

SACRED HEART HIGH SCHOOL



REMOTE EDUCATION POLICY

JUNE 2026

To be reviewed June 2027

*This Policy should be read in conjunction with
all other Sacred Heart High School Policies*

Contents

	Page
1 STATEMENT OF INTENT	3
2 LEGAL FRAMEWORK	4
3 ATTENDANCE AND REGISTRATION	5
4 ROLES AND RESPONSIBILITIES	5
4.1 Governing Board	5
4.2 Headteacher	5
4.3 Staff members	6
4.4 SENCO	6
4.5 Designated Safeguarding Lead (DSL)	6
4.6 Data Protection Officer (DPO)	7
4.7 DSL and Inclusion Lead	7
4.8 School Business Manager	7
4.9 ICT Manager	8
4.10 Parents	8
4.11 Students	8
5 RESOURCES	9
5.1 Learning materials	9
5.2 Engagement, Monitoring and Feedback	10
5.3 Food provision	10
5.4 Costs and expenses	11
6 SYSTEMS AND TECHNOLOGY	11
7 SAFEGUARDING	12
8 DATA PROTECTION	13
9 STUDENT CONDUCT	14
10 STAFF CONDUCT	14
11 STUDENTS WITH SEND	15
12 ONLINE SAFETY	15
13 MARKING AND FEEDBACK	16
14 HEALTH AND SAFETY	17
15 REMOTE LEARNING PLAN	17
15.1 Practical Arrangements	18
15.2 School closures and attendance restrictions	18
16 COMMUNICATION	19
17 MONITORING AND REVIEW	19
18 RATIFICATION	20

Appendix 1: Remote Learning Plan

Appendix 2: Features of a High Performance Learning School

1 STATEMENT OF INTENT

The philosophy of Sacred Heart Education values each individual child for who they are and recognises the importance of personal growth, which is one of the five goals of Sacred Heart education. Being present in school is more than about attending lessons. In school, students grow as individuals not only intellectually but also socially. Their face to face interactions with staff and other students, is a vital component of development.

Sacred Heart High School will always do everything it can to remain open and remote learning is not provided routinely for children who are unable to attend school. Attendance at school is mandatory. Remote education is not an equal alternative and is only used as a last resort. The best place for students to learn is in school. Remote education is a short-term contingency, used only where pupils cannot attend but are able to learn.

Remote education will be provided in the following circumstances:

Whole School/Cohort Issues (see section 14 for further detail)

- School closure (e.g. safety, emergencies)
- Government/local restrictions on attendance

Individual Pupil Absence

- Short term illness if well enough to learn
- Exclusion/Suspension (in some cases)
- Exceptional circumstances preventing attendance

Exceptional circumstances preventing attendance (dera.ioe.ac.uk)

Remote education will not be provided in the following circumstances:

- Routine sickness absence
- Holidays taken in term time

We understand the need to continually deliver high-quality education, including during periods of remote education however, – whether for an individual student or for many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring all students have access to online lessons where required.

Through the implementation of this policy, we aim to address the key concerns associated with live online lessons, such as: systems and technology, safeguarding, conduct, and accessibility.

This policy aims to:

- Minimise the disruption to students' education and delivery of the curriculum.
- Ensure provision is in place so that all students have access to high-quality lesson content.
- Protect students from the risks associated with using an online lesson platform through the internet.

- Ensure staff, parent and student data remains secure and is not lost or misused.
- Ensure robust safeguarding measures are in place during live online lessons.
- Ensure all students have the provisions required to take part in live online lessons and complete their work to the best of their ability, and to remain happy, healthy and supported during periods of remote learning.

