



LIONHEART
EDUCATIONAL
TRUST

REMOTE LEARNING POLICY

**This policy applies to all schools within
the Lionheart Educational Trust**

Approved by the Trust

February 2026 – February 2028



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1. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who cannot attend school.
- Set out expectations for all members of the school community.
- Provide appropriate guidelines for safeguarding and data protection

2. Use of remote learning

All pupils should attend school, in line with our attendance policy. Remote education is not an equal alternative to in-person attendance in school.

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

Remote education may be provided when attendance is not possible or is contrary to government guidance. However, if parents choose to remove their child from school for reasons such as a holiday, the school will not provide remote learning.

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.
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
 - They are preparing for or recovering from some types of operation.
 - They are recovering from injury and attendance in school may inhibit such recovery.
 - Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue.

The school will consider providing pupils 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, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care plan (EHCP) or social worker, the local authority (LA) will also be involved in the decision.
- Put formal arrangements in place to regularly review it 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.

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers should:

- Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners.
- Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely.

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

They are also responsible for:

- Setting work.
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects.
- Considering the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills.
- Keeping in touch with pupils who aren't in school and their parents such as:
 - Communicating through office staff, phone calls and Beehive.
 - Teachers are not expected to answer or respond to emails outside of working hours.
- Attending virtual meetings with staff, parents/carers and pupils:
 - Follow guidance in the Code of Conduct and Guidance for Safer working practice.
 - Consider the location of the meeting e.g. consider the background and avoid areas with background noise.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must support teachers during their usual contracted hours.

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

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



- Supporting pupils with identified needs, SEND or an ECHP who aren't in school with learning remotely.
- Support teachers by providing feedback on work verbally.
- Attending virtual meetings with teachers, parents/carers and pupils:
 - Follow guidance in the Code of Conduct and Guidance for Safer working practice. Consider the location of the meeting e.g. consider the background and avoid areas with background noise.

3.3 Special Educational Needs Co-ordinator (SENCO)

Alongside their teaching responsibilities, SENCOs are responsible for:

- Advising teachers on ways to adapt the curriculum for remote learning, to be inclusive of pupils with SEND.
- Co-ordinate provision for pupils requiring additional adult support to access lessons remotely, including the deployment of LSA support.
- Co-ordinate remote interventions to ensure school closure does not interrupt personalised learning.

3.4 Senior leaders

The Headteacher and Senior Leaders have overarching responsibility for the quality and delivery of remote education.

Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.

They should continue to overcome barriers to digital access where possible for pupils by, for example:

- Distributing school-owned laptops accompanied by a user agreement or contract (if possible).
- Evaluate individual circumstances and provide printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work, when needed.
- Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern.

They are also responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning, for example through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents/carers.
- Ensuring staff remain trained and confident in their use of online digital education platforms.



- Providing information to parents/carers and pupils about remote education.

3.5 Designated safeguarding lead (DSL)

The Designated Safeguarding Lead (or a Deputy) will always be available for staff to discuss any safeguarding concerns. The DSL is responsible for:

- Managing referrals – to the relevant service.
- Working with others – to act as a point of contact, source of support and advice.
- Information sharing and managing safeguarding records.
- Raising Awareness – ensuring each member of staff and volunteer understands the child protection policy.
- Providing support to staff – to help them feel confident on welfare, safeguarding and child protection matters.
- Understanding the views of all children - taking account of their wishes and feelings in measures taken to protect them and understanding the difficulties children may have in approaching staff about their circumstances.
- Holding and sharing information - in accordance with data protection legislation.

3.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents/carers 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 (DPO).

3.7 Pupils and parents/carers

Staff can expect pupils 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 teaching assistants.
- Alert teachers if they're not able to complete work.
- Act in accordance with normal behaviour rules / conduct rules of the school (and any specific online behaviour rules where applicable).

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

- Engage with the school and support their children's learning, and to establish a routine that reflects the normal school day as far as reasonably possible.
- Make the school aware if their child is sick or otherwise can't complete work.



- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff.

3.8 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains of as high a quality as possible.

4. 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 relevant subject lead or SENCO.
- Issues with behaviour – talk to the relevant Headteacher or Assistant Headteacher.
- Issues with IT – talk to IT.
- Issues with their own workload or wellbeing – talk to their line manager.
- Concerns about data protection – talk to the data protection officer.
- Concerns about safeguarding – talk to the DSL.

5. Data protection

5.1 Accessing personal data

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

- How they can access the data, such as on a secure cloud service or a server in your IT network.
- Which devices they should use to access the data – staff should use work laptops rather than their own personal devices.

5.2 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. The school will follow its data protection policy / privacy notice in terms of handling data, which can be found on the school's website.

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.

5.3 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).
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device among family or friends.
- Keeping operating systems up to date – always install the latest updates.

6. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy



Annex: Relevant Legislation and Guidance

1. Statutory Legislation

Education Act 1996 – Duty to provide suitable education for pupils unable to attend school.

Pupil Registration Regulations 2006 – Attendance and registration requirements.

Children and Families Act 2014 – Support for pupils with SEND and EHCPs.

Equality Act 2010 – Reasonable adjustments for pupils with disabilities.

Keeping Children Safe in Education (KCSIE) 2025 – Safeguarding responsibilities during remote learning.

Data Protection Act 2018 & UK GDPR – Secure handling of personal data.

DfE Guidance on Remote Education – Expectations for quality and engagement monitoring.

Working Together to Safeguard Children – Multi-agency collaboration for vulnerable pupils.

2. Department for Education (DfE) Guidance

- Remote Education: Expectations for Schools – High-quality, meaningful, and ambitious remote learning.
- Supporting Pupils with Medical Conditions – Remote learning for health-related absences.
- Digital and Technology Standards in Schools – Secure platforms and accessibility requirements.

3. Best Practice Recommendations

- Safeguarding Online: Professional boundaries, secure platforms, and appropriate conduct.
- SEND Provision: Adapt curriculum and provide additional support for pupils with SEND.
- Data Security: Use school devices, strong passwords, and secure cloud services.
- Monitoring Engagement: Daily checks and rapid intervention for non-engagement.
- Free School Meals: Continue provision for eligible pupils during remote learning periods.