

Liberty School Trust

Remote and Blended Learning Policy

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1. Introduction

- 1.1. Liberty Academy Trust recognises that, for our exclusively SEND pupil population, attendance is a critical factor in maintaining stability, supporting wellbeing, and sustaining progress. All staff understand the strong evidence linking attendance with attainment, emotional development, and future life opportunities, as set out in *Working Together to Improve School Attendance* (DfE, 2022). For autistic pupils in particular, predictable routines and consistent access to specialist environments are essential to securing positive outcomes.
- 1.2. Because some of our pupils may, at times, be unable to attend school due to their SEND-related needs, our schools will ensure robust systems for remote and blended learning. These systems allow learning to continue in a way that supports individual regulation, reduces anxiety, and maintains connection with trusted adults.
- 1.3. In line with *Providing Remote Education: Guidance for Schools* (DfE, 2023), the circumstances in which attendance on site may not be possible fall into two broad categories:
 - i. School closures or restrictions on attendance, where access for pupils must be limited.
 - ii. Individual SEND-related circumstances, where a pupil cannot attend school but is well enough to engage in learning from home.
- 1.4. Remote learning for our pupils is not always digital. It may involve printed materials, personalised visual resources, adapted curriculum materials, online learning platforms, structured communication via email, telephone or video, or staff-delivered recorded content. Teaching staff will determine the most appropriate approach based on each pupil's profile, taking into account sensory needs, communication preferences, and executive functioning strengths. Staff will work closely with parents and carers to identify the most effective model of supported home learning for that child.
- 1.5. We recognise that, due to their autism and associated needs, some pupils may find learning from home highly challenging. Changes to routine, reduced structure, or expectations around homework can trigger significant anxiety or behavioural distress. For this reason, each school will work collaboratively with families to determine a manageable and appropriate approach. Being clear with pupils about the purpose of home learning, supporting them to create a predictable "school space" at home, and following a simple, consistent timetable can help reduce uncertainty and promote engagement. It is recommended that engagement on this starts early so positive routines can be established.

- 1.6. There is no obligation for the school to provide continuity of education for pupils whose absence contradicts school or government guidance. For example, this includes term-time holidays or decisions by parents/carers to keep a pupil at home without prior agreement or contrary to public health advice.
- 1.7. The type and level of supported home learning will depend on the length of a school closure and the ability of pupils and staff to participate. This includes consideration of pupil wellbeing, illness, and individual capacity to engage in remote learning—particularly important for pupils with SEND, where overwhelm or fatigue may limit participation.
- 1.8. Liberty Academy Trust’s approach to remote and blended learning is guided by the following principles:
- **Equity and accessibility:** All pupils, as SEND learners, must have access to learning that is adapted to their strengths, communication profiles, sensory needs and wellbeing.
 - **Consistency:** Remote learning provision should follow a consistent Trust-wide framework while allowing for personalised adjustments.
 - **Safeguarding and safety:** All remote learning must meet the Trust’s safeguarding standards, including safe platforms, appropriate filtering and staff–pupil interaction protocols.
 - **Wellbeing-first practice:** Decisions about remote learning must consider pupil stress, sensory load, family capacity and safe levels of screen use.
 - **Collaboration:** Strong partnership with parents/carers is essential to support regulation, routines and realistic expectations.
- 1.9. Liberty Academy Trust acts with integrity, accountability and social responsibility in all aspects of its remote and blended learning provision. We are committed to ensuring that every pupil can access learning in ways that are safe, equitable and individually appropriate. We recognise our responsibility to support pupils, families and staff with approaches that promote inclusion, wellbeing and sustainability. Our decisions are guided by ethical practice, respect for our community, and our commitment to reducing barriers to learning so that every child can thrive, whether learning in school or at home

2. Definitions

- 2.1. **Remote learning:** a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the learners.

- 2.2. **Digital remote learning:** often known as online learning; this is remote learning delivered through digital technologies.
- 2.3. **Blended learning:** a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example through video), while practice and tutoring happen in a classroom.
- 2.4. **Synchronous education:** this is live learning with a teacher present at the same time as the learners. This is beneficial where there is a need for teaching presence such as live discussion and interaction.
- 2.5. **Asynchronous education:** is when the material is prepared by the teacher and accessed by the learner at a later date. This can be useful where pupils miss out on lessons or parts of their education for reasons such as health appointments or illness and can enable them to catch up at a later date.

