CANBURY SCHOOL

REMOTE LEARNING POLICY

Last Review Date:	**June 2026**
Policy Owner:	**L Buchanan**
Approved by:	**P Rich**
Next Review Date:	**June 2027**

Remote learning policy - NB this has two sections.

Section A

This is our policy on remote learning for individual students where a health or educational professional has deemed this a necessary adjustment for a student to have their learning needs met.

Section B

This is for a lockdown type situation where **all** students are remote learning.

REMOTE LEARNING POLICY - Section A - For Individual student/s - Dealt with as a case by case scenario

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1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for students who are deemed by the appropriate staff (see 2. Roles and responsibilities) to not be able to attend school and therefore require remote learning opportunities
- Set out expectations for all members of the school community with regard to remote learning

2. Roles and responsibilities

There may be situations where remote learning is in place for an individual student, but this should only be agreed as a last resort as part of necessary adjustments needed following assessment by the SENCo, DSL and/or another qualified professional e.g. CAHMS or other medical professionals to say that the child is not able to attend school due to psychological or physical impairments/needs.

Where remote learning has been agreed as part of a student's educational need, this will be communicated with all staff by the SENCO and any updates on this child and their needs will come via the SENCO. All staff will know who has the rights to remote learning as part of their educational provision, and teachers will therefore be able to plan accordingly for this should this impact them.

Remote learning is not an automatic service available for general short-term absences due to routine illness, nor is it permitted to validate un-authorised parental non-compliance with

school attendance frameworks. However, in strict accordance with the DfE statutory standard Working Together to Improve School Attendance, the school explicitly recognizes its duty to provide tailored, compassionate support for students experiencing severe school anxiety or Emotionally Based School Avoidance (EBSA).

Short-term, structured remote learning opportunities may be authorised for these learners exclusively as a clinically validated, transitional intervention planned in direct partnership with the SENCO, DSL, pastoral team, medical professionals, and local multi-agency family help teams. Any such provision must be bound to a formal, time-limited reintegration pathway aimed at restoring safe physical classroom attendance.

2.1 Teachers

When providing remote learning, teachers will need to ensure that their lessons are made live via their PCs via Google classroom and ensure that all work is set on the Google Classroom for all students (at home and in school) to access. Where this is not possible, due to technological issues or an inappropriate task e.g. a written test, the lesson instruction and materials should be available online for the student at home to access and carry out the work as closely to those peers in the classroom as possible.

Classroom cameras must not be utilised to broadcast lessons or facilitate remote connectivity without explicit prior authorisation from the Designated Safeguarding Lead (DSL), and any captures are strictly limited to the teacher and the smart board.

It should be noted that the scenario where the majority of the class are in School and one young person or a small group remains at home is by far the most difficult to manage logistically. The student(s) at home will follow the published timetable and all lessons remain at an hour in duration, but it has to be noted that the class may be late back from another lesson or break time, meaning the young person remotely learning might have to wait.

Equally, the class cannot wait for the young person at home to arrive at Google Classroom before the lesson starts. If they are not present when the lesson begins, the lesson will start without them. It is unlikely that the teacher will have time to go back and re-cap. However, teaching and learning resources will be available on Google Classroom.

Providing feedback on work:

- Students will submit work on Google Classroom
- Work submitted should be marked in a timely manner in keeping with the School's marking policy

2.2 Students and parent responsibilities:

- Students to complete work to the deadline set by teachers
- Seek help if they need it, from teachers or learning support assistants
- Students to alert teachers if they are not able to complete work

- Parents to alert reception when children are absent for any reason, and be aware that the child is responsible for catching up on the work missed.

Maintain an active camera presence during live instruction to verify attendance, focus, and classroom engagement. However, the school explicitly recognises that a rigid visual requirement can present distinct safeguarding risks or severe emotional triggers for specific vulnerable learners (e.g., those navigating acute psychological distress or complex domestic environments). Consequently, while the baseline expectation remains an active camera stream, individual modifications or camera-off protocols may be formally authorised exclusively by the Designated Safeguarding Lead (DSL) or SENCO following a risk assessment, ensuring the child's dignity and well-being remain paramount.