2 LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and guidance, including, but not limited to, the following:

- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- The Education (Student Registration) (England) Regulations 2006
- Working Together to Improve School Attendance (Aug 2024)
- DfE (2023) 'Providing remote education'
- DfE (2022) 'Safeguarding and remote education'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2024) 'SEND code of practice: 0 to 25 years' (latest update)
- DfE (2024) Attendance Regulations
- DfE (2022) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2025) 'Children missing education'
- DfE (2020) 'Help with accessing and buying resources for remote education'

This policy operates in conjunction with the following school policies:

- Data Protection Policy
- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Behaviour Policy
- Accessibility Policy
- Curriculum Access Policy
- Attendance Policy
- Online Safety Policy
- Staff Code of Conduct
- Acceptable Use Agreement for Students
- Acceptable Use Agreement for Staff
- Teaching & Learning Policy
- Curriculum Policy
- Assessment Policy
- Children Missing Education Policy

3 ATTENDANCE AND REGISTRATION

Students learning remotely are marked absent using the appropriate codes in line with 2024 regulations.

4 ROLES AND RESPONSIBILITIES

4.1 Governing Board

The governing board will be responsible for:

- Evaluating the effectiveness of the school's remote learning arrangements.
- Reviewing the effectiveness of this policy on an annual basis in conjunction with the headteacher.
- Ensuring that online safety training for staff is integrated, aligned and considered as part of the school's overarching safeguarding approach.

4.2 Headteacher

The headteacher will be responsible for:

- Ensuring that students have access to remote education as soon as reasonably practicable, where appropriate.
- Ensuring staff, parents and students adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating and managing the risks associated with remote education, including live online lessons.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote education provision.
- Ensuring that the school has the resources necessary to carry out the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis in conjunction with the governing board and communicating any changes to staff, parents and students.
- Arranging any additional training staff may require to support students with live online lessons.
- Ensuring that the remote education provision expected from staff is accessible to staff with additional needs which may be impacted by the online format, e.g. staff who are visually impaired.
- Conducting termly reviews of the live online lesson arrangements to ensure students' education does not suffer.
- Considering the assignment of overarching responsibility for the quality and delivery of remote education to a member of the SLT.

4.3 Staff members

Staff members will be responsible for:

- Adhering to this policy at all times when preparing and delivering remote education.
- Reporting any safeguarding incidents and concerns to the DSL, and asking for guidance as appropriate.
- Taking part in training to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any defects on school-owned equipment used for remote education to the ICT manager.
- Adhering to the Staff Code of Conduct at all times.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.

4.4 SENCO

The SENCO will be responsible for:

- Liaising with the ICT manager to ensure that the technology used for remote education is accessible to all students and that reasonable adjustments are made where required.
- Ensuring that students with *Education and Healthcare Plans* continue to have their needs met during periods of remote education, and liaising with the headteacher and other organisations to make any alternate arrangements for students with EHC plans, IEPs and IHPs.
- Identifying the level of support or intervention that is required while students with SEND receive remote education.
- Ensuring that the remote education provision put in place for students with SEND is monitored for its effectiveness.
- Liaising with the headteacher and LA in circumstances where delivering remote education to students with EHC plans proves to be challenging or impossible in order to find other ways to provide education.

4.5 Designated Safeguarding Lead (DSL)

The DSL will be responsible for:

- Attending and arranging, where necessary, any safeguarding meetings regarding remote education.
- Liaising with the ICT manager to ensure that all technology used for remote education is suitable for its purpose and will protect students online.
- Identifying vulnerable students who may be at risk if they take part in remote education.

- Ensuring that child protection plans are enforced if vulnerable students take part in remote education.
- Identifying the level of support or intervention required while students take part in remote education and ensuring appropriate measures are in place.
- Assisting teachers with all remote education lesson planning to ensure the correct safeguarding measures are in place.

4.6 Data Protection Officer (DPO)

The DPO will be responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and students are aware of the data protection principles outlined in the UK GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the UK GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

4.7 DSL and Inclusion Lead

The Designated Safeguarding Lead and the Inclusion Lead in liaison as appropriate with the senior leadership team as appropriate, will be responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that students identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

The school will recommend that students attend online sessions sitting in a chair at a table.

