Elms Bank
School & College

Excellence for All

# Remote Learning

Part of the
Oak
Learning Partnership

**Elms Bank Document:**

| Document control table | |
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| 1 | Sept 2023 | Kate Vincent | Removal of Covid references |
| 2 | February 2026 | Jo Pagliuca | Policy updated to integrate relevant elements from both the Blended Learning and Remote Learning policies.<br>Adjustments align with the DfE's *Providing remote education: guidance for schools* (updated 19 August 2024). |

## Elms Bank Remote Learning Policy

This policy outlines the school's approach to remote learning in circumstances where pupils are unable to attend onsite education.

It covers:

### 1: Whole-school or partial closure, including:

- Public Health & Safety concerns
- Adverse weather
- Industrial action
- Emergency site closure

Individual or small-group remote learning, including:

- Ill health or medical treatment
- Long-term or intermittent absence
- SEMH
- Reintegration plans
- Disengagement or crisis periods
- Situations where attending school is temporarily unsafe or unsuitable

In addition, this policy aligns with DfE expectations that remote education should be 'high-quality, safe and equivalent in ambition to the core curriculum' and that schools must ensure 'appropriate provision for pupils with SEND, including those with an EHCP, through reasonable adjustments and personalised approaches.'

### 2. Aims

- Ensure all staff understand expectations during remote learning
- Ensure form teachers understand their responsibilities during closure
- Ensure effective communication within the school community
- Ensure effective communication between school and home
- Empower middle leaders to offer differentiated remote learning
- Ensure continuity of education and well-being support
- Ensure remote learning is accessible, inclusive, and SEND-appropriate

## 3. Intent

### 3.1 Vision for Remote Learning

Our remote learning offer ensures that every pupil-regardless of need, diagnosis, or circumstance-can continue to learn, feel connected, and experience success. For pupils with SEND and SEMH needs, remote learning must be flexible, relational, and responsive.

We aim to provide remote education that:

- Maintains access to a coherent, sequenced curriculum
- Reflects pupils' EHCP outcomes and personalised pathways
- Supports emotional regulation, wellbeing, and belonging
- Reduces barriers through adaptation and scaffolding
- Enables connection with trusted adults
- Supports families with clear, manageable expectations

### 3.2 Alignment with DfE Guidance

Remote learning must be:
Planned, purposeful, and aligned with the curriculum

- Inclusive and accessible, with SEND adaptations
- Delivered using clear explanations, modelling, and scaffolded practice
- Flexible, recognising varied home environments
- Supported by regular contact with pupils and families
- Designed to ensure continuity and avoid learning gaps

Link to DFE Guidance Providing remote education: guidance for schools - GOV.UK

## Remote learning during whole-school or partial closure

### 4.1 Overview

During a whole-school or partial closure, the school will provide a structured remote learning offer that mirrors the in-school curriculum while remaining accessible for pupils with SEND.

### 4.2 Expectations During School Closure

**Day 1**

| Action | Responsibility |
|---|---|
| • Attend briefing with SLT via TEAMS. | Form Teachers and TAs |

**Closure for up to 2 days**

| Action | Responsibility |
|---|---|
| Letter/email sent home to advise of closure | SLT |
| Link to work included in communication | SLT/Teacher/s |
| Teacher sets work in agreement with SLT | Teacher/s |

**Closure for over 2 days**

| Action | Responsibility |
|---|---|
| Attend SLT briefing via Teams | Form Teachers and TAs |
| Pastoral focus day | Form Teachers |
| Contact all students | Form Teachers |
| Report on ICT concerns | Form Teachers |
| Request/gather and send workbooks/work packs | Pastoral and Form Teachers |
| Share online links/resources/tasks via email | Form Teachers |
| Share class timetable | Form Teachers |

**Day 2 Onwards**

**Teachers**

| Action | Responsibility |
|---|---|
| Begin Remote Learning timetable | Teachers |
| Teach virtual lessons via Teams | Teachers |
| Use PowerPoints/whiteboard tools | Teachers |
| Focus on mastery of prior content | Teachers |

| | |
|---|---|
| Share extra work via Teams | Teachers |
| Confirm attendance daily | Teachers |
| KS3/KS4 Arts Challenge Day | Arts Teachers |

