with the expectations of this policy.
- Planning learning that reflects the school curriculum and is appropriate to pupils' age, prior learning and needs.
- Providing appropriate explanation, feedback and assessment.
- Using work completed by pupils to inform subsequent teaching and support.
- Keeping in contact with pupils and parents/carers in line with the Safeguarding and Child Protection Policy.
- Using only school-approved communication and learning platforms.
- Following the Staff Code of Conduct, Online Safety/Acceptable Use Policy and data-protection requirements.
- Reporting safeguarding, data-protection or technology concerns promptly through school procedures.

Teaching Assistants

Teaching assistants will support remote education within their contracted hours and as directed by teachers/SENCo/SLT. Responsibilities may include supporting individual pupils, attending agreed virtual sessions, adapting resources, delivering interventions and maintaining appropriate contact with pupils and families.

Teaching assistants must follow the same safeguarding, professional conduct, approved-platform and data-protection requirements as teachers.

Subject Leads

- Consider whether aspects of their subject need adaptation for high-quality remote delivery.
- Support teachers in selecting appropriate and consistent resources.
- Monitor curriculum coverage and expectations where remote education is prolonged.
- Ensure remote work remains appropriately ambitious and accessible.

Senior Leaders

- Nominate a senior leader with overall responsibility for coordinating remote education.
- Ensure adequate staffing and cover are available where reasonably possible.
- Monitor the effectiveness, quality, accessibility and workload implications of remote education.
- Monitor safeguarding, online safety, data protection, filtering and monitoring arrangements.
- Support staff training and ensure approved platforms and resources remain suitable.

- Review individual remote arrangements and reintegration plans where appropriate.

Pupils

Pupils learning remotely are expected, according to age and individual circumstances, to:

- Engage with the learning and scheduled contact agreed by the school where they are well enough to do so.
- Complete work by agreed deadlines or tell staff if they need help or cannot complete it.
- Behave respectfully and safely online in line with the Behaviour Policy and Acceptable Use expectations.
- Use only school-approved accounts, links and platforms.
- Keep meeting links and passwords private and not share them with others.
- Not record, photograph or screenshot live sessions unless the school has explicitly authorised this.
- Report anything online that makes them feel worried, unsafe or uncomfortable.

Parents and Carers

Parents/carers are expected, according to the child's age and circumstances, to:

- Support their child to access the agreed remote provision and establish an appropriate routine.
- Tell the school if their child is unwell or unable to engage.
- Seek help if they experience difficulties with learning, access, technology or wellbeing.
- Support appropriate online behaviour and privacy at home.
- Be respectful when raising concerns or contacting staff.
- Follow school guidance on live lessons and the Acceptable Use of IT arrangements.

Live Teaching

There is no expectation that all remote education will be delivered live. The school may use live teaching where it is educationally useful, safe, inclusive and proportionate.

Staff Live-Session Expectations

- Staff must use school-approved platforms and accounts and follow the Staff Code of Conduct.
- Staff should use a suitable professional environment and appropriate clothing and language.
- Waiting rooms, passwords, participant controls and other security settings should be used where supported by the platform and appropriate to the session.
- Staff should manage participant access and remove or end a session if behaviour or content creates a safeguarding or safety concern.
- Any safeguarding concern arising during a live session must be reported to the DSL in accordance with school procedures.
- A second adult may be used where the school's risk assessment or circumstances make this appropriate; the absence of a second adult does not automatically require a session to be recorded.

Pupil and Parent Live-Session Expectations

- Pupils should join from a suitable location and, where age or circumstances require it, an adult should be nearby to support technical access.
- Pupils should be appropriately dressed and ready to learn.
- Meeting links, IDs and passwords must not be shared with anyone for whom they were not intended.
- Participants must not take screenshots, photographs or recordings unless explicitly authorised by the school.
- Pupils must not start their own school-branded meetings or use school links outside the agreed time.

- The same expectations of respectful behaviour that apply in school also apply online.
- Camera use will be managed proportionately. Pupils may be asked to use video where appropriate, but staff will consider privacy, safeguarding, SEND, wellbeing, bandwidth and individual circumstances. A blanket requirement for cameras to remain on at all times will not apply.

Recording Live Sessions

Live sessions will not be recorded routinely merely because only one member of staff is present. Where the school decides that a session should be recorded, there must be a clear purpose and the school will consider the lawful basis, privacy information, access controls, storage location and retention/deletion period. Recordings will be treated as personal data and handled in accordance with the Data Protection Policy and Privacy Notices.

