



REMOTE LEARNING POLICY

March 2025

Responsibility	Head Teacher
Date of next review	March 2027

Signed:

Headteacher

Date: 03.11.2025

Signed:

Director of Lifelong Learning

Date: 03.11.2025

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Rationale

In the event of a school closure, or forced isolation of pupils or a bubble of pupils, the school is committed to providing continuity of education to its pupils and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but where a high proportion of pupils and teachers remain healthy and able to work as normal from home online learning will apply. This policy 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.

Remote learning may also be appropriate in situations when pupils, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as suspension from school, or longer term illness, assuming pupils are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, pupils are self-isolating at home but are not suffering with relevant symptoms.

There is no obligation for the school to provide continuity of education to pupils 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 pupils on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their children from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

At the time of writing, the school has not experienced an example of an extended school closure and so this policy is under review and may be revised as necessary in light of further experience of remote learning and the circumstances around its necessity. For example, 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, owing to widespread illness.

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 the pupil who is unable to attend in person. If this occurs for an individual pupil, the collation of work and communication with the parent or carer will be coordinated by the pupil's head of year and form tutor.

The pupil's subject teachers will use Microsoft Teams to make work available to the pupil. If there are any issues with the compilation of work, tutors should liaise with the relevant head of year or subject leader (particularly if a classroom teacher is unavailable).

Though every case will have its own specifics, a rough guideline for the frequency of communication between school and parent would be at least twice, but maybe more times per week.

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:

- a) Regular direct instruction from teachers, with the ability of pupils to ask questions online
- b) The setting of work that pupils complete, with written responses (if relevant) completed electronically

c) 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 platform the school will use to deliver continuity of education is the [National Oak Academy](#)

[National Oak Academy](#)

A member of the pastoral team will contact pupils, parents & carers to sign post them to the relevant recommended timetable for daily and weekly lessons in all of the subjects on offer. It is advised that your child follows the current timetable to prevent any gaps in learning and to maintain access to education. Should your child require any additional support, please contact the form tutor/Head of Year.

[SAM Learning/Yr11](#)

SAM Learning offers individual learner subscriptions and is independently proven to improve GCSE results. So, whether your child is currently behind, not feeling challenged at school, or you just want to give them a little extra support, SAM Learning is the perfect way to help your child at home.

SAM Learning details can be obtained from Mr R Rainbird-Hitchins – rrhitchins@theaspireacademy.org.uk

Microsoft Teams/OneDrive: accessed via the relevant app or desktop application, or via the following URL:

<https://teams.microsoft.com> or www.onedrive.com

Access to Microsoft Teams is via a pupil's normal school login; if pupils have difficulty with logging in, they should contact their head of year.

The setting of tasks

Subject areas will provide work broadly in line in accordance with existing schemes of work, and tasks will be designed to allow pupils to progress through schemes of work at the same pace as if they were in school, where possible. Naturally, remote learning will require pupils and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-school teaching, and ensure pupils do not fall behind. The nature of tasks set should allow pupils to learn independently, without complete dependence on the specific support of an adult at home.

Unless there is a good reason not to, tasks will be set for individual classes. The type of task set will vary between subjects, but examples of appropriate tasks might include:

- Reading and noting new material from a common subject area textbook or electronic resource
- Working through subject-specific presentations or worksheets provided by the subject area
- Watching a relevant video resource and making notes on it
- Completing a listening exercise
- Written responses to prompt questions, essay plans etc.

- Completion of practice questions or past papers, particularly for those in examination years
- Working through relevant exercises offered by external providers (e.g SAM Learning and National Oak Academy)
- With agreement through a pupil's Home school platform

Live sessions

Staff are advised to record all 'live' sessions for safeguarding purposes.

The schools code of conduct applies for the duration of all 'live' sessions.

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.

Assessed work will be set using Microsoft Teams, regardless of how pupils' work is eventually submitted (e.g. by Microsoft Teams or OneDrive), with clear due dates given to pupils for completion, thereby helping pupils to effectively organise their time.