**Form Teachers**

| Action | Responsibility |
|---|---|
| Email pastoral lead daily to confirm attendance at virtual lessons of students within form | Form Teachers |

**Teaching Assistants**

| Action | Responsibility |
|---|---|
| To attend and support learners in class virtual lessons | TAs |
| Set social media/ further challenges that focus on Wellbeing and share with form teacher | TAs |
| Contact families under the direction of Form Teacher | TAs |
| Regular access to class diaries via email link for updates | TAs |
| Carry out online literacy/numeracy intervention | TAs |

**What else do I need to know about the Remote Learning timetable?**

To support the wellbeing of both students, families and staff the Elms Bank Remote Learning Timetable may comprise of a combination of online face to face lessons, social media challenges, well-being time and/or independent learning packs.

***What is 'Wellbeing Time'?***

All form teachers and TA's have a daily designated "Wellbeing Time" – this time is an hour at the beginning of each day. This time can be used

to have a face-to-face Teams session, a shared class read to support Reading for Pleasure or a form wellbeing activity to support the Elms Bank values of 'keep learning', give', take notice', be active' and 'connect'.

The designated slot is 9:00-9.45, though, teachers can liaise with students and families to be flexible around start time. However, teachers must be available to commence with virtual lessons from 10:00am.

**What further information is available to support Virtual lessons?**

Some departments (Art and Technology) may choose to deliver pre-recorded lessons as opposed to live lessons on Teams. Recordings could be planned to be interactive with opportunities for pausing to complete tasks, provision of model work, exemplars.

| **Expectations for Remote education at Elms Bank** | | |
|---|---|---|
| **Teacher task:** | **Why we might do this:** | **How we might do this** |
| Initial introduction to remind of **'TEAMS Rules'** | To establish routine for safeguarding and appropriate behaviour during the online lesson. Staff will need to remind students of clear expectations.<br><br>To support focus and engagement, divide the following content into smaller chunks – short presentations and models to be intertwined with exercises and retrieval practice. | Microphones muted<br><br>Chat function – establish ground rules on usage. Any inappropriate use report to pastoral team<br><br>Recording the session. The session can be recorded and streamed later. Always record one-to-one sessions. |
| **Share the 'Big Picture'**- What we are doing this week and why? | To provide clarity to students about their learning this week and to ensure that there is teacher/departmental clarity about where | This week we will be learning……. because……<br><br>Last lesson we looked at this … today we are |

| | | |
|---|---|---|
| | the learning fits. Teacher to share clear curricular goals at the start of each learning episode. | moving it on further to look at …. |
| A **quick review** of our learning last lesson | Retrieval practice in order to strengthen previous learning and to lead to fluent recall.<br><br>Teachers use episodes in learning to establish clear building blocks of progression in order to support students to move to the next step. | -Quick fire questions/Flashback<br><br>-If the answer is…what's the question<br><br>-'Odd one out' from a list<br><br>-Ask students to come up with their own 'last lesson we…because…' |
| Teacher explains the task | New learning of concepts is slowly built upon, with students contributing to discussions orally or using the chat function.<br><br>Virtual lessons may appear more 'closed' than usual lessons<br><br>Straightforward explanation with simple graphics to highlight key concepts and features. | Live modelling – use the whiteboard app on TEAMS<br><br>**OR**<br><br>Short pre-recorded film clip<br><br>" This is how I'd do it"…." I would do this because…"<br><br>**OR**<br><br>Teacher 'thinks aloud' as they demonstrate/model |
| The teacher now **guides the students through the task** | To provide careful scaffolding for all and to provide an opportunity for students to 'have a go' | Sentence starters/prompts<br><br>**OR** |

| | | |
|---|---|---|
| | and ask any questions whilst the teacher is there with them. | Write for 3, 4 or 5 mins- then choose one or two to share their initial response- live feedback |
| There is an opportunity for any final questions | To provide students opportunity to reflect upon their learning | Over to you now…. any further questions?<br><br>Set further work if appropriate ... signpost to relevant social media link |

## Remote learning for individual pupils

Remote learning is provided when a pupil cannot attend school but would benefit from maintaining continued connection and developing their progress.

