



Inspire Education Trust

Together we achieve, individually we grow

Remote Learning Policy

Blue Coat CE Secondary School

Policy Date: May 2025

Review Date: May 2027

Document History

Version	Status		Date	Author	Summary Changes
V1			October 2021	Clare Taylor	
V1			October 2022	Clare Taylor	Website link removed. Job title amended to Senior Assistant Headteacher Teaching and Learning
V2			May 2025	Clare Taylor	ClassCharts changed to Arbor GCSE pod references removed Updated changes to DfE guidance

Contents

1. Aims	Page 4
2. Roles and responsibilities -Teachers	Page 4
3. Roles and responsibilities – Learning Support Assistants	Page 5
4. Roles and responsibilities – Heads of Departments	Page 5
5. Roles and responsibilities – Senior Leaders	Page 5
6. Roles and responsibilities – Designated Safeguarding Lead	Page 6
7. Roles and responsibilities – IT Staff	Page 6
8. Roles and responsibilities – Pupils	Page 6
9. Roles and responsibilities – Governing Body	Page 7
10. Who to contact	Page 7
11. Data Protection	Page 7

Introduction

At Blue Coat Church of England School, our vision is “Living life in all its fullness”. We exist to equip our students to ‘live life in all its fullness’ by providing excellent education, which is distinctively Christian and inclusive of all. At the heart of this education are the values of Care, Hard Work, Respect, Integrity and Servanthood, working Together for the good of all individuals, the school and wider communities.

1. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils 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
- Incorporate DfE guidance on remote education

2. Acceptable use of remote learning

- **Children off with infectious illnesses:** Remote education should only be considered as a last resort where attendance at school is not possible, but pupils are able to continue learning. This includes school closures or restrictions on attendance, and individual cases involving short-term absences due to infectious illnesses, operations, or injuries.
- **Reintegrating absent pupils:** In exceptional cases, remote education can be used to reintegrate pupils whose attendance has been affected by SEND or mental health issues. This should be part of a plan to reintegrate back to school and only when it is judged that providing remote education would not adversely affect the pupil's return to school. This provision should be a short-term solution to keep pupils on track with their education and connected to their teachers and

3. Attendance and Absence

The school understands that daily on-site attendance is essential for pupils to get the most out of their school experience. Remote education will only be considered as a last resort when the alternative would be no education. The school will work proactively with pupils, parents, and any other relevant partners to remove any barriers to attendance.

2. Roles and responsibilities - Teachers

Teachers will support students by providing remote learning when requested that is in-line with the current curriculum sequence.

All lessons and resources should be made available to students via TEAMS

Homework will be set via Arbor; feedback will be provided in a timely manner.

Ensuring remote education is inclusive for SEND students

In conjunction with LSA's, teachers will adapt and modify the remote provision appropriately for students with special educational needs and disabilities.

Providing feedback on work:

- Feedback will be given in-line with the whole school feedback policy
- Students will be given guidance about the work that should be submitted including date of submission, explanation of the task and how the students should submit the work.
- Feedback will be shared with pupils via the most appropriate medium e.g. Microsoft Office forms and e mail

3. Roles and responsibilities - Learning Support Assistants

LSAs who are responsible for supporting key groups of students and will continue to support those students through regular contact while home learning.

If any student requires work adjusted for them, the LSA will facilitate this by coordinating with the SLT lead for inclusion, who will then discuss with the relevant department. Whilst we have high expectations of learners and standards of work, we also realise that remote learning creates specific challenges for some of our learners. We are realistic in our expectations and understand the need to make adjustments where required.

4. Roles and responsibilities - Heads of Departments

- Work with teachers teaching their subject remotely to make sure all work set is appropriate and consistent & in-line with the Remote Learning protocol.
- Alert teachers to resources they can use remotely.

5. Roles and responsibilities - Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school; this will be communicated to all stakeholders via the website and e mail.

6. Roles and responsibilities - Designated safeguarding lead

See Child Protection and Safeguarding Policy.

7. Roles and responsibilities - IT staff

IT staff should be contacted via ICT support e mail support@bluecoatschool.com

IT are responsible for;

- Fixing issues with systems used to set and collect work
- Helping staff, students and parents with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

8. Roles and responsibilities - Pupils

Staff can expect pupils learning remotely to:

- Use TEAMS to access all remote learning resources.
- Complete work and submit to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it; parents should use the 'Student guide to remote learning' available on the website in the first instance for guidance. If they need additional guidance they should contact the child's tutor and/or class teacher
- Be respectful when making any complaints or concerns known to staff

Many pupils will find self-isolation difficult, both socially and emotionally it is important your child gets fresh air and exercise using appropriate outside space for example, a garden, encouraging them to focus on an aspect of physical health and wellbeing. Offering a range of learning experiences that are broad and varied will also support your child to engage with their class work.

Support for all aspects of remote learning is available on the website.

9. Roles and responsibilities - Governing Body

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

10. Who to contact;

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

- General enquires- e mail; admin@bluecoatschool.com
- Issues with work- Contact class teacher by e mail
- Pastoral Issue- pastoral@bluecoatschool.com
- Issues with IT – Contact ICT support by e mail; support@bluecoat.com
- Support for SEND students; SEND@bluecoatschool.com

11. Data protection

A Data Protection Impact Assessment has been completed and authorised by the Data Protection Officer and the Head Teacher for the use of Microsoft Teams to support remote learning.

Staff may only use Microsoft Teams in accordance with school decisions taken in the Impact Assessment. Guidance notes and training have been provided to staff, and by following the guidance, staff are able to comply with the Impact Assessment.

No new or unauthorised IT systems may be used by staff to support remote learning until systems have been screened for data protection issues, documented, and authorised for school use. HODs to check with the Data Protection Lead (MDO) regarding whether specific systems can be used.

Monitoring arrangements:

This policy will be reviewed every 2 years by Senior Assistant Head Teacher- Teaching and Learning. At every review, it will be approved by the Governing Body.

Links with other policies

This policy is linked to our:

- Behaviour Policy and Coronavirus Addendum to our Behavior Policy
- Child Protection and Safeguarding Policy
- Data Protection policy and Privacy Notices
- ICT Acceptable Use Policy- staff and students

Reviewed by:

Clare Taylor

May 2025

Next Review Date:

May 2027

Approved by Governors:

02.07.25

Signed:

Lisa Henden

Lisa Henden
Headteacher

Signed:

Charlotte Marten

Charlotte Marten
Chair of LGC