Children with SEND and Disabilities

All staff share responsibility for supporting pupils with SEND. The SENCo will coordinate provision where necessary and ensure that remote arrangements take account of pupils' plans, reasonable adjustments, access needs and relevant external-agency support.

Teachers will use inclusive and adaptive teaching, accessible resources, appropriate scaffolding and reasonable adjustments rather than relying on separate or simplified work by default.

Where a pupil has an EHCP, the school will work with the local authority and other professionals as appropriate to support the provision that should be secured during the period of absence. Risk assessments and personalised plans will be followed where relevant.

Support may include targeted contact, teaching-assistant support, adapted resources, interventions, reduced cognitive load, alternative formats, specialist advice and coordination with outside agencies.

Attendance and Registration

A pupil who is absent from school but receiving remote education must still be recorded as absent in the attendance register using the most appropriate code in line with the School Attendance (Pupil Registration) (England) Regulations 2024 and current attendance guidance. Remote education does not convert an absence into attendance.

The school will continue to monitor attendance, work with families to remove barriers and follow children-missing-education and safeguarding procedures where concerns arise.

Data Protection, Cyber Security, Filtering and Monitoring

Remote education must comply with UK GDPR, the Data Protection Act 2018, the Data (Use and Access) Act 2025, the school's Data Protection Policy and Privacy Notices, and current DfE digital and technology standards.

- Only school-approved platforms and accounts should be used for school communication and learning.
- Access permissions, passwords, software updates and security settings must be managed appropriately.
- The school will consider filtering and monitoring arrangements for school devices and systems used away from the school site, including risks associated with generative AI.
- Personal data will only be shared where necessary, lawful and secure.
- If AI tools are used to support remote education, the Artificial Intelligence Policy applies and personal pupil data must not be entered into unapproved AI services.

Safeguarding and Remote Education

Safeguarding remains the school's priority during remote education. Staff who interact with pupils online must remain alert to signs that a child may be at risk and act in accordance with Keeping Children Safe in Education 2026 and the school's Safeguarding and Child Protection Policy.

Parents/carers should speak with children about online safety and encourage them to report content, contact or behaviour that makes them feel uncomfortable or unsafe. Concerns about school-related online content should be reported through the school's normal safeguarding or communication routes.

Communication between staff and pupils/families must take place through authorised school systems and must not use personal social-media accounts or personal messaging channels. Staff must follow the Staff Code of Conduct and Acceptable Use requirements.

The DSL/DDSL contact arrangements published by the school remain in force during any period of remote education. Urgent safeguarding concerns will be referred to children's social care and/or the police where required.

EYFS

This policy also applies to EYFS where remote support is offered. Because DfE remote-education guidance is directed at compulsory-school-age pupils, any EYFS home-learning support will be developmentally appropriate, proportionate and planned in line with the current EYFS statutory framework. It will not replace the school's safeguarding and welfare responsibilities.

Who to Contact During Remote Education

- Issues with learning or work set – Class Teacher / Subject Lead.
- SEND or accessibility issues – SENCo.
- Behaviour concerns – Headteacher / Deputy Headteacher.
- IT or platform issues – School Office / designated IT support.
- Staff workload or wellbeing – Headteacher / Line Manager
- Data protection concerns – DPO / Headteacher as set out in the Data Protection Policy.
- Safeguarding concerns – DSL / DDSL.
- Digital access at home – School Office / Headteacher.

Related Policies and Documents

- Acceptable Use of IT Policy
- Online Safety
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Children with Health Needs Who Cannot Attend School Policy
- Attendance Policy
- SEND Policy
- Data Protection Policy and Privacy Notices
- Staff Code of Conduct
- Crisis Management Policy
- Artificial Intelligence Policy

Current legislation and guidance considered

This review has been updated against the following current sources, checked on 9 September 2026:

- DfE Providing Remote Education: Guidance for Schools, updated August 2024 (current at 9 September 2026).
- School Attendance (Pupil Registration) (England) Regulations 2024 and current attendance guidance.

- Keeping Children Safe in Education 2026.
- Education (Independent School Standards) Regulations 2014 and DfE Independent School Standards guidance, updated April 2026.
- ISI Inspection Framework for association independent schools, updated September 2026.
- DfE Meeting Digital and Technology Standards in Schools and Colleges, updated September 2026.
- DfE Data Protection in Schools guidance, updated July 2026.
- EYFS statutory framework for group and school-based providers, in force from 1 September 2026.

Any reference to the word ‘School’ implicitly includes all its associated clubs/activities including Kids Club. This policy also applies to EYFS

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