4.8 School Business Manager

The SBM will be responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for students to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

4.9 ICT Manager

The ICT manager will be responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all students and staff.

4.10 Parents

Parents will be responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely, supervising engagement, supporting routines and ensuring that the schoolwork set, is completed on time and to the best of their child's ability.
- Reporting any technical issues/barriers to learning promptly.
- Ensuring that their child always has access to remote learning material.
- Reporting any absence in line with the terms set out in the 'Attendance and absence' section (14) of this policy.
- Ensuring their child uses the equipment and technology provided for remote learning as intended.
- Adhering to the Home School Agreement at all times.

4.11 Students

Students will be responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues and any safeguarding concerns or incidents to their teachers as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behaviour Policy at all times.

5 RESOURCES

5.1 Learning materials

The school will utilise a range of different teaching methods when delivering remote education. Remote learning will be **equivalent in curriculum ambition** to in-school teaching. It will mirror curriculum sequencing and will provide 5 hours of daily learning. This will include:

- live or recorded teaching
- independent tasks
- feedback and assessment

For the purpose of providing remote learning, the school may make use of the following:

- DfE approved online school providers on a temporary basis (for example for children with medical needs) e.g. Academy 21
- Printed resources, e.g. workbooks and textbooks
- Email
- Past and mock exam papers
- Current online learning portals
- Educational websites
- Reading tasks
- Live lessons
- Pre-recorded video or audio lessons

The school will review the DfE's [guidance](#) on where schools can source educational resources to assist with the delivery of remote education, and utilise these as appropriate. Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.

Reasonable adjustments will be made to ensure that all students have access to the resources needed for effective remote learning. Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support students with SEND.

The arrangements for any 'live' classes, will be communicated via email no later than one day before the allotted time and kept to a reasonable length of no more than one hour per session.

Remote education will be provided for five hours a day for students in KS3 and KS4.

When setting remote education work, the school will consider the student's age, stage of development and any SEND. The school will also consider where this would likely require significant levels of support from parents, e.g. younger students or students with SEND who likely need parental involvement to facilitate engagement with remote education.

The school recognises that interactive lessons are most effective in aiding students' motivation and academic progression and, to this effect, teachers will aim to ensure they regularly recreate aspects of in-person interactivity,

e.g. live classes with questioning, eliciting and reflective discussion, to the best of their ability.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning. The school will review the resources students have access to and adapt learning to account for this.

Work packs will be made available for students who do not have access to a printer – these packs can be collected from the Student Services.

Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all students remain fully supported for the duration of the remote learning period. The SENCO will arrange additional support for students with SEND in line with the individual's needs.

Teaching staff will implement more individualised planning, in liaison with the SENCO, for students with SEND where appropriate – the SENCO will also contact the student's parents to see how the student can be supported by adults while learning remotely.

Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

Students will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.

For students who cannot access digital devices at home, the school will, where possible, apply for technology support through their trust board.

Students and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

The ICT manager is not responsible for providing technical support for equipment that is not owned by the school.

Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with '[marking and feedback](#)' section of this policy.

5.2 Engagement, Monitoring and Feedback

School systems and protocols will be deployed to ensure that no pupil falls through the net and these include:

- Daily tracking of engagement
- Rapid follow-up of non-engagement
- Use of and analysis of data to intervene when it becomes clear an individual or groups are not engaging with online learning.

5.3 Food provision

The school will signpost parents via email towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

The school will work with their catering team and/or food provider to ensure good quality lunch parcels are provided to students eligible for FSM who are accessing remote education until they are able to attend school.

5.4 Costs and expenses

The school will not contribute to any household expenses incurred while students learn remotely, e.g. heating, lighting, or council tax.

The school will not reimburse any costs for travel between students' homes and the school premises, or childcare costs.

If a student is provided with school-owned equipment, the student and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

6 SYSTEMS AND TECHNOLOGY

Staff will only download software for live online lessons from a trusted source, e.g. Apple App Store, Google Play or a reputable provider's official website.

