



Remote Learning Policy

including provision during partial or complete closure of site

Owner:	Senior Assistant Principal
Last Reviewed and Adopted:	January 2006
Next Review:	January 2027

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Resources
4. Online safety
5. Safeguarding
6. Data protection
7. Marking and feedback
8. Health and safety
9. School day and absence
10. Communication
11. Monitoring and review

Statement of intent

At St Peter's Collegiate Academy, we understand the need to continually deliver high quality education, including during periods where remote learning is required either for an individual student or many. We recognise the importance of maintaining high expectations in all areas of Academy life and ensuring that all students have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to students' education and the delivery of the curriculum.
- Ensure provision is in place so that all students have access to high quality learning resources.
- Protect students from the risks associated with using devices connected to the Internet.
- Ensure staff, parent, and student data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all students have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

1 Legal framework

1.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018

1.2 This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2023) 'Keeping children safe in education'
- DfE (2021) 'Review your remote education provision framework: schools'
- DfE (2019) 'School attendance'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Adapting teaching practice for remote education'
- DfE (2020) 'Get help with remote education'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2021) 'Remote education good practice'
- DfE (2021) 'Contingency framework: education and childcare settings'

1.3 This policy operates in conjunction with the following school and Trust policies:

- Three Spires Trust Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Policy
- Accessibility Policy
- Marking and Feedback Policy
- IT Policy
- Health and Safety Policy
- Attendance and Absence Policy incorporating Students with Additional Health Needs Policy
- ICT Acceptable Use Policy
- Three Spires Trust Staff Code of Conduct

2 Roles and responsibilities

2.1 The governing board is responsible for:

- Ensuring that the Academy has robust risk management procedures in place.
- Ensuring that the Academy has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

2.2 The Principal is responsible for:

- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on a 2 yearly basis and communicating any changes to staff, parents, and students. Reviewing the effectiveness of remote education provision to identify strengths and areas for improvement in conjunction with the SLT, making use of and adapting where necessary the DfE's '[Review your remote education provision framework: schools](#)'.
- Conducting reviews of the remote learning arrangements to ensure students' education does not suffer.

2.3 The Business & Finance Manager is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the Principal.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that students identified as being at risk are provided with necessary information and instruction, as required.
- Arranging the procurement of any equipment or technology required for staff to teach remotely and for students to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

2.4 The Director for Learning Technologies and Data Controller are responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate filtering and monitoring software and malware protection.
- Ensuring all staff, parents, and students are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

2.5 The Designated Safeguarding Lead is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect students online.
- Identifying susceptible students who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the student is learning remotely, and liaising with the Principal and other organisations to make alternate arrangements for students who are at a high risk, where required.
- Identifying the level of support or intervention required while students learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure susceptible students receive the support required during the period of remote working ensuring all safeguarding incidents are adequately recorded and reported.

2.6 The school SLT is responsible for:

- Reviewing remote education provision to identify strengths and areas for improvement in conjunction with the Principal, as required.
- Ensuring that staff, parents and students adhere to the relevant policies at all times.
- Arranging any additional training staff may require to support students during the period of remote learning.
- Line manage Heads of Departments to monitor delivery and assure quality.

2.7 The SENDCO is responsible for:

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all students and that reasonable adjustments are made where required.
- Ensuring that students with EHC plans continue to have their needs met while learning remotely, and liaising with the Principal and other organisations to make any alternate arrangements for students with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while students with SEND learn remotely.

- Ensuring that the provision put in place for students with SEND is monitored for effectiveness throughout the duration of the remote learning period.

2.8 The ICT technicians are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable filtering and monitoring software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENDCO to ensure that the equipment and technology used for learning remotely is accessible to all students and staff.

2.9 Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the Business & Facilities Manager and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the Designated Safeguarding Lead and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Principal.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.
- Adhering to the Staff Code of Conduct at all times.

2.10 Parents/Carers are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the times set out in paragraphs 10.1 of this policy, and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material during the times set out in paragraph 10.1.
- Reporting any absence in line with the terms set out in paragraph 10.6.
- Ensuring their child uses the equipment and technology used for remote learning as intended.

2.11 Students are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely at the times set out in paragraph 10.1 of this policy, and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their class teacher or Form Tutor as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behaviour Policy at all times.

