READ SCHOOL
Remote Learning Policy

1. Purpose and scope

This policy sets out how Read School will provide safe, accessible and effective remote education when pupils cannot receive their normal face-to-face education. It applies to remote provision for an individual pupil, a group, a year group or the whole school, whether the disruption is short term or extended. Remote education is not a routine substitute for attendance. The School will continue to promote regular attendance and will use remote provision only where it is appropriate, proportionate and in the pupil's best interests.

2. Aims

- Maintain continuity, breadth and quality of education during disruption.
- Set clear expectations for pupils, parents, staff and leaders.
- Provide reasonable adjustments and targeted support for pupils with SEND, medical needs or limited digital access.
- Protect pupils and staff through robust safeguarding, online-safety, data-protection and professional-boundary arrangements.
- Monitor participation, progress, workload and wellbeing, and respond promptly when concerns arise.

3. Circumstances in which remote education may be used

- A temporary school, boarding-house or site closure, including severe weather, loss of utilities or a public-health incident.
- A pupil is unable to attend in person for a defined period but is well enough to learn, and remote education forms part of an agreed support or reintegration plan.
- A short-term staffing, premises or transport disruption makes normal provision temporarily impossible.
- Any other exceptional circumstance authorised by the Head.

The School will consider safeguarding, attendance, SEND, medical advice, family circumstances, access to suitable technology and the likely length of disruption before deciding the form of provision.

4. Principles of provision

- Provision will be based on the planned curriculum and will be ambitious, coherent and appropriately sequenced.
- Teachers will use a suitable blend of live teaching, recorded explanation, independent work, reading, practice and feedback. Live lessons will not be treated as the only acceptable form of remote education.
- Workload and screen time will be age-appropriate. Pupils will have opportunities for breaks, physical activity, reading and work away from a screen.
- Instructions, resources, deadlines and routes for help will be clear and accessible.
- The School will use its approved learning platform, school accounts and authorised systems only.
- Assessment and feedback will be proportionate and will help teachers identify gaps, adapt teaching and plan return to school.

5. Roles and responsibilities

5.1 Senior Leadership Team

- Decide when this policy is activated and communicate arrangements, timescales and review points.

- Ensure curriculum, safeguarding, attendance, SEND, pastoral, boarding and IT arrangements work together.
- Monitor the quality and consistency of provision, pupil engagement, staff workload and equality of access.
- Ensure appropriate staffing, secure systems, training and contingency arrangements.

5.2 Teachers

- Set learning that is appropriate to the pupil's timetable, needs and stage of learning.
- Publish clear instructions and deadlines through the approved platform.
- Be available during agreed working and lesson times, subject to normal absence procedures.
- Keep an accurate record of attendance or engagement and report persistent non-engagement promptly.
- Provide timely, proportionate feedback and respond to reasonable pupil queries during working hours.
- Maintain professional standards, suitable dress and appropriate backgrounds during video calls.
- Use school accounts and devices wherever practicable; never use personal social-media accounts or private messaging.

5.3 Faculty or subject leaders

- Coordinate curriculum sequencing, resources, assessment and reasonable consistency across subjects.
- Monitor the suitability and volume of work and support colleagues with subject-specific approaches.
- Escalate concerns about quality, capacity or pupil access to SLT.

5.4 DSL and safeguarding team

- Remain available during school hours and ensure staff, pupils and parents know how to report concerns.
- Assess and act on concerns in line with the Child Protection and Safeguarding Policy, including referral to statutory agencies where required.
- Maintain oversight of vulnerable pupils and agree appropriate contact, welfare and attendance arrangements.
- Ensure remote-contact arrangements do not weaken safer-working or low-level-concern procedures.

5.5 SENCO, pastoral and boarding staff

- Identify barriers to access and coordinate reasonable adjustments, alternative formats, additional adult support and assistive technology.
- Maintain appropriate pastoral or boarding contact and support reintegration.
- Work with families and relevant professionals where a pupil has an EHCP, medical plan or other support plan.