- Be seated at a table or desk, inside the house with all items needed for learning
- Be appropriately dressed
- Be sensible and well-behaved, as they would be in the classroom

2.3 Staff can expect parents with students learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they are struggling, include those here
- Be respectful when making any complaints or concerns known to staff
- Be aware that teaching staff start work at 8am and finish at 3.45pm. Emails sent or work submitted outside these times may not be dealt with until the next working day

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the Deputy Head (Academic)
- Issues with behaviour – talk to the Assistant Head (Pastoral)
- Issues with IT – talk to Simon Harrison (IT Manager)

Issues with their own workload or wellbeing – talk to their line manager. i.e.

- Teachers – Head / Deputy Head (Academic)
- LSA's – SENCO
- Admin, Caretaker, Cleaning - Bursar
- Concerns about data protection – talk to the Head or Bursar
- Concerns about safeguarding – talk to the DSL/DDSL

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Access the server via remote access, either from home or in School
- Use a School Chromebook
- Personal data will only be displayed on screen and not transferred onto any other device or recorded in any other way

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online and to only use their Canbury School email address.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Ensuring all school-issued hardware and network profiles are bound by robust security access criteria. In strict compliance with the mandatory DfE Cyber Security Standards and NCSC guidelines, all staff passwords must be a minimum of 12 characters in length, utilising either a complex multi-character string or an approved 'three random words' configuration to mitigate systemic hacking risks. Passwords must never be cached on non-encrypted public hardware or shared under any circumstances.
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Follow any requests by Simon Harrison which indicates their system is not fully up to date.

5. Safeguarding

The School's safeguarding policy can be found on the School website as well as in the Staff Read area with all other policies. This has been updated in light of remote learning.

6. Monitoring arrangements

This policy will be reviewed every two years by the SLT. At every review, it will be approved by the Head and the Governing Body.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding Policy and coronavirus addendum to our Safeguarding policy
- Online safety policy

REMOTE LEARNING POLICY - Section B - Emergency Short-Term Whole-School Closure Contingency Protocol

1. Context and Scope

This section sets forth the operational framework to be activated exclusively in the event of an emergency, force majeure scenario, or un-planned facility closure (e.g., severe structural failure, extreme weather crisis, or localized public health directives) where the physical site becomes temporarily inaccessible, necessitating a synchronised shift to digital delivery for the collective student body.

2. Safeguarding and Vulnerable Students Oversight

Should the physical site be closed under an emergency protocol, the school will immediately establish a risk-assessed on-site or localised provision for vulnerable students and children of essential emergency personnel. In strict alignment with Keeping Children Safe in Education criteria, a student is classified as vulnerable if they are supported by an active Child in Need (Section 17) or Child Protection (Section 47) plan, possess an active EHC plan, are looked-after, or are otherwise deemed by the Designated Safeguarding Lead (DSL) to require on-site pastoral visibility to preserve their safety and mental health outcomes.

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1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for students who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Roles and responsibilities

Our recent experiences of remote learning have taught us that this way of learning can be challenging and that not all children have the same level of technology or adult support at home to enable them to learn remotely. The responsibility for remote learning is, therefore, a shared one. This policy is predominantly intended to be implemented in the event of a lockdown, as seen in March 2020.

2.1 Teachers

When providing remote learning, teachers will be available between 7.45am and 3.45pm.

If you are unable to work for any reason during this time, for example due to sickness or caring for a dependent, you should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

- All year groups should have a registration session at the beginning of the day and at the end lunch each day following the suggested weekly timetable followed in school.
- All students will have a weekly celebration / assembly session on Friday tutor time.
- Teaching input needs to be delivered live via Google Classroom.
- Ideally, students should not require parental support during live teaching sessions.
- Children who arrive late to the lesson may not be able to have a re-cap. This will depend largely on the ongoing commitments of the teacher.
- All teachers need to provide the means by which students record their work so that they can submit it for feedback. Google classroom is the platform used by the School for this purpose.
- If there are materials that students require for the lessons, these must be uploaded on the day of the lesson if not before, in order for students / parents to have time to make sure they have the relevant document on screen or printed out.
- All lessons will be 45 minutes in length rather than an hour to allow for movement/rest breaks from the screen

Providing feedback on work:

- Students will submit work on Google Classroom
- Work submitted should be marked in a timely manner in keeping with the School's marking policy
- Work posted after the agreed deadline may not be marked until the following day.
- Only end of term assessed work will require printing off and storing, all other work will remain in Google Classroom.

