



# STCAT REMOTE LEARNING POLICY

APPROVED BY: TRUST BOARD

POLICY OWNER: Michelle Chappell

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NEXT REVIEW DATE DUE BY: November 2028

## 1. Remote Learning and our Catholic schools

### 1.1 Our Mission

“The glory of God is a human being fully alive!” (St Irenaeus)

### 1.2 Our Vision:

Human flourishing and the uniqueness of every individual as a child of God is at the heart of our Catholic educational enterprise. In this context, a human being fully alive is one who is open to faith – to love – to joy – and to learning. They are daily becoming the person God created them to be and they are ready to delight in their God-given gifts, and to use them in the service of the Common Good.

### 1.3 Application of this policy:

This area of working is subject to rapid change. It is important that as our schools find new ways of delivering a broad and balanced curriculum, one that nourishes the whole child, and that we do so in ways that promotes

- Love of God and neighbour
- Joy in achievement
- Learning that is truly the best that is possible

## 2. 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

## 3. Use of remote learning

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

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

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
  - 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 have an infectious illness
  - 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 (EHC) plan 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.

## **4. Roles and responsibilities**

### **4.1 Teachers**

When providing remote learning, teachers must be available during their normal school working 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 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
- Teachers may be required to be flexible in their use of technology, teaching multiple groups simultaneously via TEAMS to ensure provision is efficient and of the highest quality
- Teachers may be required to prepare lessons for delivery across multiple schools in the

Academy Trust where there are agreements between schools to share online teaching provision

Teachers are responsible for:

- Setting work
  - Teachers should set work for each of their normal timetabled classes (or the equivalent provision where a school is collaborating)
  - The work should be set on a daily basis and be for the equivalent amount of time for their timetabled lessons
  - The work set should ensure continuity of learning for students in the school
  - All work should be uploaded onto TEAMS or an appropriate online platform – with a flexible deadline of at least 1 week. Work should also be uploaded to / or links provided to additional resources available on Microsoft Teams or other learning platforms such as Tassomai, Educake, MyMaths, Seneca Learning etc.
  - Where teachers share classes agreement should be reached as to which teacher will set the work for the class in order to avoid duplication
  - Teachers should set work making full use of remote learning technologies, including a significant provision of live teaching that offers the best connection and continuity for learners
  - The nature of tasks set should allow students to learn independently, without the specific support of an adult at home.
  - The type of task set will vary between subjects, but examples of appropriate tasks might include:
    - Live / recorded introduction and explanation of the work from the class teacher
    - 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 (e.g. in languages)
    - 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. SenecaLearning, HegartyMaths, GCSEpod)
- Providing feedback on work:
  - Teachers should acknowledge all work submitted – which can be in the form of

completed online quizzes, work uploaded to online platforms or emailed to teachers.

- Not all work will need to be marked or submitted to teachers for checking – please make this clear to students
- Feedback can be provided via online platforms or email – or may need to wait until work can be handed back to students on return to school.
- Keeping in touch with pupils and parents:
  - Subject teachers should email pupils using the school's email account if they need to make contact with students to explain work, chase work or give feedback.
  - Parents and carers can also be contacted on their school email account or via ParentMail (or similar)
  - Concerns should be shared with the Head of Department and Pastoral Lead, who may contact a member of the Senior Leadership team in order to make a telephone call home
  - Concerns of a safeguarding nature should be reported immediately in accordance with the Trust Child Protection and Safeguarding Policy
  - Teachers must not make contact with students or parents via social media, and are not expected to respond to emails outside of normal school hours
- Attending virtual meetings with other staff members:
  - Team meetings will be held as / when appropriate using Microsoft Teams
  - Teachers should ensure they are appropriately dressed and should avoid locations with background noise. Such meeting can be held “audio only” and individual members of staff can turn video cameras off /mute microphones if needed during the meetings.

## 4.2 Teaching assistants and Technicians

Teaching assistants and technicians must be available between within their normal School working 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.