5.6 IT support

- Maintain approved platforms, account security, filtering and monitoring systems, and technical support.
- Respond to suspected cyber-security or personal-data incidents and report them through the School's procedures.
- Provide guidance on secure access, updates, multi-factor authentication where enabled, and safe use of devices.

6. Expectations for pupils

- Log in and participate at the times communicated by the School.
- Complete work honestly and submit it by the stated deadline, seeking help where needed.
- Follow the Behaviour Policy, Acceptable Use Agreement and normal standards of respectful conduct.
- Use only the approved account and platform; keep passwords private and report suspicious messages or account activity.

- Join live sessions from a suitable shared or study space where possible, dressed appropriately, with microphones and cameras used as directed.
- Do not record, photograph, screenshot, share or redistribute lessons, staff, pupils or materials without explicit permission.
- Tell a trusted adult or member of staff immediately about anything online that causes concern.

7. Expectations for parents and carers

- Inform the School if the pupil is unwell, cannot access provision or is experiencing a significant difficulty.
- Provide, so far as reasonably possible, a suitable routine and workspace while recognising family circumstances.
- Encourage engagement without completing assessed work for the pupil.
- Respect staff working hours and use normal School communication and complaints routes.
- Do not record, share or post remote lessons or images of other pupils or staff.
- Report safeguarding, online-safety, technical or data-protection concerns promptly.

8. Live and recorded teaching

- Sessions must use a School-approved platform and normally be scheduled within the published school day.
- The teacher must control access, supervise the session and end it for all participants where the platform permits.
- One-to-one remote contact must be educationally or pastorally justified, authorised where required by School procedure, conducted through School systems and recorded in an appropriate professional record.
- Staff must avoid personal bedrooms where practicable, use a neutral or blurred background, and ensure household members cannot overhear confidential discussion.
- Pupils should not be required to show private areas of the home. Alternative participation arrangements must be available where camera use is unsuitable.
- Recording may take place only for a clear educational or safeguarding purpose, with prior authorisation and appropriate notice. Recordings must be stored securely, access-limited and deleted in line with the retention schedule.

9. Safeguarding and online safety

The Child Protection and Safeguarding Policy applies fully during remote education. Safeguarding is everyone's responsibility, concerns must be acted on immediately, and the best interests of the child remain paramount. Staff must follow the School's reporting procedure and contact the DSL or a deputy without delay. Where a child is at immediate risk, emergency services must be contacted.

- Staff must remain alert to signs of abuse, neglect, exploitation, harmful online activity, child-on-child abuse, radicalisation, mental-health difficulty and changes in attendance or engagement.
- The School will apply appropriate filtering and monitoring to School-managed systems and devices and will review concerns arising from alerts.
- Online-safety education will include privacy, misinformation and disinformation, artificial intelligence, scams, harmful content, cyberbullying, digital consent and reporting routes.
- The Staff Code of Conduct, allegations and low-level-concerns procedures continue to apply to remote contact.
- The School will agree enhanced contact or welfare arrangements for pupils known to be vulnerable or at increased risk.

10. Attendance, engagement and welfare

Where remote education is being provided, the School will clearly explain how participation will be recorded. Registers for live lessons and evidence of completed work may support monitoring, but the School will

distinguish between attendance requirements and engagement with remote learning in accordance with the circumstances and current attendance guidance.

- Teachers will flag unexplained or repeated non-engagement through the agreed pastoral route.
- The School will contact the pupil and parent, identify barriers and offer proportionate support.
- Unresolved concerns will be escalated to the DSL, SENCO or SLT as appropriate.
- Concerns about a pupil's safety will never be treated solely as a behaviour or engagement matter.

11. SEND, accessibility and digital access

- The SENCO will help teachers adapt content, pace, communication and assessment.
- The School will consider printed materials, telephone support, assistive technology, captions, enlarged text, alternative tasks or additional adult contact.
- Where a family lacks a suitable device or connectivity, the School will assess available support, including loan equipment where resources permit.
- No pupil will be disadvantaged because they are unable to use a camera or access a particular digital feature.
- Accessibility and welfare will be reviewed regularly during extended remote provision.