3 Resources

Learning materials

3.1 The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:

- Work booklets
- Email
- Past and mock exam papers
- Current online learning portals i.e. Sparx, Educake, Oak Academy etc.
- Educational websites
- Reading tasks
- Live webinars
- Pre-recorded video or audio lessons

3.2 The school will review the DfE's guidance on where schools can source educational resources to assist with the delivery of remote education, teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.

3.3 Reasonable adjustments will be made to ensure that all students have access to the resources needed for effective remote learning.

3.4 Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support students with SEND.

3.5 The school recognises that interactive lessons are most effective in aiding students' motivation and academic progression and, to this effect, teachers will ensure they regularly recreate aspects of in-person interactivity, e.g. live classes with questioning, eliciting and reflective discussion, to the best of their ability.

- 3.6 Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
- 3.7 The school will review the resources students have access to and adapt learning to account for all students needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.
- 3.8 Lengthy or open-ended projects and research activities will generally be avoided, with the school prioritising more interactive, teacher-led approaches to delivering the school's planned curriculum. Any teaching plans that involve lengthy or open-ended projects and research activities will be approved only if the Principal is satisfied that they are likely to lead to strong progress or outcomes.
- 3.9 Work packs will be made available for students who do not have access to a printer – these packs can be collected from school. This is not the case if closure is due to severe weather.
- 3.10 Teaching staff will liaise with the SENDCO and other relevant members of staff to ensure all students remain fully supported for the duration of the remote learning period.
- 3.11 The SENDCO will arrange additional support for students with SEND which will be unique to the individual's needs, e.g. via weekly phone calls.
- 3.12 Teaching staff will implement more individualised planning, in liaison with the SENDCO, for students with SEND where appropriate – the SENDCO will also contact the student's parents to see how the student can be supported by adults while learning remotely.
- 3.13 Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
- 3.14 The school will remain cognisant of families who do not have access to the resources required for remote education, and will ensure that an up-to-date record of which students do not have appropriate devices or internet access is maintained.
- 3.15 Students will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.
- 3.16 For students who cannot access digital devices at home, the school will, where possible, apply for technology support through their LA.
- 3.17 Students and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.
- 3.18 Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with Section 8 of this policy.

3.19 The ICT technicians are not responsible for providing technical support for equipment that is not owned by the school.

3.20 The school will maintain good communication with parents to ensure that parents are aided in supporting their child's remote education.

Food provision

3.21 The school will signpost parents via the website towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

3.22 Where applicable, the school may provide the following provision for students who receive FSM. This is not applicable for severe weather closures:

- Providing packed lunches and hot take-out food

3.23 Providing vouchers to families as and when directed by the DfE

Costs and expenses

3.24 The school will not contribute to any household expenses incurred while students learn remotely, e.g. heating, lighting, or council tax.

3.25 The school will not reimburse any costs for travel between students' homes and the school premises.

3.26 The school will not reimburse any costs for childcare.

3.27 If a student is provided with school-owned equipment, the student and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

4 Online safety

4.1 This section of the policy will be enacted in conjunction with the school's IT Safety Policy.

4.2 Where possible, all interactions will be textual and public.

4.3 All staff and students using video communication must:

- Communicate in groups – one-to-one sessions are not permitted.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.

- Always remain aware that they are visible.

4.4 All staff and students using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

4.5 The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for students with SEND. This will be decided and approved by the SLT, in collaboration with the SENDCO.

4.6 Students not using devices or software as intended will be disciplined in line with the Behaviour Policy.

4.7 The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

4.8 The school will consult with parents to obtain feedback should any period of extended remote teaching occur.

4.9 The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

4.10 The school will communicate to parents about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

4.11 During a period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

4.12 The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

5 Safeguarding

This section of the policy will be enacted in conjunction with the Trust Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.

