

Remote Learning Policy

for



All Hallows Catholic School

Document Control

Date	Version	Changes	Senior Leadership Team Approval	Governing Body Approval
24 Sep 24	V1.0	Produced for 2024/2027, approved & published	M Frampton	E&S Committee
1 Oct 25	V1.1	Minor Updates for Sept 2025, approved & published	M Frampton	E&S Committee

Review Schedule:

Document Type : [Public Policy](#)

Document Reference : [PPL.019](#)

Review Cadence: [3 Yearly](#)

Next review date: [September 2027](#)

Our School Vision

Our vision at All Hallows is to form happy, successful students who reach their full potential and leave the school with integrity and moral purpose. We want a whole school experience that everyone would wish for their own children. We put our students at the heart of everything we do, guided by the truth and love of Christ.

Key Contacts

Designated Safeguarding Leads (DSL(s) are: dsl@allhallows.net
Mr David Ragg - d.ragg@allhallows.net, Tel: 01252 319211

Deputy DSL(s) are:

Head of Lower School: Mr Rob Antrobus - r.antrobus@allhallows.net

Head of Upper School: Miss Vikki Milnes - v.milnes@allhallows.net

Head of College: Mrs Melody Esho - m.esho@allhallows.net

KS3 Special Education Needs & Disabilities Co-ordinator (SENDCo): Mr Mike Darlow - m.darlow@allhallows.net

KS4 & KS5 Special Education Needs & Disabilities Co-ordinator (SENDCo): Mrs Natalie Walker - n.walker@allhallows.net

Sixth Form : Mr Chris Rees - c.rees@allhallows.net

Inclusion & Home School Link Officer: Mrs Paula Hart - p.hart@allhallows.net

Lay Chaplain: Mrs Teresa Fanshawe - t.fanshawe@allhallows.net

The nominated Safeguarding Link Governor : Mr Seamus Lynch - s.lynch@governors.allhallows.net

The nominated SEND Link Governor - Mrs Alison Paterson - a.paterson@governors.allhallows.net

The Headteacher - Mr Mark Baines - m.baines@allhallows.net

The Chair of Governors - Mr Ian Anderson - i.anderson@governors.allhallows.net

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't 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

We will consider providing remote education to pupils 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 (*for example in the event of snow*).
 - Contradictory to guidance from local or central government.

3. Roles & Responsibilities

3.1 Teachers

When providing remote learning, teachers must be available between 8:45am and 3:30pm on their normal working days.

If they're 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 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.
- Work is set on Teams with clear instructions.



- 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.
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover the planned curriculum where appropriate:
 - This includes considering the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills.
 - This also includes considering the needs of pupils' families or carers, including how much adult involvement is needed in each activity and whether pupils have a suitable place to study.
- Provide feedback on work submitted via Teams as directed by the Head of Department.

In the event that large groups of students are remote learning they may be asked to keep in touch with students who aren't in school and their parents (from within their form group or year group).

Contact should be via email or telephone. If teacher must use their personal mobile phone, they must ensure caller ID is off.

- Staff should reply to parent emails during working hours only.
- Should a complaint arise, teacher should consult with their Line Manager.
- Should a safeguarding concern arise, teachers should log on CPOMS and contact the DSL.
- If there are behavioural issues, the teacher should follow the behaviour policy, where this is not possible, the teacher should contact their Head of Department
- Attending virtual meetings with staff, parents/carers and pupils – cover details such as:
 - Dress code – appropriate office-smart dress for when on camera.
 - Location (e.g. avoid areas with background noise, nothing inappropriate in the background).

3.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available during their normal contracted hours.

If they're 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 who aren't in school with learning remotely
- Attending virtual meetings with teachers, parents/carers and pupils

3.3 Heads of Department

Alongside their teaching responsibilities, heads of department are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other.
- Monitoring the remote work set by teachers in their subject.
- Alerting teachers to resources they can use to teach their subject remotely.

3.4 Senior Leaders

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).



- Securing appropriate internet connectivity solutions where possible.
- Providing 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.
- Having systems for checking 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 – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils 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.
- Providing information to parents/carers and pupils about remote education.
- Working with the catering team to ensure pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers.

3.5 Designated Safeguarding Lead (DSL)

The DSL is responsible for:

- Ensuring our safeguarding policy is being implemented.
- Dealing with safeguarding issues reported through CPOMS.

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).
- Assisting pupils and parents/carers with accessing the internet or devices.

3.7 Pupils & Parents/Carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day.
- 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).

3.8 Governing Body

The Governing Body is responsible for:

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

4. Online Targeted Interventions & Therapeutic Support

To ensure the safety and wellbeing of all pupils when receiving targeted interventions or therapeutic support, the following safeguarding procedures must be adhered to:

- Written consent must be obtained from parents/carers for any remote sessions.

- The SENDCo must be informed of the schedule and nature of remote sessions.
- Sessions must be conducted using MS Teams.
- Staff must use school accounts and devices to deliver sessions.
- Students must use school accounts to access the sessions.
- Students should access sessions in a quiet, private space with a parent/carer nearby in the home.
- Clear boundaries must be maintained during sessions.
- Any concerns arising during a session must be documented and reported to the DSL immediately.
- Staff must end the session if they feel the pupil is at risk or if safeguarding protocols are compromised.
- The DSL and/or SENDCo should regularly review the effectiveness and safety of remote interventions.
- All sessions will be recorded and saved locally on the school network.

5. 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 m.frampton@allhallows.net
- Issues with behaviour – talk to the relevant **Head of Year**
- Issues with IT – email **"Helpdesk"** <help@allhallowsschool.on.spiceworks.com>
- Concerns about safeguarding – talk to the **DSL**