3. Aims

- 3.1. The aims of this policy are in line with on [Providing Remote Education: Guidance for Schools](#) (January 2023)
- 3.2. The specific aims are:
 - to plan and outline how and when the remote learning or blended learning will be implemented in LAT schools.
 - to support all learners in their access to high-quality remote teaching and learning;
 - to provide a clear remote learning strategy, including how and when learning should be assigned remotely and how schools will communicate with parents.
 - to anticipate, identify and address any concerns associated with remote learning, relating to safeguarding, data protection, and health and safety;
 - to make staff roles and responsibilities clear in relation to remote and blended learning;

4. Circumstances in which remote learning may be implemented:

- 4.1. Remote learning's primary function is to ensure continuity of learning in situations where the school is not able to deliver in school face to face teaching. This should only be considered as a last resort and where a decision has been made it is not possible for the pupil or pupils to attend school. Possible reasons include:

- 4.1.1. **Pandemics or Health Emergencies:** Situations such as the COVID-19 pandemic may necessitate remote learning to ensure the safety of students, teachers, and staff while maintaining continuity in education.
- 4.1.2. **Strike Action:** Where schools are subject to industrial action, which impacts on the numbers of available staff and on health and safety of pupils, it may be appropriate to move to remote learning for some cohorts.
- 4.1.3. **Inclement Weather:** Extreme weather conditions, such as snow days, which may disrupt regular school operations, prompting the use of remote learning to ensure that students can continue their studies from home.
- 4.1.4. **Individual Circumstances:** Students with medical conditions or disabilities that make attending traditional classes difficult may benefit from remote learning tailored to their needs. Individual cases where a pupil is unable to attend school but is able to learn are likely to be in a limited number of circumstances and may include pupils recovering from short term infectious diseases, preparing for or recovering from some operations or pupils recovering from injuries where attendance might inhibit recovery. In some exceptional cases this may also be where attendance has been affected by their Special Educational Needs / Disability and as part of a plan to reintegrate back to school. Further support on dealing with mental health and attendance challenges can be found in: Mental Health Issues affecting a pupil's attendance: guidance for schools.
- 4.1.5. **Emergency Situations:** In the event of emergencies such as school closures due to safety concerns or natural disasters, remote learning ensures that students can continue their education without disruption.

5. Circumstances in which blended learning may be implemented:

- 5.1. Blended Learning offers schools and pupils a learning model that provides opportunities for enhanced access, reinforcement of classroom learning, and flexibility. Examples include:
 - 5.1.1. **Resource Optimisation:** Blended learning can be implemented to optimise resources by combining traditional classroom instruction with online learning, allowing teachers to personalise learning experiences and cater to individual student needs.
 - 5.1.2. **Expanded Course Offerings:** Remote learning can facilitate access to a broader range of courses, including advanced or specialised subjects, which may not be available locally.
 - 5.1.3. **Flexible Scheduling:** Blended learning allows for flexibility in scheduling, enabling students to balance academic requirements with extracurricular activities or part-time work.

Pupils Can Access Their Remote Learning Via Microsoft Teams.

INFORMATION FOR PARENTS AND CARERS

PUPILS MAY NEED TO LEARN REMOTELY IF THEY ARE SENT HOME FROM SCHOOL THE SCHOOL IS CLOSED DUE TO WEATHER CONDITIONS, OR IF THERE IS A FULL LOCKDOWN. SCHOOLS HAVE A DUTY TO PROVIDE REMOTE EDUCATION FOR STATE-FUNDED, SCHOOL-AGE CHILDREN WHOSE ATTENDANCE WOULD BE CONTRARY TO GOVERNMENT GUIDANCE OR LAW. THE REMOTE EDUCATION PROVIDED SHOULD BE EQUIVALENT IN LENGTH TO THE CORE TEACHING CHILDREN WOULD RECEIVE IN SCHOOL AND WILL INCLUDE BOTH RECORDED OR LIVE DIRECT TEACHING TIME, AND TIME FOR CHILDREN TO COMPLETE TASKS AND ASSIGNMENTS INDEPENDENTLY.