All teaching staff will be made aware that the procedures set out in the school's Staff Code of Conduct apply at all times during the delivery of remote education. Parents will be made aware of what their children are being asked to do, including:

- The sites that they will be accessing.
 - The school staff with whom they will be interacting.
- 5.1 The DSL and Principal will identify susceptible students (students who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to a period of remote learning.
 - 5.2 The DSL will arrange for regular contact to be made with susceptible students, prior to a period of remote learning.
 - 5.3 Phone calls made to susceptible students will be made using school phones where possible.
 - 5.4 The DSL will arrange for regular contact with susceptible students once per week at minimum, with additional contact, including home visits, arranged where required.
 - 5.5 All contact with vulnerable students will be recorded on My Concern.
 - 5.6 The Safeguarding Team will keep in contact with vulnerable students' social workers or other care professionals during a period of remote working, as required.
 - 5.7 All home visits will:
 - Have at least one suitably trained individual present.
 - Be undertaken by no fewer than two members of staff.
 - Be suitably recorded on paper and the records stored so that the DSL has access to them.
 - Actively involve the student.
 - 5.8 Vulnerable students will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to a period of remote learning.
 - 5.9 The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable students learning remotely.
 - 5.10 All members of staff will report any safeguarding concerns to the DSL immediately and/or via MyConcern.

- 5.11 Students and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

6 Data protection

- 6.1 This section of the policy will be enacted in conjunction with the school's Data Protection Policy.
- 6.2 Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- 6.3 Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- 6.4 Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- 6.5 Parents' and students' up-to-date contact details will be collected prior to the period of remote learning.
- 6.6 All contact details will be stored in line with the Data Protection Policy.
- 6.7 The school will not permit paper copies of contact details to be taken off the school premises.
- 6.8 Students are not permitted to let their family members or friends use any school- owned equipment which contains personal data.
- 6.9 Any intentional breach of confidentiality will be dealt with in accordance with the school's Behavioural Policy or the Disciplinary Policy and Procedure.

7 Teaching and learning

- 7.1 The school will ensure staff and students follow the school's Online Safety Policy when working and learning remotely.
- 7.2 The school will ensure that remote education is available for students as soon as is reasonably practicable.
- 7.3 All students will have access to high-quality education when learning remotely.
- 7.4 The DSL will ensure that procedures are in place to check that vulnerable students are able to access remote education support, with support provided as far as possible and regular checks to ensure remote education is being accessed.
- 7.5 The school will prioritise factors that have been found to increase the effectiveness of remote education. These include, but are not limited to:

- Ensuring students receive clear explanations.
- Supporting growth in confidence with new material through scaffolded practice.
- Application of new knowledge or skills.
- Enabling students to receive feedback on how to progress.

7.6 In line with DfE guidance, the school will:

- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that students can progress through the school's curriculum.
- Use one digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback.
- Work to overcome barriers to digital access.
- Provide printed resources, e.g. textbooks, to structure learning, supplemented with other forms of communication to keep students on track or answer questions about work.
- Ensure staff are adequately trained and confident in its use.
- Check whether students are engaging with their work daily, and work with families to identify effective solutions where engagement is a concern.
- Ensure that there is a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectation for remote education
- Publish information for students, parents and carers about remote education provision on the school website.

7.7 Where possible, teachers will ensure that a portion of their lessons are designed to promote interactivity amongst students and between students and staff, e.g. live lessons or use of the 'chat' function on meeting software, to lessen feelings of isolation and to promote student progress and motivation.

7.8 Teachers will ensure lessons are inclusive for all students and can be adapted to account for the needs of disadvantaged students and students with SEND.

7.9 When teaching students who are working remotely, teachers will:

- Set work that is of equivalent length to the core teaching students would receive in school and, as a minimum, five hours a day, with support for students working towards formal qualifications this year.
- Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
- Provide opportunities for interactivity, including questioning, eliciting and reflective discussion.
- Provide scaffolded practice and opportunities to apply new knowledge.
- Enable students to receive timely and frequent feedback on how to progress using digitally facilitated or whole-class feedback, where appropriate.

- Use assessment to ensure teaching is responsive to students' needs and addresses any critical gaps in students' knowledge.
- Avoid an over-reliance on long-term projects or internet research activities.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students' understanding.

7.10 All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.

7.11 In exceptional circumstances, the school may reduce its curriculum offering to enable students to cope with the workload – the Principal will assess this need, keeping students' best interests in mind, and will not take the decision lightly.

7.12 Teachers will make use of quizzes or tests on core content regularly, asking students to complete these in a specified time and email them back, or create regular pre- and post-lesson quizzes using the remote platform. Alternative options for students without ready online access will be considered to ensure availability, e.g. distributing hard-copy versions.

7.13 The school recognises that certain subjects are more difficult to teach remotely, e.g. music, sciences and physical education. Teachers will provide effective substitutes for in-person teaching, e.g. via video demonstrations for practical work, accompanied by teacher explanation, commentary and a text book or electronic resource where possible.

