Remote Learning Policy

To be read in conjunction with:
Safeguarding and Child Protection Policy
Safeguarding and Child Protection – Addendum 1

Date of policy September 2026
Date of next review September 2027
Frequency of review Annually

1. Aims

The remote learning policy for Graduately Developing Futures (GDF) aims to:

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

2. Policy Scope

In the event of a full school closure or the closure of a class or learning pod, GDF is committed to providing continuity of education to its students and will do so through a process of remote learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of students and staff remain healthy, and able to work as normal from home. This policy does not apply in the event of short term closures (e.g. as a result of inclement weather) or a short-term student absence.

Remote learning may also be appropriate in situations when students, in agreement with the school, have an extended period of absence but are able to work from home, at least to some extent. These instances include students who are required to self-isolate at home but are not suffering with relevant symptoms for periods exceeding three school days.

There is no obligation for GDF to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take students on holiday during term time. Similarly, this would apply if parents make the decision, without prior agreement with the school, to absent their child from school 'as a precaution', against official guidance, in the event of an outbreak of infection or disease such as Covid-19.

3. Policy Review

This policy will remain under constant review and may be revised as necessary should the school need to or be instructed to undertake a period of enforced, partial or full, closure. Following any

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period of remote learning, information regarding its success will inform this policy for further occurrences.

4. Remote Learning for Individual Students

Assuming an absence has been agreed with the school and the student is healthy enough to work from home, the school will provide work for students who are unable to attend GDF in person. If this occurs for an individual student the collation of work and communication with the parent/ carer will be co-ordinated by the teacher.

The teacher will request and collate a suitable range of tasks which will be forwarded to the parent/carer and student via email, class Dojo or in person. Any issues with the compilation of work should be referred to the Senior Leadership Team.

If a significant number of students are absent from school, but the school remains widely open, then teaching staff will set work for pupils to complete. It will be made available on the school website.

The amount of work set for each subject will reflect the expected amount of work in a school lesson.

5. 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 teaching staff, with the ability for students to ask questions in real-time
- The setting of work that students complete, electronically or on paper
- The assessment of specific assignments, submitted electronically for examination subjects where required or appropriate

Students and staff are expected to have internet access whilst at home. Families should inform the school if this is not the case, staff should inform a member of the Leadership Team and provision will be reviewed accordingly. The school recognises that many families may not have access to printing facilities and work set for students should not involve the need to print, if at all possible. Parents will be informed of the platform to be used if appropriate and the need arises. The extent to which different methods of instruction are employed is likely to be determined by the length and breadth of any closure and the ability of both students and staff to participate in remote learning. For shorter closures teachers may set work that can be submitted once school reopens, for longer closures teachers would make more use of live sessions to offer and provide feedback.

Direct Instruction – Live Sessions

In the event that the school or a learning pod is closed for a period lasting five school days or more teaching staff will deliver learning content in a 'live' manner on a regular basis. A suitable platform

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such as Microsoft Teams will allow for files and resources to be shared and will provide the opportunity for students to ask questions in 'real time'. Students and parents/carers will be provided with details of the schedule across the week and students will be expected to participate in these sessions if they are able to.

The frequency and length of live sessions will be subject to change, according to the specifics of any school full or partial closure. We anticipate 1 or 2 sessions will be live each day. The school expect students to attend any live sessions that are on offer and teachers will record the attendance of students for each session. Live sessions will be recorded and also be joined by a school senior leader for enhanced safeguarding purposes where appropriate and/or necessary. Support staff may also be asked to join to support individuals when available. When not engaged in live sessions, students will be set additional work. This is likely to be less work than usual as many students will find it more difficult to work independently.

Non-Live Set Tasks
Tasks will be set for students and be made available through the school website or class Dojo. Tasks will be set broadly in line with student's timetables and, as much as possible, be set in accordance with existing schemes of work and be designed to allow students to progress as they would have done in school, as much as possible.

Assessment
Providing timely and helpful feedback is important to the ongoing progress of students. Although remote learning will provide additional challenges, teachers will endeavour to provide regular feedback on work submitted by students.

6. Pastoral Care
In the event of a partial or full school closure, the primary responsibility for the pastoral care of students rests with their parents/carers. However, teachers under the guidance of a senior leader will check in regularly with their students/student's family to monitor work, progress and their general wellbeing. This may include telephone calls, email and, 'live' tutor sessions via a platform such as Microsoft Teams.

7. Safeguarding
In the event of a school closure (partial or full) staff, parents and students are reminded that the school's Child Protection and Safeguarding policies, along with any specific Covid-19 Addendums, continue to apply. Expectations, protocols and procedures outlined in these policies must continue to be adhered to whether at home, in the community or in school.

Staff continue to be governed by the Staff Handbook (and it's Covid-19 Addendum) and the Acceptable use of IT, both of which encompass many of the principles and practices set out in the Safeguarding Policy.

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Any questions or concerns about safeguarding should continue to be raised with the Designated Safeguarding Lead or an appropriate senior leader.

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