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 on microsoft
- Sending a direct email to pupils with specific feedback/targets
- Recording oral feedback and sharing an audio file within Microsoft Teams

National Oak Academy assessment is an ongoing process and various methods are used throughout the practice when pupils are watching pre-recorded lessons. Any work completed by pupils can be submitted to their form tutor.

SAM Learning offer an ongoing assessment whereby subject teachers can assess what work has been completed by the individual pupil. The benefit of SAM Learning is that pupils receive instant feedback and assessments when they complete tasks.

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, 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.

In the event of an extended school closure, teachers will continue to deliver content in line with existing schemes of work once the school is reopened; if any pupil misses significant parts of the content, they will be able to view material posted online and the school will give consideration to the practicalities of helping pupils to catch up once the school reopens.

Pupils should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress. For example, where tasks are set using Microsoft Teams, then they should mark tasks as “turn in” so teachers can monitor their progress. If pupils or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant subject area. 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 head of year.

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. The school does not expect pupils to have access to any specialist equipment that would usually be provided by the school (e.g. Science). Teachers should ensure they are able to scan or upload photos of important resources in case pupils do not have access to them at home.

The school is aware that most families will 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.

We expect that remote education (including remote teaching and independent work) will take pupils 5 hours each day.

Expectations of teachers (and subject areas)

Teachers should ensure they have effective internet at home. If there are IT related issues while remote working, teachers can contact the Esteem IT Support Desk via the service desk website – <https://app.parago.co.uk/>

In order that we are providing a consistent approach subject leads/head of year are responsible for overseeing the nature and frequency of tasks set and assessed within their subject areas. 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 are responsible for providing constructive feedback to their pupils in a timely manner and in accordance with the schools marking expectations.

Teachers are expected that remote education (including remote teaching and independent work) will take pupils 5 hours each day is provided by teachers in accordance with the weekly timetable.

In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of school to ensure work is set to her/his classes. Note that illness in these cases will be treated as normal with back to work discussions conducted remotely if required.

Subject areas are expected to:

- Plan and deliver appropriate lessons in consultation with subject leads
- Respond to reasonable amounts of communication from pupils, parents and teachers
- Plan and set tasks for their pupils using the tasks functionality in Microsoft Teams
- Be able to set and mark assessed work promptly, in line with school and subject area policies, returning it to pupils electronically (or after the period of remote working for written and project work)

Teachers should be available to contact parents if needed, by email or phone

If parents ask for additional work beyond that set as part of the requirements above, subject areas should have a bank of general resources available, such as interactive websites and support activities, and point pupils and parents in that direction.

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 and materials provided e.g. AspirEd training sessions. If teachers require support with any aspects of remote learning, they are encouraged to consult their line managers.

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 school hours, with no expectation for colleagues to read or respond to emails after their contractual working hours. 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:

- Email using school email addresses only (both teachers and pupil)
- Microsoft Teams

Support for pupils with SEND, EAL and other specific learning enhancement needs

Teachers should ensure that work is differentiated as required for all pupils when setting online tasks. Profiles are available for SEND pupils and advice can be sought from the SENDCo (Beata Payne).

If my child does not have digital or online access at home, how will the school support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Hard copies of work are posted weekly
- Issuing and/or lending devices with internet access (I-pad)
- Pupils who are unable to access remote learning or qualify for any of the above points, qualify as being 'vulnerable' and under the DfE guidance are welcome to continue to attend school

Pastoral care and Well Being during a school closure

In event of a school closure, the primary responsibility for the pastoral care of a pupil rests with their parents/carers. However, form tutors (under the guidance of their Heads of Year) should check in regularly with their tutees to monitor both academic progress and their general wellbeing. Form tutors will be expected to pass on feedback to Heads of Year, particularly if there are concerns or a lack of communication.

Safeguarding during a school closure

In the event of a school closure, pupils, parents and teachers are reminded that the school's Behaviour Policy and 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. It is important that pupils only communicate in a safe and appropriate manner with school.

More advice on safeguarding and pastoral issues is available in the guidance for teachers document. Any questions or concerns about safeguarding should continue to be raised to the Designated Safeguarding Lead Richard Rainbird-Hitchins – rrhitchins@theaspireacademy.org.uk

This policy should be read in conjunction with the Teaching and Learning Policy and the ICT policy.