The ICT manager will research the providers the school will use for live online lessons, taking into account ease of use, privacy measures and suitability for the purposes of live online lessons. Where necessary, they will refer to government-approved resources, e.g. from the [National Cyber Security Centre \(NCSC\)](#) and from the [South West Grid for Learning](#), when selecting their recommended providers.

Teachers will review the DfE's list of [online education resources](#) and utilise these resources as necessary.

To prevent the misuse of remote education software, staff will:

- Ensure privacy settings are adjusted appropriately on the provider's site or application.
- Ensure their live online lesson service account is protected with a strong password and will not autosave their password on any device.
- Ensure they test and understand the service before conducting their first live online lesson using the 'test' function, where applicable.
- Ensure they understand how to mute the microphone and how to turn off their camera on their device before their first live online lesson.
- Ensure all students due to attend live online lessons have access to equipment that will enable them to participate, e.g. a laptop and internet access, to ensure they do not fall behind their peers who do have access.
- Ensure streaming and online chat functions are disabled for students.

For aspects of the curriculum which are difficult to deliver through online provision, e.g. science experiments, teachers will consider using video demonstrations accompanied by supporting explanation.

For live online PE lessons where replicating in-person teaching provision is difficult to achieve, teachers will consider using video demonstrations accompanied by supporting explanation. Students will be encouraged to take regular physical exercise to maintain fitness.

7 SAFEGUARDING

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy.

All teaching staff will be made aware that the procedures set out in the school's Staff Code of Conduct apply at all times during the delivery of remote education.

Regular communications with parents will be used to reinforce the importance of keeping students safe online. Parents will be made aware of the systems the school uses to filter and monitor online use, as well as what their children are being asked to do during remote education, including:

- The sites that they will be accessing.
- The school staff that they will be interacting with online.

The DSL will arrange for regular contact to be made with vulnerable students during a period of remote education.

Additional contact, including home visits, will be considered where required. Phone calls made to vulnerable students will be made using school phones where possible.

All contact with vulnerable students will be recorded on paper and suitably stored in line with the Records Management Policy.

The DSL will keep in contact with vulnerable students' social workers or other care professionals when the student is receiving remote education, as required.

All home visits will:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded on paper and the records stored so that the DSL has access to them.
- Actively involve the student.
- Only take place following the completion of a Home Visit Risk Assessment.

Vulnerable students will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.

The DSL will meet, in person or remotely, with the relevant members of staff termly to discuss new and current safeguarding arrangements for vulnerable students learning remotely.

All members of staff will report any safeguarding concerns to the DSL immediately. Students and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

Staff will always have due regard for the school's Child Protection and Safeguarding Policy during remote education, e.g. whilst conducting live online lessons.

The planning of live lessons will always be carried out in conjunction with the school's DSL.

The school will ensure the system used for live online lessons does not have a minimum age requirement above the age bracket of students attending the lesson.

Students will not share private information through the live online system. Students will not respond to contact requests from people they do not know when using systems for live online lessons.

Students will be informed of the reporting lines, should they see or hear anything inappropriate during live online lessons, via email. Students will be provided with the contact details of the DSL to report any concerns.

Staff will ensure all video and phone calls are not set to public, and meetings are protected with passwords. Meeting links and passwords will not be published publicly.

Support staff will be on hand to supervise and handle any sudden changes or developments, such as disputes between students, that may occur during the live online lesson.

Staff will uphold their safeguarding obligations and will report any incidents or potential concerns to the DSL in line with the school's Child Protection and Safeguarding Policy.

The school will ensure that parents know what students are expected to do for a live online lesson, including the websites students will be asked to use and the school staff students will interact with online.

The school will communicate the importance of online safety to parents, and encourage parents to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. The school will inform parents of the [government-approved resources](#) on child online safety to support parents further.

8 DATA PROTECTION

Staff will have due regard for the school's Data Protection Policy at all times whilst conducting live online lessons.

