Remote Learning Policy

2026-2027

To be read in conjunction with:

- Newham Community Learning Safeguarding Policy - September 2026
- NCL Attendance Policy
- Lister Community School Home Learning Policy
- NCL staff code of conduct

Leadership Team Responsibility:	DHT Behaviour and Attendance: Matthew Copping
Version Date:	November 2026
Presented to Local Governing Body:	18th November 2026
Review Date:	July 2027

Contents Page

1. Aims
2. Use of Remote Learning
3. Roles and responsibilities
- **3.1 Teachers**
- **3.2 Heads of Department**
- **3.3 SLT Curriculum leaders / SENCO**
- **3.4 Pastoral, attendance and safeguarding teams**
- **3.5 All staff**
- **3.6 Teaching assistants**
- **3.7 SLT**
- **3.8 DSL**
- **3.9 IT staff**
- **3.10 Students and parents**
- **3.11 Governors**

Appendices
Appendix One - Remote Education Provision: Information for Parents & Carers

1. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for students who aren't in school.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection.

2. Use of remote learning

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

    - o Not possible to do safely
    - o Contradictory to guidance from local or central government

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.

3. Roles and responsibilities

3.1 Teachers
When providing remote learning, teachers must be available between 8.25am and 3pm and during all directed time hours as specified on directed time schedules.

If teachers are 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 students 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.
    - ➢ Aim to provide one hour of live teaching / one hour's worth of work for each lesson scheduled on their timetable.
    - ➢ Live or recorded lessons should be ready / work should be set - no later than the time the scheduled lesson is due to commence.
    - ➢ Tasks set should be uploaded on Google Classroom.
- Make reasonable adjustments for students 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.
- Providing feedback on work. This can be done in a variety of ways including:
    - Teachers will review submitted work and provide whole class feedback on key misconceptions and areas to improve to the class in their live lessons.
    - Through questioning in the live lessons teachers will be able to assess understanding and provide feedback.
    - Teachers will model examples of work and students will offer either verbal examples of work completed or type responses in the chat function, which teachers will feedback on
    - Submitted work will, where appropriate, receive individual feedback on how to improve and, for exam work, a mark or grade.
    - Students will receive feedback on work completed straight away in SENECA learning and My Maths.
    - Teachers will set quizzes and multiple choice activities which will provide regular feedback on their understanding.
    - Programmes set from Oak Academy and GCSE Bitesize include knowledge quizzes with answers.
    - Students will receive feedback on submitted extended work.

Teachers are also responsible for:

- Setting cover work on google classroom when they are unable to work.
- Setting cover work for absent colleagues who are not in a position to set their own cover.

3.2 Heads of department should:

- Lead and coordinate their teams to ensure there is consistency in lessons set across year groups / subjects.
- They should also ensure that work set for students with limited / no access to devices covers the same content / scheme for learning as that covered by live lessons / online work.
- Make sure that work provided during periods of remote education is of high quality, meaningful and ambitious.
- Support their teams as necessary in providing remote learning in the subject.
- Monitor the remote work set by teachers in their subject, including meeting individuals and the whole team to review and discuss the provision of work.

3.3 SLT curriculum leaders (DHT / AHT) and SENCO should:

- Make sure that work provided during periods of remote education covers an appropriate range of subjects.
- Monitor and direct staff to ensure that remote provision considers the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills.
- Monitor and direct staff to ensure that remote provision considers the needs of students' families or carers, including how much adult involvement is needed in activities and whether pupils have a suitable place to study.

3.4 Pastoral, attendance and safeguarding teams will ensure:

- They monitor the attendance and engagement of students.
- Keep in touch with students and their parents.
- Respond within 24 hours to calls or emails from parents or students.
- Ensure responses to calls and emails from parents or students take place within working hours.
- Refer any complaints from parents or students to SLT / line managers.
- Log safeguarding concerns on CPOMS and follow normal safeguarding procedures (eg inform DSL directly if there is a risk of imminent harm).
- Support staff in dealing behaviour / engagement issues.

3.5 All staff need to:

- Attend virtual meetings with staff, parents/carers and students.
- Maintain their dress code in line with NCL staff code of conduct.
- Ensure live lessons are delivered from an appropriate location
- Log safeguarding concerns on CPOMS and follow normal safeguarding procedures (eg inform DSL directly if there is a risk of imminent harm).

3.6 Teaching assistants

- When assisting with remote learning, teaching assistants must be available between 8.25am and 3pm and during all directed time hours as specified on directed time schedules.
- If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

- Following all directions from the SENCO / their line manager regarding supporting students in accessing and completing home learning. Including (but not limited to):
    - ➢ Attending virtual meetings with teachers, parents/carers and students.
    - ➢ Adapting online tasks set by teachers to ensure that they are appropriate for students with SEN.
    - ➢ Creating / providing online learning and tasks appropriate for students with SEN.
    - ➢ Leading small group online sessions with students.

3.7 SLT should:

- Oversee and support the provision of remote education including:
    - ➢ Ensuring staff are trained and confident in the provision of remote learning.
    - ➢ Supporting staff in overcoming issues and barriers that are preventing the effective provision of remote learning.
    - ➢ Overseeing and supporting staff in the provision of paper resources for students who cannot access online / digital provision.
    - ➢ Communicate regularly with staff to oversee and maintain the cohesion and effective running of the remote education provision.
    - ➢ Overseeing the checking and monitoring of student attendance, engagement, behaviour, welfare and safeguarding.
    - ➢ Ensuring effective intervention and support is put in place whenever issues or concerns occur regarding student attendance, engagement, behaviour, welfare and safeguarding.
    - ➢ 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 students about remote education.
    - ➢ Working with the catering team to ensure students eligible for benefits-related free school meals (FSM) are suitably provided for.

3.8 Designated safeguarding lead (DSL) is responsible for:

- All aspects of Child Protection and Safeguarding covered by the NCL Trust Safeguarding policy.

3.9 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents/carers with any technical issues they're experiencing.
- Reviewing the security of remote learning systems and flagging any data protection baches to the data protection officer (DPO).
- Assisting students and parents/carers with accessing the internet or devices.

3.10 Students and parents/carers

Staff can expect students learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time.
- Complete work to the deadline set by teachers.

- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they're not able to complete work.
- Act in accordance with normal behaviour rules / conduct rules of the school (and any specific online behaviour rules where applicable).

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

- 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.
- Make the school aware if their child is sick or otherwise can't complete work.
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here.
- Be respectful when making any complaints or concerns known to staff

3.11 Governing board: The governing board is responsible for:

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

Appendix One - Remote Education Provision: Information for Parents & Carers

This information is intended to provide clarity and transparency to students, parents & carers about what to expect from remote education where national or local restrictions require entire cohorts to remain at home.

For details of what to expect where individual students are self-isolating, please see the final section of this document.

Frequently Asked Questions:

The remote curriculum: what is taught to students at home?

- What should my child expect from immediate remote education in the first day or two of students being sent home?
- Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

Remote teaching and study time each day

- How long can I expect work set by the school to take my child each day?

Accessing remote education

- How will my child access any online remote education you are providing?
- If my child does not have digital or online access at home, how will you support them to access remote education?
- How will my child be taught remotely?
- How will my child be taught if their teacher is absent?

Engagement and feedback

- What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- How will you assess my child's work and progress?

Additional support for students with particular needs

- How will you work with me to help my child who needs additional support from adults at home to access remote education?

Remote education for self-isolating students

- If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

The remote curriculum: what is taught to students at home?

A student's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of students being sent home?

Lister Community School aims to continue to provide a broad and balanced curriculum in the event of forced closure of the school. The school's intention, in the event of a forced closure, is to ensure a smooth transition from school-based teaching to remote learning. If possible this transition will be put in place within the 24 hour period following the announcement of the closure.

If appropriate, all students are expected to follow their regular school timetable in the event of a closure, and will be taught remotely through a mixture of live lessons (using Google Meet) and independent home learning activities (using Google Classroom).

F**ollowing the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?**

Lister Community School will provide a broad and varied curriculum remotely, mirroring their normal provision as closely as possible. Through a blended approach of both live lessons and independent home learning activities, the school will aim to provide 5 hours of study per day.

There will be some adaptation and modification to the provision in practical subjects (e.g. 3D Design, Art, Catering & Hospitality, Textiles) because specialist equipment and materials required in certain subjects are unlikely to be available in the home.

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take students broadly the following number of hours each day:

- All students will complete a minimum of 5 hours of work per day.
- Additional work may be set for our Key Stage 4 students, in particular Year 11.
- Some students will also be able to participate in additional learning opportunities, outside of regular school hours.

Accessing remote education

How will my child access any online remote education you are providing?

We are using Google Apps for Education (Google Classroom & Google Meet).
Once the transition to remote education has been completed, teachers will provide links for live lessons to students via email each day. An accompanying independent learning activity will be set via Google Classroom.

Teachers will also use a number of subject-specific resources to support delivery of their subject. These include: My Maths, SENECA Learning, Oak National Academy, BBC Bitesize and much more.

We aim to use a wide range of resources in order to provide high quality remote learning. Curriculum areas may use additional resources where these have been judged to be appropriate and effective for learning.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

If resources are available, we will provide Chromebooks and laptops to students in order to ensure that they are able to participate fully in remote learning. During the 2020 lockdown, the school distributed over 150 school-purchased Chromebooks to students.

Should families not have access to a computer or the internet at home, they are requested to please contact matthew.copping@lister.ncltrust.net who will be able to assist and/or make alternative arrangements for the ongoing education of their child.

Should any child encounter any issues accessing live lessons via Google Meet or home learning activities via Google Classroom, families are requested to please contact chris.morgan@lister.ncltrust.net who will be able to assist and/or make alternative arrangements for the ongoing education of their child.