Teaching assistants are responsible for:

- Supporting pupils with learning remotely:
  - In conjunction with the SENCO make at least weekly contact – by email only - with their allocated students to offer and provide assistance and support
  - The support can be in the form of liaising with subject teachers or the SENCO, or providing simplified explanations for work set.
- Attending virtual meetings with other staff members:
  - Team meetings will be held as / when appropriate using Microsoft Teams
  - Teaching Assistants should ensure they are appropriately dressed and should avoid locations with background noise. Such meeting can be held “audio only” and

individual members of staff can turn video cameras off /mute microphones if needed during the meetings.

Technicians are responsible for:

- All of the above as far as is reasonably practicable
- Supporting the school in ways that are commensurate with their role as far as reasonably practicable

#### 4.3 Subject leads

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject to make sure work set is appropriate and consistent
- Monitoring the work set by teachers in their subject through regular meetings via Microsoft Teams and by reviewing work set
- Alerting teachers to resources they can use to teach their subject
- Liaising and meeting regularly with their SLT link to monitor and review their curriculum area

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

#### 4.4 Pastoral Leads

Alongside their teaching responsibilities, as outlined above, pastoral leads are responsible for:

- Working with teachers in their year area to make sure work set is appropriate and consistent
- Communicating with their year group on pastoral issues and providing resources and general advice regarding student welfare
- Keeping in touch with pupils and parents:
  - Pastoral Leads should liaise with teachers and subject leads over students who may be a cause for concern. Pastoral Leads should email pupils using their School's email account if they need to make contact with students to provide support, chase work or give feedback.
  - Parents can also be contacted using their School email account or via ParentMail
  - Concerns should be shared with the SLT link so that the decision can be made as to whether there is a need to make a telephone call home
  - Where any phone calls are made, pastoral leaders must ensure they are made from

a blocked number (dial 141) so teacher's personal contact details are not visible.

- Concerns of a safeguarding nature should be reported immediately in accordance with the Trust Child Protection and Safeguarding Policy
- Pastoral Leads are not expected to respond to emails outside of normal school hours
- Attending virtual meetings with other staff members:
  - Team meetings will be held as / when appropriate using Microsoft Teams
  - Teachers should ensure they are appropriately dressed and should avoid locations with background noise. Such meeting can be held "audio only" and individual members of staff can turn video cameras off /mute microphones if needed during the meetings

#### 4.5 SENDCO

Alongside any teaching responsibilities, the SENDCO is responsible for:

- Monitoring the effectiveness of remote learning for children with SEND - through regular meetings with subject and pastoral leaders, reviewing work set and responding to enquiries and feedback from pupils and parents
- Ensuring that Teaching Assistants are deployed fairly and equitably to ensure continuity of support for children with SEND.

#### 4.6 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Monitoring the effectiveness of remote learning - through regular meetings with their subject and pastoral leaders, reviewing work set and responding to enquiries and feedback from pupils and parents
- Co ordinating staff guidance and training on remote learning platforms
- In partnership with the Trust IT support team, monitoring the security of remote learning systems, including data protection and safeguarding considerations

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, 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
- 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
- Training staff on relevant accessibility features that your chosen digital platform has available
- 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

#### **4.7 Designated safeguarding lead (DSL)**

The DSL continues to be responsible for all duties as laid out in the STCAT Safeguarding and Child Protection Policy. The Deputy DSL(s) will provide support where the DSL is unavailable.