IT IS EXPECTED THAT SCHOOLS SHOULD:

- USE A CURRICULUM SEQUENCE THAT ALLOWS ACCESS TO HIGH-QUALITY ONLINE AND OFFLINE RESOURCES AND TEACHING VIDEOS, AND THAT IS LINKED TO THE SCHOOL'S CURRICULUM EXPECTATIONS
- GIVE ACCESS TO HIGH QUALITY REMOTE EDUCATION RESOURCES
- SELECT THE ONLINE TOOLS THAT WILL BE CONSISTENTLY USED ACROSS THE SCHOOL IN ORDER TO ALLOW INTERACTION, ASSESSMENT AND FEEDBACK, AND MAKE SURE STAFF ARE TRAINED IN THEIR USE.
- PROVIDE PRINTED RESOURCES, SUCH AS TEXTBOOKS AND WORKBOOKS, IF REQUIRED FOR CHILDREN WHO DO NOT HAVE SUITABLE ONLINE ACCESS
- RECOGNISE THAT SOME CHILDREN WITH SEND MAY NOT BE ABLE TO ACCESS REMOTE EDUCATION WITHOUT ADULT SUPPORT, AND SO SCHOOLS SHOULD WORK WITH FAMILIES TO DELIVER A BROAD AND AMBITIOUS CURRICULUM WHICH IS ADAPTED AND SCAFFOLDED FOR ALL LEARNERS TO ACCESS IT
- The Following Information Is A Brief Summary Of How Your Child Will Learn At Home.

The remote curriculum: what is taught to pupils at home

REMOTE LEARNING EXPECTATIONS:

- LIVE LEARNING SHOULD BE DELIVERED, VIA MICROSOFT TEAMS.
- OPPORTUNITIES SHOULD BE BUILT IN FOR CHILDREN TO ASK QUESTIONS 'LIVE', EITHER VERBALLY THROUGH THE LIVE LESSON ITSELF OR THROUGH THE LIVE CHAT.
- ALL CHILDREN SHOULD CONTINUE TO RECEIVE REGULAR FEEDBACK, IN LINE WITH THE SCHOOL MARKING AND ASSESSMENT POLICY.
- WORK EXPECTATIONS SHOULD BE CLEARLY COMMUNICATED BY TEACHERS TO CHILDREN, SO THEY UNDERSTAND THE IMPORTANCE AND RELEVANCE OF THE WORK THEY ARE COMPLETING REMOTELY.
- DELIVERY OF LIVE LEARNING MAY INCLUDE TEACHER INPUT, MONITORING OF LEARNING, DISCUSSION THROUGH THE CHAT FUNCTION AND 'PAUSE POINTS' BUILT INTO THE LESSON TO ENABLE CHILDREN TO WORK INDEPENDENTLY ON WORK SET BY THE TEACHER.

TEACHING AND LEARNING:

LIVE LEARNING SHOULD BE DELIVERED TO ALL CHILDREN THROUGH MICROSOFT TEAMS BY THE CLASS TEACHER. ADDITIONAL TASKS SET FOR CHILDREN AS PART OF THEIR LEARNING SHOULD BE SET AS TASKS OR ASSIGNMENTS THROUGH THE CLASS PAGE ON SEESAW/TAPESTRY.

TEACHERS SHOULD PAY PARTICULAR FOCUS TO THE FOLLOWING TO SUPPORT LEARNERS IN MAKING GOOD PROGRESS:

- WORK SHOULD BE APPROPRIATELY PITCHED FOR ALL CHILDREN, WORK CAN BE SET APPROPRIATELY, DIRECTLY TO EACH PUPIL WHO MAY NEED THIS SUPPORT, RATHER THAN AS A WHOLE COHORT.
- ASSESSMENT FOR LEARNING STRATEGIES SHOULD BE BUILT INTO ANY 'LIVE' LEARNING, TO CHECK ON UNDERSTANDING, ADDRESS ANY MISCONCEPTIONS AND SUPPORT CHILDREN IN ENGAGING WITH THE LESSON.
- OPPORTUNITIES TO DEVELOP MEMORY AND RETRIEVAL SHOULD BE ACTIVELY SOUGHT OUT AND USED IN LESSONS, TO SUPPORT CHILDREN IN RETAINING KEY CONTENT AND CONCEPTS.

