



## REMOTE LEARNING POLICY

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## 1. Rationale & Aims

At Mayfield School, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils 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.

*Remote learning should be considered as a time limited provision and be reviewed by all professionals including parents and the pupil where appropriate. There must be agreed timescales and prearranged review meetings with actions shared. The criteria is subject but not limited to:*

- *A pupil with health needs who cannot attend school*
- *A pupil is preparing for or recovering from some types of surgery*
- *A pupil is unable to access school due to a range of external factors beyond their control, for example weather conditions, transport cancellations, infectious diseases*

Through the Mayfield School Remote Learning policy, we aim to:

- Minimise the disruption and ensure consistency in the approach to remote learning, to pupils' education, and to the delivery of the curriculum to pupils who are not in school
- Ensure provision is in place so that all pupils have access to high quality learning resources
- Protect pupils from the risks associated with using devices connected to the internet
- Provide appropriate guidelines for data protection
- Ensure staff, parent/ carer, and pupil 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 pupils 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

## **2. Legal framework**

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

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Data (Use and Access) Act 2025
- DfE (2025) 'Keeping children safe in education'
- DfE (2024) 'School attendance in England'
- DfE (2024) 'Working together to improve school attendance'
- DfE (2020) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2022) 'Health and safety: responsibilities and duties for schools'
- DfE (2016) 'Children missing education'
- DfE (2024 update) 'Providing remote education'
- Special educational needs and disability code of practice:0-25
- Health & Safety responsibilities and duties for schools
- RSHE statutory guidance (2025)

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

- Safeguarding and Child Protection Policy
- Data Protection Policy
- Special Educational Needs and Disabilities Policy
- Behaviour Policy
- Accessibility Policy
- Online Safety Policy
- Health and Safety Policy
- Staff Code of Conduct
- Lone working guidance

This policy operates with the following trust policies:

- EIAT Acceptable Use Policy
- EIAT Data Protection Policy
- EIAT Staff Code of Conduct

### **3. Remote learning for pupils who cannot physically attend school**

We will consider providing remote education to pupils on a case-by-case basis, in circumstances when in-person attendance is not possible, for example because:

- A pupil is preparing for or recovering from some types of surgery
- A pupil's attendance is affected by their SEND
- A pupil is unable to access school due to a range of external factors beyond their control, for example weather conditions, transport cancellations, infectious diseases

In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parent/ carer, pupil, local authority and if appropriate, a relevant medical professional
- Put formal arrangements in place to regularly review the remote learning offer and identify how to reintegrate the pupil back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support
- *Plan for consistent provision during and after the period of education outside the school, allowing the pupil to access the same curriculum and materials that they would have used in school as far as possible*
- *Enable the pupil to stay in touch with school life (e.g. Class Dojo, newsletters, emails, invitations to school events or virtual platforms to lessons from the school)*
- *Consider whether any reasonable adjustments need to be made and communicate this information to the appropriate stakeholder*

Pupils receiving remote education will be marked as absent in line with pupil registration regulations. Remote learning for pupils who cannot physically attend school will be bespoke and based on individual attainment and required provision. Mayfield School will take account of the home language of every child and the level of adult support available to them at home. Remote learning will be set either via our current electronic platforms (Class Dojo), on paper and disseminated by postal service or via video link. Work will be set by the pupil's class teacher. Pupils will be set remote learning on a regular and individualised basis.

#### 4. Remote learning during a partial or full school closure

In the event of a partial or full closure of the school, pupils' education will continue remotely. Teachers will follow the remote learning guidance below:

Home Learning Checklist		
1	<b>Identify the most appropriate form of communication for each family;</b> <i>Remote learning to be shared via the Class Dojo app, email, or postal service</i>	
2	<b>Suggest a daily timetable of activities to provide structure to the day;</b> <i>Ensure that curriculum coverage mirrors the learning offer in school</i>	
3	<b>Set work that is fun and practical and limits the need for additional resources</b>	
4	<b>Ensure that work set is personalised to individual needs of pupils and takes account of the level of adult support needed and available at home;</b> <i>All home learning activities should focus on opportunities to work towards EHCP outcomes</i>	
5	<b>Use ongoing feedback from parents to inform teacher assessment</b>	
6	<b>Where appropriate to the needs of individuals, schedule a daily opportunity for a virtual lesson activity</b>	
7	<b>Schedule a weekly meeting with the class team to discuss feedback on home learning activities, next steps and how best to support families remotely</b>	
8	<b>Complete a weekly home learning evidence log and teaching and learning register</b>	

#### 5. Roles and responsibilities

The **Local Governing Body** is responsible for:

- Ensuring that the school has robust risk management procedures in place
- Evaluating the effectiveness of the school's remote learning arrangements

The **Executive Headteacher and Deputy Headteachers** are responsible for:

