



The Bridge School



Remote Education Policy

Date of Adoption:	
Reviewed date:	September 2025
Signed by: Chair of Local Academy Council	Paul Roberts
Date	01/09/2025

In line with best practice and following the DfE guidance The Bridge School has a 'Remote Education' policy to be applied in case children cannot come into school, this may be as a result of medical needs, self-isolation or local/national lockdowns.

Aims

This remote learning policy 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.
- Ensure the ongoing education and wellbeing of pupils during periods where they are required to be at home in term time.
- Support effective communication between the school and families to encourage engagement/attendance to learning and best practice around remaining safe online.
- Ensure pupils have full access to our broad and balanced relevant curriculum, broadly following where practicable, a daily timetable.
- Ensure remote education is well sequenced, following in school curriculum pathways.
- Recognise the workload implications of teaching staff who may be offering in school education whilst offering remote education.
- Provide appropriate guidelines for data protection.

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 as 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 are recovering from short term infectious illnesses
 - They are preparing for or recovering from some operations
 - They are recovering from injuries where attendance might inhibit 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 for longer periods, 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

Roles and responsibilities

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning – 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
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (DPO)

Middle Leaders

Alongside their teaching responsibilities, middle leaders are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching to make sure all work set is appropriate and consistent
- Working with other leaders 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 across the school through virtual learning walks and meetings with teachers
- Signposting teachers to resources they can use to teach their subject remotely, with a view to ensure workload remains manageable
- Helping staff and parents/carers with any technical issues they're experiencing
- Assisting pupils and parents/carers with accessing the internet or devices

Teachers

When providing remote learning, teachers must be available between 8.45am and 3.45pm on the days they currently work.

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. If the school office phone is unavailable an email to enquiry@bridge.fet.ac should be sent instead.

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 inline with their individual needs 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 are also responsible for:

- Setting work by uploading to the online platform Class Dojo:
 - For all pupils within their class group, there may also be occasions when teachers will set work for pupils in other classes across the school.
 - Teachers will provide daily routine songs for parents to use at home.
 - Teachers will provide 3 to 4 activities per day based upon the age and stage of the pupils, the curriculum the pupils access, and their individual learning targets linked to EHCP outcomes. Teachers will use their professional judgement to select elements of planned work which lend themselves more readily to remote teaching. They will also use their professional judgement to provide the most engaging and accessible personalised learning resources and support appropriate to the needs of each pupil in their class (and their families).
 - Activities may be presented by photos, typed descriptions, videos, PowerPoint, PDFs, website links, YouTube, interactive games etc...
 - Remote learning will begin within the same week as the first absence, unless this is a Friday in which case it will begin on the following Monday.
 - Work should be uploaded by 10 am on first day and following that, 9am for any subsequent days. Teachers may bulk upload weekly activities when providing remote education for an individual pupil.
 - Teachers may upload work onto class story area or individual portfolio area of the platform dependent upon which is most suitable for the activity/pupil.
 - Weekly/daily work will be shared with families to encourage active involvement where possible.
 - Teachers will co-ordinate with staff across the school via Teams during periods of working from home.
- Providing feedback on work:
 - Some parents may upload work completed by their child on their child's portfolio. This may include photos, videos and typed responses (including comments). Teachers may need to approve items submitted by pupils via their portfolio area.
 - Not all learning is formally assessed, and this would continue to be the case during periods of remote learning. Teachers will endeavour to provide feedback on work completed. This may be through the comments functions of the platform or via phone calls with parents.
- Keeping in touch with pupils who aren't in school and their parents:
 - Teachers are expected to make regular contact with families of pupils not in school. Teachers should contact the family via phone at least once a week to support the family and explain any work set. If staff need to use their personal devices, dialling

141 prior to the number will ensure the staff member's own number is kept anonymous.