TEACHERS SHOULD BE MINDFUL TO ENSURE THAT THE AMOUNT OF WORK SET REMOTELY IS APPROPRIATE. CHILDREN SHOULD HAVE ENOUGH PRODUCTIVE LEARNING FOR THE LESSON TIMING INDICATED, BUT BEING AWARE THAT IT MAY TAKE CHILDREN LONGER TO COMPLETE TASKS REMOTELY THAN WOULD BE THE CASE IN SCHOOL.

FEEDBACK TO CHILDREN:

FEEDBACK SHOULD BE GIVEN TO CHILDREN THROUGH MICROSOFT TEAMS, AS WOULD HAPPEN IN NORMAL CLASSROOM PRACTICE, AND IN LINE WITH THE WHOLE SCHOOL MARKING AND FEEDBACK POLICY. TEACHERS SHOULD BE CLEAR WHICH PIECES OF WORK THEY HAVE GIVEN FORMAL FEEDBACK ON, AND MAY CHOOSE TO USE INDIVIDUAL FEEDBACK AND WHOLE CLASS FEEDBACK.

CONTINGENCY PLANNING:

IF A TEACHER IS UNWELL AND UNABLE TO DELIVER THE LESSON, THE LESSON WILL BE COVERED BY ANOTHER MEMBER OF STAFF OR THE LESSON POSTED ON SEESAW/TAPESTRY WHEREVER POSSIBLE.

QUALITY ASSURANCE:

KEY STAGE LEADERS WILL BE ADDED AS A MEMBER OF EACH CLASS TEAM TO ALLOW THEM TO CHECK THE QUALITY OF REMOTE LEARNING, AS WELL AS TO MONITOR THE FEEDBACK PROVIDED FOR CHILDREN. LEADERS WILL BE LOOKING AT THE QUALITY OF EDUCATION PROVIDED AS WELL AS THE QUALITY OF PUPIL WORK PRODUCED AS A RESULT. REGULAR STAFF, PUPIL AND PARENT VOICE WILL MONITOR THE EFFECTIVENESS OF, AND ENGAGEMENT WITH, ONLINE LEARNING, AND ANY FINDINGS WILL FEED INTO THE PROTOCOLS FOR SETTING REMOTE LEARNING FOR CHILDREN.

PUPIL ENGAGEMENT AND FOLLOW-UP:

- CHILDREN ARE EXPECTED TO ATTEND ALL LIVE LEARNING SESSIONS THROUGHOUT

THE DAY, FOLLOWING THEIR USUAL SCHOOL TIMETABLE.

- ENGAGEMENT OF CHILDREN IN LIVE LEARNING WILL BE MONITORED EACH LESSON AND LOGGED BY THE CLASS TEACHER.
- IF A PUPIL DOES NOT ENGAGE WITH LIVE LEARNING, THE SENIOR LEADERSHIP TEAMS AND LEARNING MENTOR WILL FOLLOW THIS UP THROUGH WELFARE CALLS AND SUPPORT THE PUPIL IN REMOVING ANY BARRIERS TO ATTENDANCE IN LIVE LESSONS.
- HOW-TO GUIDES WILL BE SHARED WITH CHILDREN AND PARENTS TO MINIMISE ANY IT ISSUES OR CONCERNS WITH THE USE OF MICROSOFT TEAMS. THIS MAY INCLUDE 'SCREENSHARING' SO THAT THE TEACHER CAN MODEL HOW TO DEBUG AN IT ISSUE OR HOW TO ACCESS LEARNING AT HOME.
- CHILDREN ENGAGING FULLY WITH THE WORK SET SHOULD BE ACKNOWLEDGED AND REWARDED IN-LINE WITH THE SCHOOL BEHAVIOUR POLICY.
- WHERE CHILDREN ARE UNABLE TO ATTEND LIVE LESSONS, DUE TO MEDICAL APPOINTMENTS OR OTHER COMMITMENTS, THIS SHOULD BE COMMUNICATED IN THE USUAL WAY TO THE SCHOOL OFFICE.