- Ensuring that staff, parents and pupils follow the relevant policies at all times
- 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 an annual basis (and or as per changing and arising needs) and communicating any changes to staff, parents, and pupils
- Arranging any additional training staff may require to support pupils during the period of remote learning
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer

The **Lead DSL and Deputy DSLs** are responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period
- Ensuring that every family receives a minimum of one safe and well call per week
- Coordinating safe and well visits, which will take place under agreed circumstances for pupils on the vulnerable list, those receiving services and any hard to reach families
- Liaising with the ICT technician to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online
- Identifying vulnerable pupils who may be at risk if they are learning remotely and identify appropriate actions
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the Head Teacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote learning, ensuring all safeguarding incidents are adequately recorded and reported as per the schools safeguarding and child protection policy and procedures
- Ensuring safeguarding training continues where relevant and remotely where necessary including as part of new staff induction procedures

The **Leadership team** is responsible for:

- Liaising with the IT teams to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required
- Providing staff with the location of where to upload school documents, pupil work (website, remote learning platforms) and provide instructions on how to access systems
- Ensuring that pupils with Education, Health and Care Plans continue to have their needs met whilst learning remotely

- Ensure that EHCP annual review meetings continue using appropriate platform
- Identifying the level of support or intervention that is required whilst pupils with SEND learn remotely
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period

The **IT team** are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus 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 leadership team to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff

**Class based staff** (Teachers and Teaching Assistants) are responsible for:

- Adhering to this policy at all times during periods of remote learning
- Planning for and sharing learning activities with their class through Class Dojo, emails, Office 365 (Teams) apps, etc.
- Continuing teaching in line with current, extensive planning that is already in place as part of school practices
- Accepting the fact that learning remotely may be more difficult, so tasks will be set in smaller and manageable steps to allow this and consider family dynamics and circumstances
- Replying to messages, setting work and providing feedback on activities during the normal working hours 8:40am- 3:40pm.
- Ensuring families are aware that pupils' remote learning hours are between 08.40m– 2.40 pm
- Avoiding one to one situations; request that a parent or suitable adult is present in the room for the duration, or ask a colleague or member of the leadership team to join the session
- Recording an online lesson or meeting with a pupil only where this has been agreed with the headteacher or other member of the leadership team, and the pupil and their parent/ carer have given explicit written or verbal consent to do so, which should then be recorded via CPOMS
- Ensuring they do not take or record images of pupils for their personal use
- Ensuring they do not record virtual lessons or meetings using personal equipment (unless agreed and risk assessed by a member of the leadership team)
- Ensuring that if staff need to contact a pupil or parent by phone and do not have access to a work phone, they should discuss this with a senior member of staff and, if there is no alternative, always use 'caller withheld' to ensure the

pupil/ parent/ carer is not able to identify the staff member's personal contact details

- Not engaging online whilst children are in a state of undress or semi-undress
- Allowing flexibility in the completion of activities, understanding that the circumstances leading to a school closure will affect families in a number of ways
- Reporting any health and safety incidents to the Executive Head teacher and asking for guidance as appropriate
- Reporting any safeguarding incidents via CPOMS and to the DSLs 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 (if required)
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Executive Head teacher.
- 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, including the dress code
- Following absence and return to work procedures as normal

**Parents** are responsible for:

- Following this policy at all times during periods of remote learning
- Engaging with school a minimum of once per day regarding safe and well support from class team and/ or the pastoral team
- Ensuring their child is encouraged and supported to learn remotely and that the school work set is completed on time and to the best of their child's ability
- Agreeing suitable and appropriate platforms to use to communicate with families such as email, Class Dojo or other platforms with data protection considerations
- Reporting any technical issues to the school as soon as possible
- Ensuring that their child always has access to remote learning material and report any issues to the class teacher and team
- Refraining from screenshotting or copying any information, messages or posts to share on social media or any other platform
- Knowing that they can continue to contact their child's class teacher as normal if they require support of any kind
- Being mindful of the mental well-being of both themselves and their child and encouraging their child to take regular breaks, play games, get fresh air and relax
- Reporting any absence in line with the School's pupil attendance procedures
- Ensuring their child uses the equipment and technology for remote learning as intended

SEND permitting, **Pupils** are responsible for:

- Following to this policy at all times during periods of remote learning with support from the adults around them
- Trying their best to learn remotely and completing their schoolwork on time and to the best of their ability
- Reporting any technical issues to their parents or teachers as soon as possible
- Ensuring they have access to remote learning material and letting a responsible adult know if they do not have access
- Letting a responsible adult know 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 School's Behaviour Policy at all times

## 6. Resources

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
- Current online learning portals
- Educational websites
- Reading tasks
- Live webinars
- Pre-recorded video or live audio/ visual lessons

Teachers will review the DfE's most up to date list of online education resources and utilise these tools as necessary and applicable, in addition to existing resources.