Supporting student's pastoral needs:

- Form registration should take place via Google Meet at the beginning and at the end of lunch each day.
- Teachers should encourage students to attend assemblies and should be a visible presence there themselves.
- Time should be given each week to allow children to talk to each other in a more sociable way. Students working from home will miss the social interaction with their peers and teachers need to try to recreate this in some form.
- If students are misbehaving on virtual lessons, or are not completing work, this should be addressed directly with the young person in the first instance. If this does not resolve the matter, the teacher should speak to the young person's parents. If needed, the Deputy Head (Academic) should be informed, as appropriate.

Supporting Parents:

- Answer emails from parents in a timely manner, ideally within 24hrs. Parents will be

informed that teachers are not expected to respond to emails outside of office hours.

- If a parent makes a complaint, this should be referred to a member of SLT

Attending virtual lessons and meetings with staff, parents and students:

- Should dress ready for School (professionally)
- The location should be chosen so that there is limited background noise. It would be wise to consider using a virtual background.

2.2 Learning Support Assistants

When assisting with remote learning, learning support assistants must be available during their usual working hours. It is possible that their working hours may need to be adapted slightly depending on need at the time. You will be provided with a School Chromebook in order for you to work remotely.

If you are unable to work for any reason during this time, for example due to sickness or caring for a dependent, you should report this using the normal absence procedure.

When assisting with remote learning, learning support assistants are responsible for:

- Listening to students read via Google Classroom – Years 7-10
- Being present in small group Meet sessions to help support students with their learning
- Work on a specific 1:1 programme.

Attending virtual meetings:

- Staff should dress professionally
- The locations should be chosen so that there is limited background noise. Staff should consider using a virtual background.
- All learning support assistants are expected to attend the virtual year group LSA meeting held weekly.

Depending on the reason for remote learning, some learning support assistants may be required in School to support groups of students there.

2.3 Senior leadership Team

Alongside any teaching responsibilities, the SLT are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through regular meetings with teachers, reviewing work set or reaching out for feedback from students and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.4 Designated safeguarding lead and Deputy DSL

The DSL/DDSL are responsible for:

- Ensuring that the safeguarding policy is being effectively implemented
- Responding to safeguarding concerns
- Keeping all relevant documents related to safeguarding up to date
- Attending relevant safeguarding training

2.5 Students and parents

Staff can expect students learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or learning support assistants
- Alert teachers if they are not able to complete work
- Alert teachers when children are absent for any reason, and be aware that the child is responsible for catching up on the work missed.
- Have their camera on at all times for Google Classroom lessons
- Be seated at a table or desk, inside the house, with all items needed for learning
- Be appropriately dressed
- Be sensible and well-behaved, as they would be in the classroom

Staff can expect parents with students learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they are struggling, include those here
- Be respectful when making any complaints or concerns known to staff
- Be aware that teaching staff start work at 7.45am and finish at the latest at 3.45pm. Emails sent or work submitted outside these times will not be dealt with until the next working day

2.6 Key Worker and Vulnerable Students

Should the School be closed but remain open to Key Worker and vulnerable students, the following rules are in place:

- A student is classed as a Key Worker if **both** parents are on the Government Key Worker / Essential Worker list and neither parent is able to work from home
- A student is classed as vulnerable if the family has an allocated social worker, if the child is on the safeguarding register, if the Designated Safeguarding Lead deems it safer for the child to be in School than at home or for the student's mental health and wellbeing it is better for the student to be in school

2.7 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

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- Issues with behaviour – talk to the Assistant Head (Pastoral)
- Issues with IT – talk to Simon Harrison

Issues with their own workload or wellbeing – talk to their line manager. i.e.

- Teachers – Headteacher / Deputy Head Academic / Assistant Head Pastoral
- LSA's – SENCO
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However, staff are reminded to collect and/or share as little personal data as possible online and to only use their Canbury School email address.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters

(e.g. asterisk or currency symbol)

- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Follow any requests by Simon Harrison which indicates their system is not fully up to date.

5. Safeguarding

The School's safeguarding policy can be found on the School website as well as in the Staff Read area with all other policies.

6. Monitoring arrangements

This policy will be formally monitored and reviewed annually by the Senior Leadership Team to ensure seamless alignment with evolving statutory child protection laws and DfE technology updates, with final approval executed by the Headteacher and Governing Body before the commencement of each academic year.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding Policy and coronavirus addendum to our Safeguarding policy
- Online safety policy
- Taking, Storing and Using Images of Students Policy

[1]Review by L Buchanan June 2026