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MONITORING OF KEY LEARNER GROUPS:

IT IS EXTREMELY IMPORTANT THAT WE SUSTAIN OUR CONTINUED FOCUS ON THE KEY LEARNER GROUPS DURING ANY POTENTIAL NEED FOR REMOTE LEARNING, TO AVOID ANY WIDENING OF EXISTING GAPS IN THEIR KNOWLEDGE AND UNDERSTANDING OR ANY REDUCTION IN THEIR ACCELERATED PROGRESS. FOR EACH COHORT, THE SCHOOL WILL CONTINUE TO FOCUS ON THE FOLLOWING ASPECTS:

- APPROPRIATENESS OF PROVISION, INCLUDING ANY SCAFFOLDING OR MODIFICATION OF LEARNING TO ENABLE THEM TO ACCESS IT WITHOUT DIRECT TEACHER INPUT.
- MONITORING ENGAGEMENT IN REMOTE LEARNING, BOTH IN LIVE LEARNING AND IN COMPLETION OF TASKS SET BY THEIR TEACHERS.
- FOLLOW-UP SUPPORT STRATEGIES FOR THOSE STRUGGLING TO ENGAGE OR FINDING THE WORK CHALLENGING. TEACHERS SHOULD MONITOR PUPIL COMPLETION OF WORK AND ENGAGEMENT IN 'LIVE' LEARNING OF THESE CHILDREN AND PASS ON ANY CONCERNS SWIFTLY. THE LEADERSHIP TEAM, LEARNING MENTOR AND KEY STAGE LEAD SHOULD BE INFORMED IF THERE ARE ISSUES WITH THE ENGAGEMENT OF DISADVANTAGED CHILDREN.

ALL STAFF SHOULD CONTINUE TO LOG ANY SAFEGUARDING CONCERNS ON CPOMS IN THE NORMAL WAY.

6. Remote learning for groups

- 6.1. Where groups of pupils require home learning the school may be able to provide live or recorded teaching or work packs. Academies will utilise Microsoft TEAMS for this purpose.
- 6.2. The Deputy Principal will oversee arrangements for remote learning. This may include using the Assignments Function of TEAMS for example to monitor consistency across classes and pupil engagement levels.
- 6.3. Digital Champions will support and advise colleagues.
- 6.4. The [Education Endowment Foundation \(EEF\)](#) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:
 - ensuring pupils receive clear explanations.
 - supporting growth in confidence with new material through scaffolded practice
 - application of new knowledge or skills
 - enabling pupils to receive feedback on how to progress.
- 6.5. These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether that remote provision is Synchronous or Asynchronous as described in the definition section).
- 6.6. It is important that academies consider how to transfer into remote education what we already know about effective teaching in the live classroom.
- 6.7. Live classrooms enable important interaction between teachers and pupils through, for example, questioning, eliciting and reflective discussion. These complex teacher skills in the live classroom are not always easy to recreate in a remote environment, but where remote education recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support pupil motivation and lead to better progress.
- 6.8. Ofsted's review What's working well in remote education (January 2021) advocates that works well in classroom face to face teaching and supports effective learning also applies to remote learning. Particular consideration should be given to the following:
 - Clarity of expectations and explanations.

- 'Split attention' effect. Concentration can be more difficult, so words and pictures are important.
- Chunking lessons is particularly helpful.
- Use short presentations and modelling.
- Feedback, retrieval practice and assessment are extremely important. (Immediate feedback can be given through chatroom discussions, 1:1 interaction tool, touch screen questioning in live lessons, adaptive learning software).

7. Remote learning for individual pupils

- 7.1. Sometimes supported home learning will be required for individual circumstances. If this occurs, the collation of work and communication with the parent / carer and the frequency of those will be coordinated by the pupil's class teacher or as determined by the school Principal.
- 7.2. In the event of an extended pupil absence or school closure, the school will provide continuity of learning in the following ways:
- Regular direct instruction from school staff, with the ability of pupils to ask questions given their specific needs and preferences.
 - The setting of work that pupils complete at home.
 - The assessment of pupil work that is submitted to teaching staff and on which feedback is provided on a basis determined by the school's assessment procedures.
 - Where possible the option to join a live class being taught in school via Teams or google classroom.
- 7.3. Pupils, parents / carers will have been given instruction and guidelines by the school on how to access the platform where necessary.
- 7.4. Feedback from schools following remote learning indicates that there can be inconsistent engagement. The notion of carrying out schoolwork from home can be difficult especially if another family member isn't being required to carry our school tasks. Keyworkers and form / class tutors will liaise with individual families to establish appropriate expectations, set boundaries and encourage understanding of the importance of not missing out on learning.
- 7.5. Feedback from schools following remote learning indicates that some families experience difficulty in supporting their pupil to access remote learning due to lack of confidence or knowledge or unfamiliarity with programmes such as TEAMS. Schools should work with individual parents to provide support and address individual issues. However, it is acknowledged

that staff's initial priority will be preparations to switch to online learning or directly live teaching.