- If there is a concern around the level of engagement of a pupil and/or the pupil's parent carer, teachers should raise this with a member of SLT. The school will contact parents where concerns have arisen to offer further support.
- Throughout the day teachers should monitor class dojo and their emails for correspondence. Teachers should not be calling or responding to class dojo messages outside of their normal working hours. All parent carers' emails should come through the school enquiry e-mail account and will be forwarded to teachers accordingly. Teachers should respond via the school admin team using the enquiry email if required.
- Any complaints or concerns shared by parent carers or pupils should be reported to a member of SLT – for any safeguarding concerns, refer immediately to the DSL. Concerns to be logged on CPOMS.

➤ **Attending virtual meetings with staff, parents/carers and pupils:**

- Ensure in school dress code is followed.
- When considering location of calls, avoid areas with background noise, ensure privacy for confidentiality reasons, keep camera off or ensure background filter is used to ensure background is neutral.

Teaching assistants

When assisting with remote learning, teaching assistants must be available 8.45am – 3.45pm during normal working days. During this time, they are expected to check work emails.

If Teaching Assistants are unable to work for any reason during this time, for example due to sickness or whilst caring for a dependent, they should report this using the normal absence procedure. If the school office phone is unavailable an email to enquiry@bridge.fet.ac should be sent instead.

During the school day, teaching assistants must complete tasks as directed by the class teacher, and the Senior Leadership Team.

Under the guidance of the class teacher, teaching assistants are responsible for:

- Supporting families and pupils with learning remotely. The support provided for a pupil or group of pupils will be discussed by the class teacher and the teaching assistant.
- Supporting the class teacher with the creation of (or adapting of) learning resources
- Attending virtual meetings, where appropriate
- Making additional contact calls to support families with learning tasks, behaviour or well-being (such as encouraging reluctant learners to engage, promoting positive lifestyle choices around exercise, screen time and diet), if required

Pupils and parents/carers

Parental support plays a key role in support their child's access to and engagement in remote learning. The Bridge School is committed to working in close partnership with families and recognises each family is unique and because of this, remote learning may look different for different families in order to suit their individual needs and the needs of their child. We would encourage parent carers to support their children's work, including setting clear routines, finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to engage in set work. Every effort will be made by staff to ensure that work is set promptly and realistic to be supported by the family.

Where we have identified those families who do not yet have access to ICT/printers, every effort will be made to either loan a device, on that the child may access online learning, or packs of paper based resources can be printed and delivered home as an alternative.

Staff can expect parent carers/pupils to:

- Seek help from school if they need it
- Alert teachers if they are not able to complete work
- Make the school aware if their child is sick or otherwise can't complete work so alternatives can be offered
- Act in accordance with home school agreement

Local Academy Council

The local academy council 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

Data protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Use BROMCOM
- Use laptops or devices provided by the school which are password protected
- All staff have access to secure sites e.g. Microsoft programmes (Email, SharePoint, Teams) and CPOMS.
- Some staff have use of work phones

Processing personal data

Staff members may need to collect and/or share personal data. Staff must not use their personal email address to contact parent carers, email contact can be made via enquiry@bridge.fet.ac with support of the admin team. If staff are required to call a parent carer when not on the school site, they must block their personal telephone number (If staff need to use their personal devices, dialling 141 prior to the number will ensure the caller's own number is kept anonymous.) Staff are reminded to work in accordance with the Trust/School's data protection policies and procedures.

Keeping devices secure

All staff members will take appropriate steps to ensure their school issued devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected
- Not sharing log in details with others
- Making sure the device locks if left inactive for a period of time
- Ensuring the device has had any software updates as required

Safeguarding

During any period of remote learning, the school's Safeguarding Policy still applies as do any addendums. The policy is available on the school website. Staff will continue to report any safeguarding concerns using CPOMs and these will be addressed by the safeguarding team.

Monitoring arrangements

This policy will be reviewed as and when updates to remote learning are provided. At every review, it will be approved by the Headteacher and the local academy council.

Links with other policies

This policy is linked to our:

- Safeguarding policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Behaviour policy
- Online safety policy