The school will notify parents in advance of any live online lessons via letter.

The school will communicate the details of how to access the live online lesson and any additional information regarding online learning to parents and students via email.

The school will obtain consent from parents if any images or identifying information about any student may be used during the live online lesson, e.g. by using video conferencing, via letter.

The school will provide students with a school email address and login for the chosen live online lesson platform to ensure no personal email addresses or usernames are used by students.

Staff will ensure data is only transferred between devices if it is necessary to do so for the purposes of live online lessons, e.g. to report anything serious that has taken place during the online lesson.

Any data transferred between devices will be suitably encrypted. Where this is not possible, other data protection measures will be in place, such as using the initials of students instead of full names.

When recording a live lesson is necessary, prior permission will be acquired from parents in writing via email and all members of the live lesson will be notified before the lesson commences via email, and again once they have joined the live online lesson before recording commences.

9 STUDENT CONDUCT

The school will provide students with a copy of the Student Code of Conduct to ensure they understand their responsibilities with regards to conduct during live online lessons.

The school will ensure that students sign and return the Technology Acceptable Use Agreement for Students prior to taking part in live online lessons.

Students will be reminded that they should take part in live online lessons in an appropriate setting, e.g. a quiet space with a neutral background.

Students will be reminded not to record live online lessons on their devices.

Students will not speak during live online lessons unless they are prompted to do so or have a question about the lesson.

Students will adhere to the school's Behaviour Policy at all times during live online lessons, as they would during a normal school day.

The school will ensure that any students who breach the code of conduct will be disciplined in line with the school's Behaviour Policy.

10 STAFF CONDUCT

Staff will follow the requirements set out in the Staff Code of Conduct and will ensure they understand their responsibilities with regard to conduct during live online lessons.

The school will ensure that staff read, sign and return the Technology Acceptable Use Agreement for Staff prior to commencing live online lessons.

Staff will only use school-provided email addresses and phone numbers to communicate with students when conducting live online lessons.

Staff will only use school-owned devices for conducting live online lessons, where possible.

Staff will not share personal information whilst conducting live online lessons.

Staff will ensure they conduct their live online lesson from an appropriate location – either the classroom or, if this is not possible, from a quiet area in their home which has a neutral background.

Staff will communicate with students within school hours as far as possible, or within hours agreed with the school to suit the needs of staff.

Staff will only communicate and conduct live online lessons through channels approved by the SLT.

Staff will not commence online lessons until at least one other member of staff is in the live lesson 'room', and not without confirmation that at least one other colleague is aware that the live online lesson is taking place.

Staff will keep a log of what happens during live online lessons, e.g. behavioural issues or technical glitches, and ensure it is properly documented in line with the school's Records Management Policy.

11 STUDENTS WITH SEND

The school will ensure students with SEND receive any additional support with live online lessons where needed, e.g. from an additional member of staff within the live online lesson via phone call.

Staff will be sensitive to the needs of any students who may be sensitive to certain topics or issues that may arise during live online lessons.

The SLT, SENCO and relevant teacher will consider whether one-to-one lessons are appropriate in some circumstances for students with SEND.

The school will ensure that the appropriate curriculum, teaching and support will be available to students with SEND to ensure they continue to learn effectively. Additional measures will be considered for students with SEND to mitigate the risk of students falling behind their peers in terms of education, e.g. text transcripts being used in video lessons.

The school will work collaboratively with families to put arrangements in place that allow students with SEND to successfully access remote education when necessary.

12 ONLINE SAFETY

This section of the policy will be enacted in conjunction with the school's Online Safety Policy.

Where possible, all interactions will be textual and public.

All staff and students using video communication will:

- Wear suitable clothing – this includes others in their household.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

All staff and students using audio communication will:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for students with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO.

Students not using devices or software as intended will be disciplined in line with the Behaviour Policy.