Where it is more appropriate to provide work packs, these are developed by the curriculum leader and posted home. Work can be returned by post if it can not be submitted online.

How will my child be taught remotely?

Throughout a school closure period, your child will continue their education through a variety of mediums. Some of these are listed below:

Core approaches:
Students will experience:
- live interaction with teaching staff via Google Meets & Google Chat
- independent learning activities set via Google Classroom Supplemental Approaches: Students may experience:
- pre-recorded lessons (created by Lister staff)
- pre-recorded lessons (created by external partners, such as Oak National Academy, and quality-assured by Lister staff)
- self-study courses and revision activities (using SENECA Learning, BBC Bitesize, etc.)
- independent study activities using subject-specific websites (such as DuoLingo & MyMaths)

This list is non-exhaustive, with new approaches, programmes and resources added to our provision on a daily basis, subject to review and quality-assurance practices.

How will my child be taught if their teacher is absent?

The school may experience higher than average levels of staff absence during an enforced school closure. We will do our best to ensure that the impact of staff absence on students is minimised.

Where possible, teaching groups will be merged in order that your child's remote learning experience is not affected by staff absence. Under these circumstances, your child will continue to receive a link via email for their live lesson, with an accompanying home learning activity provided on Google Classroom.

On some occasions, the merging of classes is not possible (e.g. where merging groups would put too many students in one session). In these instances, your child will receive an email from their teacher (or the relevant subject/Curriculum Lead) informing them that no live lesson will take place. An independent home learning activity will be set on Google Classroom.

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Our expectations of all students are as follows:
- They must engage daily with all aspects of our remote learning programme.
- They must ensure 100% attendance at all live lessons and live tutorials.
- They must complete all home learning activities and submit for feedback by the deadline.
- Additionally, they must adhere to all of the expectations set out in the Virtual Learning Protocols.

Our expectations of all parents & carers are as follows:
- Please ensure that your child adheres to their regular school routine. They should be ready to begin lessons by 8:30am, take lunch at 1.15 pm, with the school day finishing at 3:00pm. Maintaining this routine will support the physical and emotional wellbeing of your child.
- Please support your child by checking in on them on a regular basis, reviewing the work they have completed (you can check what home learning activities have been set for your child using Google Classroom). This will both encourage and motivate your child, whilst ensuring that they are suitably safeguarded when online.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Attendance:
- Registers will be taken on Arbor in all live lessons and live tutorials.
- Students who fail to attend a live session will be contacted by their teacher or tutor after the live session has completed.
- Students who regularly fail to attend live lessons will be contacted by the pastoral team.
- Where there is a concern that a student has not engaged in any of their assigned remote learning, they will, if appropriate, be invited to attend the in-school provision

- Home visits may be conducted by school staff where communication has not been successfully established.

Home Learning Activities:
- All home learning activities will be set on Google Classroom, viewable by parents & carers.
- Teachers will track submission of home learning activities on Google Classroom.
- Teachers will make contact with students where deadlines have been missed.
- Where there is a concern that a student has not engaged in any of their assigned remote learning, they will be invited to attend the in-school provision.
- Home visits may be conducted by school staff where communication has not been successfully established.

Additionally, all staff are expected to refer any safeguarding concerns to our safeguarding team through our online CPOMs portal. It is essential that parents and carers ensure your contact details (telephone & email) are up to date, and you must notify the school of any changes.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others.

Our approach to feeding back on student work is as follows:

The School will provide feedback to students through a variety of methods:
- Teachers will review submitted work and provide whole class feedback on key misconceptions and areas to improve to the class in their live lessons.
- Through questioning in the live lessons teachers will be able to assess understanding and provide feedback.
- Teachers will model examples of work and students will offer either verbal examples of work completed or type responses in the chat function, which teachers will feedback on
- Submitted work will, where appropriate, receive individual feedback on how to improve and, for exam work, a mark or grade.
- Students will receive feedback on work completed straight away in SENECA learning and My Maths.
- Teachers will set quizzes and multiple choice activities which will provide regular feedback on their understanding.
- Programmes set from Oak Academy and GCSE Bitesize include knowledge quizzes with answers.
- Students will receive feedback on submitted extended work.

Additional support for students with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some students, for example some students with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home.

We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those students in the following ways:

- Teachers will set differentiated remote learning with the appropriate support and challenge for pupils with SEND and/or early stage EAL (English as an Additional Language).
- Our SEND Leads contact home for students with an Education, Health and Care Plan (EHCP), 7 and children with High Needs Funding (HNF), on at least a weekly basis and are available for contact over the course of the week as needed. Parents and carers have the contact details of these specialist staff.
- Targeted students are offered 1:1 support with an LSA or a Communication Support Worker in their online lessons and post lesson.
- Differentiated work packs are offered to targeted students with SEND as required.
- All students are monitored with regard to participation in remote learning. Those who are unable to access remote learning even with this level of support are invited to attend the vulnerable provision.