8. Resources

- 8.1. Schools will work with the family to understand WIFI connectivity and availability of hardware in the home. Where there is a need to lend a device to a family the school should ensure that there are appropriate arrangements in place to ensure these are managed and returned appropriately. Where remote learning can be predicted such as in the case of some snow days or a pupil working from home post operation, where possible schools should make arrangements for pupils to take individual devices home. (following arrangements for safe device management and filtering).
- 8.2. Schools should ensure via a review of the asset register that staff have the appropriate devices to switch to online learning. And that there are contingencies in place in the event of devices not working or connectivity issues. Consideration should be given to policies related to movement of laptops between teachers home and school as experience has shown that sometimes teachers leave laptops in schools over the weekend.
- 8.3. Websites and learning platforms being used in Church Lawton School:
GCSE Pod
- 8.4. Digital Access and Inclusion:
 - 8.4.1. Schools should collect data on admission about device and wifi availability in the home.
 - 8.4.2. All schools will conduct an annual review of digital access needs across families, checking their available data for completeness and currentness including device availability, internet access and compatibility with assistive technologies.
 - 8.4.3. Where digital access is not possible or not appropriate for a pupil, schools must ensure high quality nondigital learning packs are provided.
 - 8.4.4. Training and guidance will be offered to parents/carers to reduce barriers to digital confidence, supporting families to access remote learning safely and effectively.
 - 8.4.5. Reasonable adjustments (visual supports, specialist software, simplified interfaces) must be available to ensure pupils with SEND can engage in digital learning.
- 8.5. Environmental Responsibility: The school will minimise unnecessary printing and reduce environmental impact by prioritising digital resources where appropriate and accessible for learners. Where printed packs are required, schools will use sustainable resources wherever possible.

9. The setting of work

- 9.1. Work will be set in accordance with existing schemes of work / curriculum documentation. As far as possible, pupils are taught the same curriculum remotely as they would be in school. Tasks will be designed to allow pupils to progress through schemes of work at a similar pace as if they were in school, where possible. There will be some aspects of the practical curriculum that cannot be delivered during periods of remote learning such as practical work in Science, Art, D&T and PE. Naturally, supported home learning will require pupils and teaching staff to take a different approach to working through content but tasks should ensure the pace of content coverage is as close as possible to in-school teaching and endeavour to ensure pupils do not fall behind.
- 9.2. The type of task set will vary between subjects, but examples of appropriate tasks might include:
- Reading and noting new material from a common subject area textbook or electronic resource.
 - Working through subject-specific presentations or worksheets provided by the subject area.
 - Watching a relevant video resource - and making notes on it depending on pupil need
 - Completing a listening exercise (e.g. in languages)
 - Written responses to prompt questions, essay plans etc.
 - Completion of practice questions or past papers, particularly for those in examination years
 - Working through relevant exercises offered by external providers (e.g. Seneca Learning, Hegarty Maths, GCSE pod, BBC Bitesize, Oak National School)
- 9.3. Priority will be given to pupils' personal development including social learning, mathematical skill, linguistic development (including phonics, language acquisition, literacy and reading), scientific & technical skills and creative skills that can be achieved remotely.

10. Assessment

- 10.1. Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with supported home learning, teaching staff will endeavour to provide regular feedback to pupils on pieces of work that they are required to complete and submit. Under normal circumstances, not all pieces of work are formally assessed by teachers, and this would continue to be the case should the school employ supported home learning.

10.2. Teaching staff should keep accurate records of all work completed, submitted and assessed.

11. Reasonable adaptations for pupils

11.1. In Line with the [Equalities Act 2010](#) and the [SEND Code of Practice \(2014\)](#) reasonable adaptations are made for autistic pupils while learning at school. These also need to be considered when learning at home. In particular, teaching staff will need to be stay aware that due to their condition autistic pupils may need:

- Clear structure to successfully engage in work (which may include a clear timetable of work, with clear expectations that is sent home), with clear suggested time frames;
- Information to be provided in a low arousal way (i.e. screens and worksheets that are plain and clear rather than 'busy');
- Tasks to be broken down and presented in 'chunks' (rather than long and/or open questions requiring lengthy answers that the pupil needs to structure);
- Support to organise themselves due to executive functioning difficulties. This may include needing reminders for online lessons, or of what work they should be completing, when.