12. Data protection, confidentiality and cyber security

- Personal data must be processed only for an authorised purpose and in line with the Data Protection Policy, privacy notices and retention schedule.
- School-managed devices and accounts must be used wherever practicable. Personal devices must not be shared while School data is accessible.
- Devices must use strong unique passwords or passphrases, automatic locking, supported software, security updates and approved malware protection. Multi-factor authentication must be used where provided.
- Confidential information must not be downloaded, printed or stored on personal devices unless specifically authorised and protected.
- Staff must check recipients before sending information and must not use personal email, consumer file-sharing or public AI tools for identifiable pupil information.
- Suspected phishing, account compromise, loss of a device, misdirected email or other breach must be reported immediately to IT and the School's data-protection lead.

13. Artificial intelligence

- AI tools may be used only in accordance with the School's approved AI, acceptable-use, assessment and data-protection arrangements.
- Staff and pupils must not enter personal, confidential, safeguarding or special-category data into an unapproved AI service.
- Teachers will make clear when AI assistance is permitted and how it should be acknowledged.
- AI-generated material must be checked for accuracy, bias, suitability, copyright and accessibility before use.
- Suspected misuse in assessed work will be addressed under the relevant academic integrity or behaviour procedure.

14. Assessment, feedback and academic integrity

- Assessment will be proportionate and may include questioning, quizzes, submitted work, discussion and low-stakes checks.
- Teachers will explain permitted support, collaboration, resources and use of AI.
- Where the validity of remote assessment is uncertain, the School may repeat or verify assessment on return.
- Public examination and non-examined assessment requirements will be followed where applicable.

15. Communication and complaints

The School will communicate the start, expected duration, timetable, platform, support routes and review arrangements for remote provision. Routine concerns should be raised first with the class or subject teacher or form tutor. Safeguarding concerns must be reported immediately through the safeguarding route. Formal complaints will be considered under the Complaints Policy.

16. Monitoring and review

- SLT will monitor curriculum coverage, participation, quality, safeguarding, equality of access, workload and wellbeing.
- Extended provision will be reviewed at planned intervals and adjusted in response to evidence and feedback.
- The governing body or delegated committee will receive appropriate assurance about safeguarding, online safety, data protection and the quality of education.
- This policy will be reviewed annually and sooner when legislation, statutory guidance, technology or School systems materially change.

17. Related policies and documents

- Child Protection and Safeguarding Policy
- Staff Code of Conduct and low-level concerns procedure
- Online Safety Policy and Acceptable Use Agreements
- Behaviour and Anti-Bullying Policies
- Attendance Policy
- SEND Policy and Accessibility Plan
- Data Protection Policy, privacy notices and retention schedule
- Complaints Policy
- Business Continuity or Critical Incident Plan
- Artificial Intelligence and Academic Integrity guidance

18. Key external framework

This policy should be read with current statutory and departmental guidance, including Keeping Children Safe in Education 2026 and current Department for Education guidance on attendance, safeguarding, remote education, data protection and filtering and monitoring. If external guidance changes, the statutory or departmental requirement takes precedence pending formal policy review.

Appendix A: Activation checklist

☐ Confirm the affected pupils, reason, start date and expected review date.
☐ Confirm safeguarding, DSL availability and vulnerable-pupil contact arrangements.
☐ Publish the timetable, learning platform, expectations and help routes.
☐ Check staffing, SEND adjustments, devices, connectivity and alternative provision.
☐ Confirm filtering, monitoring, account security and data-protection arrangements.
☐ Explain attendance or engagement recording and escalation procedures.
☐ Schedule quality, workload, welfare and access reviews.
☐ Plan return, reintegration and assessment of learning gaps.

Ruth Ainley (Head)
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