

Remote Learning Policy

2026 - 2028

‘Because Children Deserve Better’

Reviewed By: Kellie Taylor, Strategic Lead for Quality Education
Approved By: Lorraine Bowman, Director of Education and Teaching
Responsible Person: Lorraine Bowman, Director of Education and Teaching
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1. Aim

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for learners who are not physically in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Use of remote learning

All learners should attend school in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school. Learners receiving remote education will be marked in line with the attendance policy.

Pivot will consider providing remote education to learners in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include occasions when we decide that opening our school is either:

- Not possible to do safely
- Contradictory to guidance from local or central government

This might also include occasions when individual learners, for a limited duration, are unable to physically attend school but can continue learning. This may include times when learners:

- Have an infectious illness
- Are preparing for or recovering from some types of operations
- Are recovering from injury and attendance in school may inhibit such recovery
- Have a specific special educational need or disability (SEND) or a mental health issue that impacts their attendance

The school will consider providing learners with remote education on a case-by-case basis.

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

- Gain mutual agreement of remote education by the school, parents/carers, learners, and if appropriate, a relevant medical professional. If the learner has an education, health and care (EHC) plan or social worker, the local authority (LA) should be informed, and this is documented
- Put formal arrangements in place to regularly review the situation and identify how to reintegrate the learner back into school using the Assess, Plan, Do, Review process (APDR)
- Identify what other support and flexibilities can be put in place to help reintegrate the learner back into school at the earliest opportunity – this is reviewed at least half termly
- Set a time limit with an aim that the learner returns to in-person education with appropriate support using a phased, supportive transition plan (APDR) that is agreed with the learner, their family and school
- Identify what other support can be put into place to help reintegrate the learner and share the support plan with the key staff identified to support them

- Ensure that weekly visits to learners take place, ideally by their key person - updates are shared with key staff using the MIS Arbor system.

Remote education will not be used as a justification for sending learners home due to misbehaviour. This would count as a suspension, even if the learner is asked to access online education while suspended. See the Attendance Policy for more information.

3. Roles and responsibilities

When assisting with remote learning, non-teaching staff are responsible for:

- Reading the learners Pupil Profile and or EHCP for the Identified learners they need to support
- Recording visits on Arbor and communicating feedback on how the learner is accessing academic work - working closely with teaching staff and SENDCos to identify how support is provided
- Attending virtual meetings with teachers, parents/carers and learners
- Supporting learners with accessing the work set by teachers and instructors
- Supporting the emotional wellbeing of learners

If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.

When providing remote learning, teachers/instructors are responsible for:

- Providing learners with access to remote education as soon as reasonably practicable
- Making reasonable adjustments for learners with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that learners can access remotely
- Setting work in a timely and consistent fashion
- Emailing work or planning for the work to be delivered to the appropriate learners
- Considering the needs of individual learners, and the level of independent study
- Considering the needs of learner families or carers, including how much adult involvement is needed in each activity and whether learners have a suitable place to study
- Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep learners on track
- Providing feedback in a suitable and timely fashion
- Making regular contact with learners by either phoning, email etc.
- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Ensuring that learners can access online learning

Staff should not be answering emails outside of working hours. If virtual meetings take place with staff, parents/carers and learners' staff should dress in a professional manner and the location must be appropriate, background noise must be kept to a minimum.

The person responsible for teaching and learning has overarching responsibility for the quality and delivery of remote education. They are responsible for:

- Working collaboratively with SENDCos to ensure that there is a planned and consistent approach to remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate, consistent and accessible (e.g. provide some concrete apparatus; learning mats; equipment and resources)
- Working with other senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being planned and set that are manageable for learners
- Monitoring the remote work set by teachers by regular meetings and reviewing set work with the learner, parent/carers and staff
- Supporting staff delivering remote learning with the resources they can use to teach their subject remotely
- Request support from SENDCos where there are unidentified needs and further screening; assessment and guidance may be sought
- Distributing school-owned laptops accompanied by a user agreement or contract (only if possible and applicable) and respond to solution focused support when learners are struggling to access learning
- Securing appropriate internet connectivity solutions where possible
- Having systems for checking, ideally daily, whether learners learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern
- Co-ordinating the remote learning approach across their school
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leads, reviewing work set or reaching out for feedback from learners and parents/carers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring staff remain trained and confident in their use of online digital education platforms
- Training staff on relevant accessibility features that the chosen digital platform has available eg: Immersive reader; online reading coloured screens and support
- Providing information to parents/carers and learners about remote education

The SENDCo is responsible for ensuring that there is a coordinated and graduated response to identify and address unmet needs through:

Reviewing barriers to learning

- Undertaking a holistic assessment to identify barriers affecting the learner's access to education
- Seeking the views of the learner, parents/carers, teaching staff, and any external professionals already involved

Implementing the Assess, Plan, Do, Review (APDR) cycle

- Recording concerns and establish a clear baseline of engagement, attendance,

attainment, and wellbeing using the APDR to collaborate with the teaching and learning lead

- Agreeing targeted interventions and reasonable adjustments
- Monitoring the impact of support through regular reviews (half termly)
- Ensuring outcomes, actions, and next steps are documented

Screening for additional needs

- Where concerns remain despite appropriate support, consideration should be given to further assessment or screening
- Screening outcomes should inform support planning and should not be used as a diagnosis.

Considering additional SEND support

- Developing or reviewing a SEND support plan with measurable outcomes using the APDR process
- Implementing evidence-based interventions matched to identified needs
- Providing guidance to teaching and learning leads on appropriate assistive technology, accessibility tools, and differentiated learning materials
- Gathering learner and parent/carers feedback and ensure remote learning platforms remain accessible to the learner

Seeking specialist advice

Where progress remains limited despite targeted support, the SENDCo works with the Teaching and Learning Lead and may consider referral to relevant services.

The Designated Safeguarding Lead (DSL) is responsible for:

- Ensuring that the KCSE policy is adhered to both on site and during remote off-site learning
- Any safeguarding concerns regarding remote learning should be addressed through the Pivot safeguarding policies and procedures systems
- Ensure learners eligible for FSM are provided with good quality lunch parcels or food vouchers

Staff can expect learners learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers or instructors, however, learner context and needs must be taken into consideration and flexibility can be built into the system
- Seek help if they need it, from teachers or key workers
- Alert teachers if there is an issue or their young person cannot complete work
- Act in accordance with normal behaviour rules/conduct rules of the school (safe, ready, respectful).

Staff can expect parents/carers with learners learning remotely to:

- Engage with the school and support learning, and to establish a routine where possible, that reflects the normal school day
- Make Pivot aware if their child is sick or otherwise cannot complete set work
- Seek help from Pivot if they need it, and Pivot will support parents with additional resources if needed
- Be respectful when making any complaints or concerns known to staff

The Directors are responsible for:

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

4. Data protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will know how they can access the data and which devices they use to access the data.

Processing personal data

Staff members may need to collect and/or share personal data such as part of the remote learning system. The school will follow its data protection policy / privacy notices in terms of handling data. However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

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
- 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 at anytime
- Not sharing the device among learners, family, or friends
- Keeping operating systems up to date

Further information can be found in the ICT and internet acceptable use policy.

5. Safeguarding

Please refer to the current Safeguarding policy.

6. Monitoring arrangements

This policy will be reviewed every two years.

7. Links with other policies

This policy is linked to our:

- Attendance Policy
- Assessment Policy
- Behaviour policy
- Child protection policy
- SEND & Inclusion Policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- Accessibility Plan
- Equality Policy and Action Plan
- Safeguarding Policies
- Complaints Policy
- Supporting Children with Medical Conditions Policy