**Summary of Provision**

| Area | Provision |
|---|---|
| Curriculum | Personalised tasks linked to EHCP outcomes |
| Teaching | 1:1 or small-group sessions; modelling; practical tasks |
| Wellbeing | Regular check-ins; regulation strategies |
| Family Support | Clear instructions; flexible expectations |
| Reintegration | Used as part of phased return |
| Safeguarding | Contact adjusted based on vulnerability |
| Assessment | Focus on engagement and small steps |

## Safeguarding

This policy should be read alongside Elms Bank Safeguarding and Child Protection Policy. The key principles of safeguarding as outlined in these policies and the latest Keeping Children Safe in Education will be applied to blended learning.

There are several controls in place to manage safe interactions during blended learning as follows:

Staff contact: Staff will only contact students and families using their school email address or by phone. They will not give out personal contact details such as their personal phone numbers, email addresses or other contact details.

Social media: e.g. You Tube via Twitter or Instagram interactions will only be via official school/college accounts.

The main medium of contact for online learning will be via Microsoft Teams; we have implemented several controls on the available functions to protect students from using the application without supervision of school staff:

| Function | Staff | Students |
|---|---|---|
| **Creating a Microsoft Team** | Yes | No |
| **Use of the "Meet now" function** | Yes | No |
| **Private chat function** | Yes | No |
| **Use of the Teams chat function during a lesson to provide comment/ask questions** | Yes | Yes |
| **Access 3rd party apps via MST** | No | No |
| **Make audio/video calls** | Yes | No |

Staff and students will also follow:

- ICT and acceptable internet use policy
- Behaviour Policy
- Staff code of conduct
- Data protection policy and privacy notices

## Staff Code of Conduct for online learning

As a staff member at Elms Bank School, it is my responsibility to follow this Code of Conduct for Online lessons.

I will:

- Communicate in groups / to groups and 1-1 sessions
- Ensure my lessons are suitably planned to match the needs of the learners
- Ensure my lessons are available at the correct time for pre-recorded lessons or be punctual to live lessons as per the timetable for remote lessons.
- Wear suitable clothing
- 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. I will avoid backgrounds which may give away clues to my home address.
- Use appropriate language – this includes others in my household.
- Maintain the standard of professional behaviour and conduct expected in school as outlined in the staff handbook.
- Not record, store, or distribute video material without permission.
- Always remain aware that I am visible
- Ensure that any tabs I have open are appropriate for children to see when screen sharing

## Student & Parent Code of Conduct for online learning

1. Follow school behaviour policy during online lessons including use of appropriate language
2. Use the functions on Teams appropriately, e.g. asking questions, responding to teacher
3. Ensure I am dressed appropriately and ready to learn

4. Try to be situated in a suitable 'public' living area within the home with an appropriate background, if I need to use my bedroom, ensure that I am seated appropriately and ready to learn.
5. Have an appropriate adult at home when I am online
6. Ask for help if I need it
7. Let teachers know if I can't join a planned session because I am unwell (or other)
8. Actively participate in sessions as independently as possible - understand it's ok to get things wrong, that's part of learning

## Data Protection

### Accessing personal data

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

Access personal details via Arbor, CPOMS or via remote login to school network – these applications should be logged out when not in use.

### Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and phone numbers as part of the remote learning system. However, staff are reminded to collect and/or share as little personal data as possible online.

### 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)
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

**How will it be monitored?**

- Policy to be monitored by SLT
- SLT to work with ML of Pathways to ensure effective provision for all learners

**Who is the policy for?**

- SLT
- Middle Leaders
- Teachers
- Teaching Assistants
- Pastoral Staff