The school will consult with parents at least two weeks prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

The school will communicate to parents via email about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required. The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

13 MARKING AND FEEDBACK

All schoolwork completed through remote learning will be:

- Finished when returned to the relevant member of teaching staff.
- Returned on or before the deadline set by the relevant member of teaching staff.
- Completed to the best of the student's ability.
- The student's own work.
- Marked in line with the Marking and Feedback Policy.
- Returned to the student, once marked, by an agreed date.

Students and staff will maintain a good work ethic during the period of remote learning.

If there are problems submitting work on the school's remote platform or the work is not able to be submitted on the platform, students will use email to send work to teachers for review and feedback and screenshots can be taken and emailed as attachments. The school will also consider alternative options where appropriate, e.g. drop-off points at the school.

Students are accountable for the completion of their own schoolwork – teaching staff will contact parents via email if their child is not completing their schoolwork or their standard of work has noticeably decreased.

Teaching staff will monitor the academic progress of students with and without access to the online learning resources and discuss additional support or provision with the headteacher as soon as possible. Teaching staff will monitor the academic progress of students with SEND and discuss additional support or provision with the SENCO as soon as possible.

The school will implement a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

The school will log participation and student engagement with remote education, as well as motivation levels and progress, and this will be shared with parents via formal regular reports or, if there is a concern, individually via telephone.

The school will consider ways to use feedback to secure consistent engagement with remote material, e.g. introducing a newsletter sent to parents and students which displays exemplary work and rewards engagement or outcomes.

14 HEALTH AND SAFETY

This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.

Teaching staff and the ICT manager will ensure students are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

If using electronic devices during remote learning, students will be encouraged to take a five-minute screen break every two hours. Screen break frequency will be adjusted to five minutes every hour for younger students or students with medical conditions who require more frequent screen breaks.

If any incidents or near-misses occur in a student's home, they or their parents are required to report these to the health and safety officer or other relevant member of staff immediately so that appropriate action can be taken.

15 REMOTE LEARNING PLAN

The school maintains a Remote Education Plan for rapid deployment.

The school will not view remote education as an equal alternative to on-site attendance, and will only consider remote education as a last resort when the alternative would be no education. The school has a remote learning plan (see Appendix) for rapid deployment.

The trigger conditions for this are:

- **School closures or restrictions on attendance**, where school access for students is restricted
- **The rare circumstances where an individual student is unable to attend school but is able to learn.** These circumstances should only involve a short-term absence and might include students recovering from short-term infectious illnesses; preparing for or recovering from some operations; or recovering from injuries where attendance might inhibit recovery.

In some exceptional cases these circumstances might also include students whose attendance has been affected by a special educational need or disability (SEND) or a mental health issue. This will be judged on a case by case basis, but only as part of a plan to reintegrate back into school. Remote education will only be provided when it is judged that its provision will not adversely affect the student's return to school.

The provision of remote education would only be a short-term solution allowing students to keep on track with their education and stay connected to their teachers and peers.

Students with long term medical conditions or any other physical or mental health needs which affect attendance may need more support to continue their education and it is the responsibility of the local authority to arrange such education.

15.1 Practical Arrangements

The school will continue to record student attendance and absence in the register in line with the education regulations and [attendance guidance](#), using the most appropriate code, and in line with the school's Attendance and Absence Policy.

Students will be present for remote learning by 9:00am and cease their remote learning at 3:30pm from Monday to Friday, with the exception of breaks and lunchtimes.

Breaks and lunchtimes will take place at the following times each day:

- Morning break will take place at 10:30am until 10:45am.
- Lunchtime will take place between 12:00pm and 12:45pm.
- Afternoon break will take place at 2:00pm until 2:15pm.

Students with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

Students who are unwell are not expected to be present for remote learning until they are well enough to do so. Parents will inform their child's teacher no later than 8:30am if their child is unwell.

The school will monitor absence and lateness in line with the Attendance and Absence Policy.

15.2 School closures and attendance restrictions

The school will ensure that every effort is made to ensure students can be taught in person where possible.