#### **4.8 IT staff**

IT staff are responsible for:

- Fixing issues with systems and advising staff on general issues relating to online platforms used to set and collect work
- Helping staff, parents and carers with any technical issues they may experience where the issue relates to the school systems and hardware
- Reviewing the security of systems and flagging any data protection breaches to the data protection officer
- Advising teachers / pastoral leaders who are assisting pupils and parents with accessing the internet or devices
- With the support of the school leadership team, administer the set up and distribution of new devices under government and other schemes

#### **4.9 Pupils and parents/carers**

Staff can expect pupils learning remotely to:

- Take reasonable care of any devices issued to them by the school
- Be contactable during the course of a school day – although they may not always be in front of a device the entire time or have regular internet access
- 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

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

- Make the School aware if their child is sick or otherwise can't complete work
- 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

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

#### 4.10 Local Academy Committees

The Local Academy Committees are responsible for:

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

### 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 the relevant subject lead or SENDCO
- Issues with behaviour – talk to the relevant pastoral lead
- Issues with IT – email IT Helpdesk
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to their SLT link in the first instance
- Concerns about safeguarding – talk to the DSL

### 6. Data protection

#### 6.1 Accessing personal data

Most staff will have a very limited need to access personal data when off-site. Where this is the case, all staff members will only access the data on devices provided through the School and via either a secure cloud service or a server in the School's IT network

#### 6.2 Sharing personal data

Staff members may need to collect and/or share personal data such as students eligible for free school meals or without access to digital resources as part of the remote learning system. Such collection of personal data applies to our functions as a Trust and doesn't require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

#### 6.3 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)

- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Should never share passwords
- Installing antivirus and anti-spyware software - although school devices will have this installed already
- Report any concern, breach or security issue immediately to the helpdesk.
- Keeping operating systems up to date – always install the latest updates as instructed by the IT Helpdesk

## **7. Safeguarding (including advice on live-streaming lessons)**

This policy reflects the advice contained in KCSIE and the STCAT Child Protection and Safeguarding Policy. These documents have been read by all staff and are available on each School's website.

We know that there is a serious negative impact where students do not connect with their teachers and support staff regularly. It is detrimental to their mental health and generates significant feelings of isolation. We also know that some children struggled to maintain the motivation to engage with work when not in school for extended periods of time.

Where possible, practical and appropriate Trust schools may provide recorded and live streamed lessons by teachers they know.

Trust Schools are advised to use appropriate caution regarding the live streaming of lessons. Things to consider include:

- Which platform to use? Schools must ensure that the platform they are using is suitable for the children's age group. Only School platforms may be used (eg. Microsoft Teams) and School accounts must be established.
- Have staff been fully trained on how to use the platform securely – this training must be co-ordinated by the relevant member of the Senior Leadership Team and approved by the ICT support team
- Privacy settings must be at the highest level. Meeting must be made private and links to meetings (invitations) should only be sent to those individuals you wish to participate
- Where is the recording or live teaching taking place? Teachers should be in a neutral area where nothing personal or inappropriate can be seen or heard in the background.
- One-to-one sessions should only be held in exceptional circumstances, for example pastoral care meetings. They must be risk assessed and approved by the school's

leadership team. Staff must be briefed by the Safeguarding Team and ensure they know what safeguarding measures to take if they are having a one-to-one conversation with a child.

- Students and staff must know how to report any offensive or abusive content
- the stream should take place in school time and must be supervised by appropriate adults at all times · be sensitive to the needs of individual students, including Deaf and disabled children, and children who may be sensitive to certain topics or issues that may arise during the livestream
- appropriate staff should supervise and be on hand to handle any sudden changes or upsetting developments that may occur during the livestream.
- Students should only be able to access audio live feeds – with their video turned off – and the students audio turned off unless they have a question. Students should not be permitted to turn on their camera at any time
- Parental involvement during video sessions: by bringing staff instruction into the home, the lessons can feel different. The same rules of communication apply as if this were a regularly taught lesson, meaning that the interaction in these lessons are between the teacher and the pupils alone
- Teachers should record the live stream to facilitate the investigation of any potential behavioural or safeguarding concerns

## **8. Monitoring arrangements**

This policy will be reviewed every three years by the Trust Director of Inclusion. Any changes will be subject to review and approval by the Board of Directors.

## **9. Links with other policies**

This policy is linked to our:

- STCAT Safeguarding and Child Protection Policy
- Behaviour policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy

