Foreland Fields School

Remote Learning Policy

Governing Body Approval and Categories

Date of Most Recent Scrutiny and Ratification	9th November 2026
Date of Next Scrutiny and Ratification	November 2029
Category of the Policy	Education
Named Lead for Writing the Policy	Headteacher
Named Governor for Scrutiny	Chair of Learning and Development
Approval Body	Learning and Development
Display on Main Web Site	Yes
NOTE: IF THIS POLICY HAS BEEN SCRUTINISED BY A DIFFERENT LEAD GOVERNOR OR BEEN RATIFIED BY A DIFFERENT GOVERNING TEAM PLEASE STATE WHICH TEAM	
Signed – Chair of Learning and Development	Date 9.11.26

United Nations Convention on the Rights of the Child

Foreland Fields School is a Rights Respecting School thereby this policy ensures that the following rights are acknowledged:

- **Article 23** (Children with a disability). A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.
- **Article 28** (Right to education). Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.
- **Article 30** (children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.
- **Article 31** (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. Article 32 (child labour) Governments must protect children.
- **Article 34** (sexual exploitation). Governments must protect children from all forms of sexual abuse and exploitation.

Remote Learning Policy

Related School Policies and Guidance Documents

This policy should be read in conjunction with the following school policies:

- Child Protection Policy
- Anti-Bullying Policy
- Working with Parents Policy
- Online Safety Policy
- Staff Behaviour Policy
- Parent, Student and Staff Acceptable Use Policies
- Lone Working Policy

Advice and Guidance

Advice on delivering remote education safely can be found in the following documents:

- Safe Remote Learning, published by SWGfL
- National Cyber Security Centre
- Safeguarding and Remote Education GOV.UK March 2021
- Providing Remote Education: Guidance for Schools - GOV.UK
- Undertaking Remote Teaching Safely - NSPCC

Online Safety

Foreland Fields School believes that online safety (e-Safety) is an essential element of safeguarding children and adults in the digital world, when using technology such as computers, mobile phones or games consoles. Foreland Fields School recognises that the needs of the students within its community make this group of young people especially vulnerable when they are online.

Foreland Fields School also identifies that with this there is a clear duty to ensure that children are protected from potential harm online.

For the purposes of this guidance, the term 'student' covers all children currently on roll at Foreland Fields School between the ages of 4 and 19.

Rationale

In the event of a school closure, either partial or full, Foreland Fields School is committed to providing continuity of education to its students and will do so through a process of resources sent home and remote (online) learning. In some cases, and where it is safe to do so, home visits may also take place to support a child in their learning or specific programme. Increased remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of students and teachers are healthy, and able to work as normal from home.

This policy does not apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term student absence. Remote learning may also be appropriate in situations where students, in agreement with the school, have a period of absence but are able to work at home. This may apply in cases such as exclusion from school, long term illness or part-time attendance, assuming students are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, students are self-isolating at home but are not suffering with relevant symptoms. There is no obligation for the school to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents/carers choose to take students on holiday during term time. Similarly, this would apply if parents/carers made the decision, without prior agreement with the school, to absent their child from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease. In addition, the school is under no obligation to provide work for students whose parents have kept them at home due to transport issues.

Remote Learning for Individual Students

Assuming an absence has been agreed with the school, and the student in question is healthy enough to work from home, the school will provide work for students who are unable to attend in person. If this occurs for an individual student, the collation of work and communication with the parent/carer will be coordinated by the student's teacher or member of the Senior Leadership Team. Though every case will have its own specifics, a rough guideline for the frequency of communication between school and parent/carer would be once per week. Work will only be provided to students in this way if there is an agreed absence lasting more than three working days. If a significant number of students are absent from school, but the school remains open, the Headteacher will decide whether the method of remote learning operated will take the form outlined in this policy.

Assuming that a student is healthy and well enough to work, they will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing work provided, and submitting any set tasks promptly and to the best of their ability. Students and/or their parents/carers will also be expected to read and respond to communication from the school, e.g. an email from a class teacher.

Remote Learning in the Event of Extended School Closure

In the event of an extended school closure, the school will provide continuity of education in the following ways;

- Regular direct instruction from teachers with the ability of students and parents/carers to ask questions online via ClassDojo, the school generic email account foreland@foreland.kent.sch.uk or a Teacher's work email account. Please note, personal email accounts must not be used for any kind of communication with parents.

- Teachers will also contact all parents/carers weekly via pre-agreed phone call, ClassDojo or email.
- The setting of work that students complete, responses (if relevant) completed electronically or on prepared worksheets. All parents/carers will be asked if they have access to a printer and, if they have, whether they would prefer to have resources sent through the post or electronically. There will be no expectation on parents/carers to print materials.
- Remote live sessions (see section below), The primary platforms the school will use to deliver remote live sessions and, thereby ensure the continuity of education are: Microsoft Teams: accessed via the relevant app or desktop application, or via the following URL: https://teams.microsoft.com.

The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both students and teachers to participate in remote learning. The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

Remote Live Sessions

Microsoft Teams will be utilised for 'live' sessions. There is an expectation of teachers to carry out some learning sessions in this way which, in most cases, will be delivered through a daily live session. It is recognised that the length and nature of these live sessions will vary widely to meet the wide range of SEN that students at Foreland Fields School have. In addition, the length, frequency and content of these sessions will be dependent on the curriculum pathway each class is following. Microsoft Teams provides a platform that allows for resources to be shared, teachers to instruct the class in person, and students to ask questions in 'real-time'. Parents/carers and students will be provided with details of sessions, and will be expected to participate in them if they are asked and able to do so. Live sessions can be particularly helpful as they can help communication, with students able to respond to teachers' questions (and ask them) via the conversation functionality. It also ensures that our students can keep in contact with their school friends and assists in ensuring that they feel less isolated.

Assessment and Feedback

Assessment providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to students on their contribution during sessions and their general application to work tasks. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case during remote learning sessions. Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book.

Teachers are encouraged to ensure, when they set work, that it is designed in such a way that meaningful feedback may be provided. Possible methods may include;

- Direct feedback to students.
- Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research.
- Using the "Comments" function on Microsoft Teams.
- Sending a direct email / ClassDojo message to students and their parents/carers.

If parents/carers, or the student themselves, are concerned about the overall workload (e.g. a student feels they are overwhelmed or falling behind), these should be directed to the teacher via ClassDojo (private message) or email and the teacher will be in touch.

The school does not expect students to have access to any specialist equipment that would usually be provided by the school (e.g. science or art). Teachers will ensure they are able to scan or upload photos of important resources to be used in live sessions.

Evidence for Learning

Parents and Carers are able to view and comment on video and photographic evidence of their child's progress in school using the Family App on Evidence for Learning. Parents will also be able to share video and photographic evidence of their child's progress with the teacher.

Expectations of Teachers

Teachers should use their school provided laptops and ensure they have effective home internet connection. If this is not available for any reason, teachers should speak to their line manager (Pathway Lead). All teachers should pay due care to the nature of tasks set, so that students have a range of activities to complete at home and are not exclusively working on a screen. They should ensure that work is differentiated as required for all students when setting online tasks. Teachers are responsible for providing constructive feedback to their students in a timely manner.

In the event that a teacher is unwell during a period of remote learning, it becomes the responsibility of the Pathway Lead to ensure work is set for her/his classes. Teachers should be available to contact parents/carers if needed, by email or school provided phone (not personal devices unless this is agreed by the Headteacher). On no account should staff share their personal phone number (home or mobile) with parents/carers.

In line with the Staff Behaviour Policy, staff must ensure the following:

- They should not use or carry their mobile phones with them whilst working with students.

- Mobile phones may not be used by staff during lessons or allocated school time unless students are not present and this has been agreed by a member of the school leadership team.
- Mobile phones should not be carried by staff (on their person) but should be kept in a locker or secure location away from children.

If teachers require support with any aspects of remote learning, they are encouraged to consult their Pathway Lead or a member of the Senior Leadership Team.

Unless there are extenuating circumstances, teachers will be expected to be contactable by colleagues, students and parents/carers. All communication should take place during usual school hours, with no expectation for colleagues to read or respond to emails after 3.30pm although, in normal practice, responses should be made to electronic messages within one working day. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Communication must always occur via official school channels, and not through personal accounts or other websites. Permitted methods are;

- Microsoft Teams
- ClassDojo (Personal Message)
- ClassDojo (Class Message)
- Telephone contact
- Email using school email accounts
- The school generic email account: foreland@foreland.kent.sch.uk. The PA to the Headteacher and Deputies will forward any emails directly to teachers who should respond via one of the methods detailed above.

Teachers should ensure that all of their students have the required consents (Acceptable Use and Image Use) for the remote learning activity. They should also make sure that they have read and understood the Online Safety Policy and follow the guidance contained within it with regards to use of images.

Parents/carers will need to have signed the 'Consent Form for Taking and Using Photos and Videos' in order to take part in Microsoft Teams sessions. They must have indicated that they are happy for their child to take part in Microsoft Team conferencing for educational purposes in order to be included in sessions.

Expectations of Parents/Carers

Parents/carers are expected to support the school in ensuring that students are safe when online by:

- Reading, signing and returning the school Acceptable Use Policies, encouraging their children to adhere to them, and adhering to them themselves where appropriate.

- Ensuring all related consents (including Use of Image) are signed and returned.
- Discussing online safety issues with their children, supporting the school in their online safety approaches, and reinforcing appropriate safe online behaviours at home.
- Ensuring that they have appropriate filtering and monitoring systems in place within the home which are effective in blocking harmful and inappropriate content.
- Ensuring they do not remove any of the filtering and monitoring software from school provided devices in order to ensure that their children are protected from harmful and inappropriate content.
- Role modelling safe and appropriate uses of new and emerging technology.
- Identifying changes in behaviour that could indicate that their child is at risk of harm online.
- Seeking help and support from the school, or other appropriate agencies, if they or their child encounters online problems or concerns.
- Contributing to the development of the school/setting online safety policies.
- Using school systems, such as learning platforms, and other network resources, safely and appropriately.
- Taking responsibility for their own awareness and learning in relation to the opportunities and risks posed by new and emerging technologies.

Parents/carers should support live learning through;

- Ensuring that their child, if well enough, takes part in live learning sessions.
- Ensuring that their child is appropriately supervised online and that appropriate parent controls are implemented.
- Ensuring that their child is dressed appropriately for live sessions – no pyjamas or bed wear.
- Ensuring that their child behaves appropriately during live sessions.

Online Safety Away from School

- All staff will continue to look out for any signs that indicate a child may be at risk online and will report and respond to concerns in line with the Child Protection Policy.
- Where necessary, referrals will be made to LADO, children's social care and as required, the police.
- Students are encouraged to report concerns to a member of staff or a trusted adult at home. Where this is not possible, additional support can be accessed online via:
  - Childline: www.childline.org.uk
  - UK Safer Internet Centre's 'Report Harmful Content': https://reportharmfulcontent.com
  - National Crime Agency Child Exploitation and Online Protection Command (NCA-CEOP): www.ceop.police.uk/safety-centre
- All communication with students and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts, ClassDojo or the school website.

- Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Foreland Fields School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.
- When delivering remote learning, staff will:
  - Only use online tools that have been evaluated and agreed by the Senior Leadership Team.
  - Ensure remote learning activities are planned taking student needs and technology access into account.
- If remote learning is taking place 'live' using webcams or chat facilities, staff and students will ensure a professional environment is maintained. This means:
  - Staff will record the length, time, date and attendance of any online lessons/contact held or made.
  - Live sessions will always involve at least two members of staff.
- Sessions will not be delivered in any 1:1 situation, unless pre-approval has been given by the DSL and/or Headteacher and the session is auditable.
- Parents/Carers and Students should be reminded that they should not attempt to record the online lesson.
- Staff will agree online behaviour expectations with students at the start of lessons.
- Staff will revisit our acceptable use of technology policy with students as necessary.
- All participants will wear suitable dress, use professional language, and ensure backgrounds of videos (live or pre-recorded) are neutral and appropriate.
- Staff and students should ensure personal information and/or, inappropriate or unsuitable personal items are not visible.
- Where possible, other household members should not be in the background or shot; if this unavoidable, they should follow appropriate language and behaviour expectations.
- If live streaming, staff will mute and/or disable students' videos and microphones, as required.

For further details of how Foreland Fields School promotes an online safety ethos, please see the 'Online Safety policy'.

Additional Support and Links

- As well as through existing Foreland Fields School mechanisms, students, staff and parents/carers can access age appropriate and practical support and advice via a range of national and local services:
  - Childline: www.childline.org.uk
  - Kent Resilience Hub: https://kentresiliencehub.org.uk
  - NSPCC: https://learning.nspcc.org.uk/safeguarding-child-protection/how-to-have-difficult-conversations-with-children/