The school will explore all options to ensure the school can remain open to all students; however, in circumstances where it is not possible to safely remain open or where remaining open would contradict local or central government guidance, the school will consider providing remote education.

The school will ensure that it has a plan in place outlining remote education procedures for teachers, parents and students. The DfE's [emergency planning guidance](#) will be consulted in the event of school closures or attendance restrictions.

16 COMMUNICATION

The school will ensure adequate channels of communication are arranged in the event of an emergency. The school will communicate with parents via email and the school website about remote learning arrangements as soon as possible.

All communication that takes place via email between staff and students will be done via school email addresses.

The headteacher will communicate with staff as soon as possible via email about any remote learning arrangements. Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.

The school understands that students learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.

Members of staff will have contact with their line manager once per week.

As much as possible, all communication with students and their parents will take place within the school hours outlined in the 'Attendance and absence' section.

Students will have verbal contact with a member of teaching staff at least once per week via group phone call.

Parents and students will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

Issues with remote learning or data protection will be communicated to the students' teacher as soon as possible so they can investigate and resolve the issue.

The students' teacher will keep parents and students informed of any changes to the remote learning arrangements or the schoolwork set.

The headteacher will review the effectiveness of communication on a termly basis and ensure measures are put in place to address gaps or weaknesses in communication.

17 MONITORING AND REVIEW

The headteacher, SENCO and DSL will review the measures outlined in this policy termly to ensure it reflects the most up-to-date circumstances of the school's online learning provision.

The headteacher and governing board will schedule a review of the effectiveness of this policy annually.

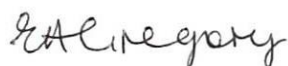
Any changes to this policy will be communicated to relevant stakeholders, including parents and teachers.

18 RATIFICATION

This Policy has been approved and ratified by the Headteacher and the Curriculum Committee in June 2026 and by the full governing body in July 2026. The Policy will be reviewed in June 2027.



Mrs S O'Donovan
Headteacher



Ms Ann Gregory
Chair of Curriculum Committee

Appendix A: Remote Learning Plan

Sacred Heart High School

Linked Policy: Remote Learning Policy

Date: June 2026

Review Date: June 2027

1. Purpose

This appendix sets out the practical arrangements and procedures for delivering remote education at Sacred Heart High School, in accordance with the school's Remote Learning Policy and current DfE guidance (August 2024).

Remote learning will only be implemented where attendance at school is not possible and remains a short-term measure and last resort ¹

2. Conditions for Activation

Remote learning provision will be initiated under the following conditions:

2.1 Whole-school or cohort disruption

- Full or partial school closure
- Significant operational disruption (e.g. site issue, severe weather)
- Direction from public health or government guidance

2.2 Individual pupil absence

- Illness (where pupils are fit to learn)
- Medical or mental health needs
- Other authorised absence where appropriate

Provision will begin as soon as reasonably practicable, proportionate to the length of absence ²

3. Curriculum Delivery Model

3.1 Curriculum Alignment

- Remote learning will follow the same curriculum sequence as in-school provision
- Subject leaders will ensure continuity and progression
- Curriculum remains broad and balanced

3.2 Delivery Approaches

A blended model will be used, including:

- Live (synchronous) lessons
- Pre-recorded teaching
- Independent learning tasks

¹<https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools/providing-remote-education-guidance-for-schools>

²

- Use of high-quality external resources

This reflects DfE expectations for flexibility in delivery ³

3.3 Daily Structure

- Pupils will follow a planned timetable aligned to their in-school lessons
- Learning time will be proportionate to a normal school day

4. Teaching Expectations

Teachers will:

- Set work that is clear, structured, and accessible
- Deliver curriculum content in line with departmental planning
- Provide regular feedback to pupils
- Monitor engagement daily and follow up where concerns arise

DfE guidance requires schools to monitor engagement and support participation ⁴

The school will ensure:

- Regular assessment opportunities
- Feedback that addresses misconceptions
- Use of assessment to inform future teaching

Remote education will maintain the same expectations for progress and accountability as face-to-face provision.