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

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

Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.

The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.

Work packs will be made available for pupils who do not have access to a printer – these packs will be posted home by the school.

Teaching staff will liaise with the Leadership team and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.

Mayfield School will arrange additional support for pupils which will be unique to the individual's needs.

Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

Pupils 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.

Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

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 the School's Marking and Feedback Guidance document.

The arrangements for any 'live' classes, e.g. webinars, will be communicated via email no later than one day before the allotted time and kept to a reasonable length.

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

## **7. Online safety**

This section of the policy is written in conjunction with the school's Online Safety Policy and DfE statutory guidance 'Keeping Children Safe in Education' (2025)

Where possible, all interactions will be textual and public.

All staff and pupils 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

All staff and pupils 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

The school will consider whether one-to-one sessions are appropriate in some circumstances, due to their individual learning needs. This will be decided and approved by the Leadership team.

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

The school will consult with parents prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

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.

The school will communicate to parents 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.

During the 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

The school will not be responsible for providing access to the internet off of 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.

*For further information regarding online safety and remote education, and keeping children safe online refer to the Mayfield school safeguarding and child protection policy section 19, pages 31-33 and appendix 5 pages 52-54.*

## 8. Safeguarding

This section of the policy is written in conjunction with the school's Safeguarding and Child Protection Policy.

The DSL team and Executive Head teacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

The DSL team will arrange for regular contact to be made with vulnerable pupils, prior and for the duration of the period of remote learning.

Phone calls made to vulnerable pupils will be made using school phones where possible.

The DSL team will arrange for regular contact with vulnerable pupils, with additional contact, including home visits, arranged where required.

All contact with vulnerable pupils will be recorded on CPOMS.

The DSL Team will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

All home visits **must**:

- Have at least one suitably trained individual present
- Be completed in line with Mayfield's 'Lone working guidance' 2025
- Be suitably recorded and the records logged on CPOMS so that DSLs has access to them
- Actively involve the pupil (if applicable)
- Take place in a suitable room – never a bedroom
- For all pupils that are regularly accessing home learning due to falling within the category of 'cannot physically attend school' (refer to Section 2), safeguarding through weekly safe and well calls

All members of staff will:

- must be aware of risks associated with generative AI and misinformation/disinformation online, as outlined in KCSIE 2025
- report any safeguarding concerns via CPOMS and to a DSL immediately.

Pupils and their parents will be encouraged to contact DSLs 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.

Complaints – the EIAT Complaints Policy can be accessed via the EIAT website.

The lead DSL and IT team will ensure that:

- Filtering and monitoring systems are reviewed annually to ensure compliance with KCSIE 2025.
- Cyber security standards are maintained for all remote learning platforms and devices.
- Staff are aware of risks associated with generative AI and misinformation/disinformation online, as outlined in KCSIE 2025.

## 9. Monitoring & Evaluation

The Associate Heads of School with responsibility for Quality of Education will delegate responsibilities for monitoring and evaluation to key staff within the school. As such, all staff have a responsibility:

- To monitor compliance of the School Home Learning Policy
- To meet and discuss with parents/ carers, when appropriate
- To review and discuss with staff the extent to which the Home Learning Policy is being successfully implemented
- To inform new parents/ carers to the school of the Home Learning Policy and what it entails, as part of the home/school agreement.

## 10. Data protection

This section of the policy is written in conjunction with the Trust's Data Protection Policy.

Staff members will be responsible for adhering to GDPR and Data (Use and Access) Act 2025 when teaching remotely and will ensure confidentiality and integrity of their devices at all times.

- Sensitive data will only be transferred between devices if necessary and suitably encrypted.
- All contact details will be stored in line with the Trust Data Protection Policy.
- Paper copies of contact details must not be taken off school premises.
- Any breach of confidentiality will be dealt with under the school's Data Protection Policy and EIAT Disciplinary Policy.
- Subject Access Requests (SARs) will be handled in line with EIAT's GDPR policy

## 11. Monitoring arrangements

All work completed through remote learning must be:

- Finished and returned to the relevant member of teaching staff by an agreed date
- Completed to the best of the pupil's ability
- The pupil's own work
- Marked in line with the Marking and Feedback Guidance
- Returned to the pupil, once marked, by an agreed date

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

Pupils should be encouraged to complete their own schoolwork – teaching staff will contact parents via email or phone if their child is not completing their schoolwork or their standard of work has notably decreased.

Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the Leadership team as soon as possible.

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.

## **12. Equal Opportunities**

Mayfield School is committed to providing a full range of opportunities for all pupils and will ensure that there will be no discrimination, harassment or victimisation of a pupil or potential pupil because of their race, sex, disability, religion or belief, or sexual orientation, in accordance with the 'protected characteristics' in the Equality Act. All pupils have access to the curriculum, and the right to a learning environment which dispels ignorance, prejudice or stereotyping.