7.14 Students will be encouraged to take regular physical exercise to maintain fitness, and time will be allocated within the school week for students to focus on this.

8 Marking and feedback

8.1 All schoolwork completed through remote learning must be:

- Finished when returned to the relevant member of teaching staff.
- Returned on or before the deadline set by the relevant member of teaching staff.
- Completed to the best of the student's ability.
- The student's own work.
- Marked in line with the Marking and Feedback Policy.
- Assessment should identify conceptual misunderstanding and feedback should move learning forward.
- Returned to the student, once marked, by an agreed date.

8.2 The school expects students and staff to maintain a good work ethic during the period of remote learning.

- 8.3 If there are problems submitting work on the school's remote platform or the work is not able to be submitted on the platform, students will use email to send work to teachers for review and feedback and screenshots can be taken and emailed as attachments. The school will also consider alternative options where appropriate, e.g. drop-off points at the school
- 8.4 Students are accountable for the completion of their own schoolwork – teaching staff will contact parents via email if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- 8.5 Teaching staff will monitor the academic progress of students with and without access to the online learning resources and discuss additional support or provision with the Principal as soon as possible.
- 8.6 Teaching staff will monitor the academic progress of students with SEND and discuss additional support or provision with the SENDCO as soon as possible.
- 8.7 The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.
- 8.8 The school will log participation and student engagement with remote education, as well as motivation levels and progress, and this will be reported to parents via formal regular reports or, if there is a concern, individually via telephone.
- 8.9 The school will consider ways to use feedback to secure consistent engagement with remote material, e.g. introducing a newsletter sent to parents and students which displays exemplary work and rewards engagement or outcomes.
- 8.10 Students will be encouraged to take regular physical exercise to maintain fitness, and time will be allocated within the school week for students to focus on this.

9 Health and safety

- 9.1 This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.
- 9.2 Teaching staff and ICT technicians will ensure students are shown how to use the necessary equipment and technology safely and correctly prior to a period of remote learning.
- 9.3 If using electronic devices during remote learning, students will be encouraged to take screen breaks regularly.
- 9.4 Screen break frequency will be adjusted for younger students or students with medical conditions who require more frequent screen breaks.
- 9.5 If any incidents or near-misses occur in a student's home, they or their parents are required to report these to the Business & Facilities Manager or other relevant member of staff immediately so that appropriate action can be taken.

10 School day and absence

- 10.1 Students will be present for remote learning by 8.30 and cease their remote learning at 15:00 from Monday to Friday, with the exception of breaks and lunchtimes, as outlined in paragraph 10.6.
- 10.2 Breaks and lunchtimes will take place in line with the school timetable.
- 10.3 Students are not expected to do schoolwork during breaks and lunchtime.
- 10.4 Students with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks.
- 10.5 Students who are unwell are not expected to be present for remote working until they are well enough to do so.
- 10.6 Parents will inform the school no later than 8:30 if their child is unwell.
- 10.7 The school will monitor absence and lateness in line with the Attendance and Absence Policy.

11 Communication

- 11.1 The school will ensure adequate channels of communication are arranged in the event of an emergency.
- 11.2 The school will communicate with parents via letter and the school website about remote learning arrangements as soon as possible.
- 11.3 All communication that takes place via email between staff and students will be done via school email addresses.
- 11.4 The Principal will communicate with staff as soon as possible about any remote learning arrangements.
- 11.5 Members of staff involved in remote teaching will ensure they have a working landline/mobile device that is available to take phone calls during their agreed working hours.
- 11.6 The school understands that students learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.
- 11.7 Members of staff will have contact with their line manager once per week.
- 11.8 As much as possible, all communication with students and their parents will take place within the school hours outlined in section 10.
- 11.9 Parents and students will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

11.10 Issues with remote learning or data protection will be communicated to the students' teacher as soon as possible so they can investigate and resolve the issue.

11.11 The students' teacher will keep parents and students informed of any changes to the remote learning arrangements or the schoolwork set.

11.12 The Principal will review the effectiveness of communication and ensure measures are put in place to address gaps or weaknesses in communication.

12 Monitoring and review

12.1 This policy will be reviewed annually by the Senior Assistant Principal.

12.2 Any changes to this policy will be communicated to all members of staff and other stakeholders.

12.3 The next scheduled review date for this policy is January 2027.