6. Inclusion and Access

6.1 Digital Access

The school will:

- Audit pupil access to devices and internet
- Provide loan devices or support where required
- Offer alternative formats (e.g. paper-based learning) where needed

6.2 SEND and Vulnerable Pupils

- Work will be appropriately differentiated
- Additional support may include:
 - Adapted resources
 - Targeted teacher contact
 - SENCO involvement

DfE guidance requires provision to be inclusive and accessible to all pupils ⁵

³https://spaces.schoolspider.co.uk/uploads/301/page/42174770_page_file.pdf?ofn=dfe-remote-learning-guidance-summary-2025.pdf

⁴https://spaces.schoolspider.co.uk/uploads/301/page/42174770_page_file.pdf?ofn=dfe-remote-learning-guidance-summary-2025.pdf

⁵https://spaces.schoolspider.co.uk/uploads/301/page/42174770_page_file.pdf?ofn=dfe-remote-learning-guidance-summary-2025.pdf

7. Safeguarding and Online Safety

All remote learning activity will comply with safeguarding requirements:

- Use of approved platforms only
- Staff adherence to professional conduct expectations
- Secure systems with filtering and monitoring in place

Safeguarding remains central to all remote provision ⁶

8. Digital Systems and Infrastructure

Sacred Heart High School will maintain readiness through:

- A centralised learning platform (e.g. Teams or Google Classroom)
- Reliable internet access and device provision
- Secure digital environment

Infrastructure will align with DfE Digital and Technology Standards, including:

- Connectivity and network reliability
- Cyber security and data protection
- Filtering and monitoring systems ⁷

9. Communication

Clear communication will be provided to all stakeholders:

9.1 Pupils

- Timetable and expectations
- Access to learning platforms
- Behaviour expectations

9.2 Parents/Carers

- Guidance on supporting home learning
- Information on accessing resources
- Contact points for support

10. Monitoring and Quality Assurance

Senior leaders will monitor:

- Curriculum coverage
- Quality of teaching and resources
- Pupil engagement and participation
- Equity of access

Intervention will be implemented where:

- Engagement is low
- Pupils are at risk of falling behind

⁶https://spaces.schoolspider.co.uk/uploads/301/page/42174770_page_file.pdf?ofn=dfe-remote-learning-guidance-summary-2025.pdf

⁷<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges>

11. Implementation Steps (Operational Readiness)

The school will maintain the following readiness cycle:

Step 1: Planning

- Maintain up-to-date remote learning plan
- Ensure curriculum is adaptable

Step 2: Technology

- Ensure platforms are operational
- Maintain device access for pupils

Step 3: Staff Readiness

- Train staff in digital tools and pedagogy
- Reinforce safeguarding expectations

Step 4: Activation

- Initiate remote provision promptly
- Ensure consistent delivery across subjects

Step 5: Monitoring

- Track engagement daily
- Provide targeted support

Step 6: Review

- Evaluate effectiveness
- Gather stakeholder feedback
- Update practice

DfE guidance expects schools to review and improve provision regularly ⁸

12. Recording and Attendance

- Pupils receiving remote education will be recorded as absent in line with statutory regulations
- Engagement will be monitored separately

This aligns with DfE attendance requirements ⁹

13. Review

This Remote Learning Plan will be:

- Reviewed annually
- Evaluated following any period of implementation
- Updated in line with changes to DfE guidance

⁸https://spaces.schoolspider.co.uk/uploads/301/page/42174770_page_file.pdf?ofn=dfe-remote-learning-guidance-summary-2025.pdf

⁹<https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools/providing-remote-education-guidance-for-schools>

We are a community of faith and learning based on the gospel of Jesus Christ, his values and teachings. Through our blend of real time and self-regulated learning, we offer a balanced approach, enabling teachers to focus on developing each individual pupil, ensuring they reach their potential and develop the skills of a high performance learner.

