

TRIDENT ALTERNATIVE PROVISION

Remote Learning Policy



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Policy Statement

At Trident Alternative Provision, our mission is to **build firm foundations for the future**. We will: **nurture** the pupils in our care - addressing the social, emotional, and learning needs of individual pupils by providing the necessary help to remove the barriers to learning; **build** on their existing knowledge, skills, and state of personal development; **release** them into the world ready for their next stage of education and for adult life.

During extended periods of school closure or pupil absence such as those brought on by the impact of the COVID-19 pandemic it is important that pupils do not lose academic momentum. For this reason we have developed procedures for educating our pupils remotely. This policy outlines the procedures that will be followed to ensure that learning is not interrupted, and pupils are kept safe online.

When is remote learning appropriate?

- When the school is closed for an extended period of time, but a high proportion of pupils and teachers are healthy, and able to work as normal from home. It does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term pupil absence.
- When pupils, in agreement with the school, have a period of absence but are able to work at home, at least to some extent for example during periods of fixed-term exclusion from school, or longer-term illness, assuming pupils are able to complete schoolwork at home.
- If, following an infectious disease outbreak, pupils are self-isolating at home but are not suffering with relevant symptoms.
- When decided by all professionals surrounding the child that there is a justified and evidenced benefit to them attending remote learning over in person learning.

The school will not provide remote learning to pupils who absent themselves from school, with or without parental permission, in contravention to school or government guidance for example if parents choose to take pupils on holiday during term time. If parents make the decision, without prior agreement with the school, to absent their daughters from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease the school is not obligated to provide remote learning.

Remote learning for individual pupils

- Assuming an absence has been agreed with the school, and the pupil in question is healthy enough to work from home, the school will provide work for pupils who are unable to attend in person.
- If this occurs for an individual pupil, the collation of work and communication with the parent/carer will be coordinated by the pupil's teacher or member of the Senior Leadership Team.
- Though every case will have its own specifics, a rough guideline for the frequency of communication between school and parent/carer would be once per week.

Work will only be provided to pupils in this way if there is an agreed absence lasting more than three working days.

Remote learning in the event of extended school closure

In the event of an extended school closure, the school will provide continuity of education in the following ways:

- Regular direct instruction from teachers, with the ability of pupils to ask questions online (via email)

- The setting of work that pupils complete, written responses (if relevant) completed electronically
- The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided

Pupils and teachers are expected to have access to the internet whilst at home; the school recognises that many families may not have home printers and will therefore not require the printing of material. The primary platforms the school will use to deliver continuity of education are: Microsoft Teams: accessed via the relevant app or desktop application, or via the following URL: <https://teams.microsoft.com>

The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both pupils and teachers to participate in remote learning. The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

Live sessions

During short periods of school closure (e.g. 2 weeks), it is important that pupils do not lose academic momentum, and therefore the school timetable will be followed as closely as possible. Live sessions will be used. The Headteacher may also arrange teachers to deliver content in a 'live' manner (either by text or audio and/or visual means) during extended periods of school closure.

Microsoft Teams are platforms that allows for resources to be shared, teachers to provide exposition, and pupils to ask questions in 'real-time'. Pupils will be provided with details sessions, and will be expected to participate in them if they are asked and able to.

Live sessions can be particularly helpful as they can help communication, with pupils able to respond to teachers' questions (and ask them) via the conversation functionality in teams and meet. 4 Pupils will be provided with a school email address to avoid any issues regarding GDPR, there will be no expectation for parents/carers or pupils to provide their own email addresses for use.

Lessons should be varied in content and format; however, the points below set out some of the principles of a good interactive lesson, whether delivered from home or from an empty classroom:

- Pupils should be actively learning, rather than just passively listening.
- Some form of open question or challenge near the start of the lesson should require all pupils to contribute, either orally, in the chat window, or via an alternative application.
- Targeted questioning throughout the lesson should deter pupils from zoning out.
- The lesson should contain the opportunity for higher thinking and should be designed to challenge even the most-able pupils.
- There may be opportunities for pupils to collaborate or work in pairs/groups, for example using channels within Teams or OneNote.
- Assessment for Learning (AfL) at the end of the lesson allows the teacher to ascertain the extent of pupil learning and engagement and will inform future lessons to maintain academic momentum.
- AfL should seek to assess both skills development and pupil metacognition of those skills.
- Lessons may also be spent writing or doing independent work, which can be submitted at the end of lesson. In this scenario the teacher must be on hand to answer questions in real time or check in with pupils individually.

Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to pupils on pieces of work that they are required to submit.

Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided. Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research
- Using the “Comments” function on online documents or Microsoft
- Sending a direct to pupils with specific feedback / targets
- Feedback via another website / piece of software

Expectations of pupils

Assuming that a pupil is healthy and well enough to work, pupils will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability.

Pupils will also be expected to read and respond to communication from the school (e.g. an email from a form teacher) on a regular basis.

If pupils or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant teacher. If there are questions about a pupil’s overall workload (e.g. a pupil feels they are overwhelmed or falling behind), these should be directed to the pupil’s key worker.

The school expects that parents have internet access at home to access remote learning resources, but teachers will make no presumption of the pupil’s ability to print at home.

Expectations of teachers

Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers can request a school device.

The setting and assessment of remote learning tasks will take place in accordance with school policies. The Headteacher will oversee the nature and frequency of tasks set and assessed.

All teachers should pay due care to the nature of tasks set, so that pupils have a range of activities to complete at home and are not exclusively working on a screen.

Teachers must work on the assumption that pupils will not necessarily have the full range of books and equipment that they would usually have in school. Teachers should therefore ensure they are able to scan or upload photos of important resources in case pupils do not have access to them at home. Online textbooks are helpful in this regard and many subjects are now moving over to these.

Teachers are responsible for providing constructive feedback to their pupils in a timely manner.

In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the line manager to ensure work is set to her/his classes.

Teachers should be available to contact parents if needed, by email or phone (when phoning from personal devices, dialling 141 before the number will ensure the teacher’s own number is kept anonymous).

In order to ensure teachers are able to perform the minimum expectations outlined above; the school will provide a range of training opportunities that teachers should access to before any planned school closure. Teachers should ensure that they have looked through specific instructions, watched walkthroughs, and attended teacher training sessions. If teachers require support with any aspects of remote learning, they are encouraged to consult their line managers or the Senior Leadership team.

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, pupils and parents. Teachers also should ensure their communication with pupils does not encourage unhelpful work habits. All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 4.30pm, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Communication must always occur via official school channels, and not through personal accounts or other websites. Permitted methods are (please also see appendix regarding live links and flipped learning):

- Email using school email addresses only
- Microsoft Teams

Safeguarding during a school closure

In the event of a school closure, pupils, parents, carers and teachers are reminded that the school's Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

Appendix 1 – Remote Learning Agreement

1. I will only use ICT systems in school/home, including the internet, e-mail, digital video, mobile technologies, for school purposes.
2. I will only use my school e-mail address for school related things.
3. I will not attempt to bypass any computer or user account restrictions to access confidential or otherwise restricted information on the school network.
4. I will not try to bypass the internet filtering system.
5. I will make sure that all electronic communications with pupils, teachers or others are responsible and sensible.
6. I will be responsible for my behaviour when using the Internet. This includes resources I access and the language I use.
7. I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material, I will report it immediately to my teacher.
8. I will ensure that my online activity, both in school and outside school, will not cause my school, the staff, pupils or others distress or bring them into disrepute.
9. I will follow the school approach to online safety and not deliberately record/video upload or add any images, video, sounds or text that could upset or offend any member of the school community
10. I will respect the privacy and ownership of others' work on-line at all times.
11. I understand that all my use of the Internet and other related technologies will be filtered, and can be monitored, logged and made available to teachers, to protect me and others and the integrity of school systems.
12. I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied and my parent/ carer will be contacted.

Name of Pupil	
Pupil's Signature	
Parent/Carer's Signature	
Staff Member's Signature	

Appendix 2

Live Lessons (Secondary pupils)

During video calls with your teachers it is really important that you stick to these rules:

1. An adult is present in the home where during the video call
2. You are in either your dining room, living room or kitchen and not your bedroom.
3. You must be dressed and ready – not in pyjamas.
4. Please remember that the video conference is part of school. You must be respectful to staff and other pupils. School rules still apply!. No swearing.
5. Staying safe online – keeping yourself, your classmates and your teacher safe.
6. Do not record or take pictures of your teacher or classmates during you online sessions.

Joining the video call

- Your teacher will send you an invitation to join a meeting on Teams. Which will come through in an email.
- Open the invitation and click on yes.
- Go onto the calendar, you should be able to see the meeting on the calendar.
- Click on Join.
- You will have the option to join in the app or to join using the browser. If you can download the Teams app it works better.
- It is a good idea to blur the background so that everyone doesn't see the inside of your house
- Start with your microphone turned off