11.2. It will also be important for staff to communicate to parents and carers and understand:

- How long their child is normally able to focus on a task before they need a break.
- How to keep them on task (if this is a problem).
- How frequently movement breaks are needed (if at all) and what form they should take.
- When and how timers should be used with their child.
- What a good learning (e.g. sensory) environment typically looks like for their child.

11.3. For some pupils, remote learning may form part of an agreed, time-limited reintegration plan where attending school presents significant anxiety, dysregulation or health needs. Any such use must be carefully monitored, regularly reviewed and aligned with EHCP outcomes.

12. Roles and Responsibilities

12.1. **Responsibility of Pupils:** Assuming that a pupil is able to access work given their specific needs, is healthy and well enough to work, pupils will be

expected to participate as fully as possible in the supported home learning process.

- 12.2. The **Principal** is responsible for monitoring the implementation of this policy.
- 12.3. The remote learning arrangements for each Liberty School Trust School will be overseen by the **Principal**. This includes monitoring access and engagement levels and directing any action required to ensure equality.
- 12.4. The Quality of Education provided via remote learning will be overseen by the **Deputy Principal**.
- 12.5. The **Digital Ambassador** of the school will support with ensuring resources are available and the necessary support is provided.
- 12.6. The **Head of Digital , Data and Technology** is responsible for liaising with the school to ensure successful implementation of this policy.
- 12.7. **Responsibilities of Teaching Staff:**
 - 12.7.1. Ensure work is provided for pupils and groups working from home in line with this policy and the school schemes of work.
 - 12.7.2. Ensure work provided is suitable for the specific needs and ability of the pupil(s).
 - 12.7.3. If working from home Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers can request a school device, which may be provided if available.
 - 12.7.4. If there are IT related issues while remote working, teaching staff can contact a member of the Senior Leadership Team.
 - 12.7.5. Teachers should be available to contact parents if needed, by email or phone (avoid phoning from personal devices, but if necessary, dialling 141 before the number will ensure the teacher's own number is kept anonymous). If contact from a parent is deemed excessive then a member of SLT will support.
 - 12.7.6. Teaching staff should ensure their communication with pupils does not encourage unhelpful work habits. All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 5pm, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work. The only exception is where a message is received and read that contains matters of an urgent

safeguarding matter. If this is the case, then staff should follow the Liberty School Trust Safeguarding Policy.

12.7.7. Communication must always occur via official school email/communications routes and not through personal accounts or other websites/social media.

12.7.8. Remote learning expectations must be manageable, realistic and aligned with Trust workload principles. Staff should not be required to be online beyond contracted hours, and schools should plan remote provision in a way that avoids excessive or unsustainable demands.

13. Safeguarding during remote learning

13.1. Pupils, parents and teaching staff are reminded that the Trust Safeguarding Policy still applies to all interactions between pupils and teaching staff. In that policy, there are specifically prohibited behaviours and reporting obligations to which teaching staff must adhere, whether they are at home, in the community or at the school.

13.2. Any concerns or questions regarding safeguarding and remote learning should be referred to the school Designated Safeguarding Lead.

13.3. Schools should ensure that all devices (including any that are on loan to families) are set up in line with the DFE Guidance on Safeguarding Devices have appropriate content filtering and mobile device management settings.

13.4. Remote Learning Safeguarding Standards

All virtual lessons must:

- use only Trust-approved platforms;
- take place during agreed school hours;
- involve staff working from appropriate locations;
- follow guidance on visibility, recording, and group size where relevant;
- ensure parents/carers are aware of when live sessions will occur.

14. Data protection

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

- Use secure school approved platforms (Microsoft TEAMS, Google Suite, CPOMS, Bromcom)
- Use a school device.
- Use school email address.
- Keep passwords secure.
- Log out of secure platforms when not in use.

14.2. Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online.

14.3. All staff members will take appropriate steps to ensure their devices remain secure. This includes but is not limited to keeping the device password-protected, making sure the device locks if left inactive for a period of time, not sharing the device among family or friends and using Trust devices.

15. Online safety

15.1. Parents / carers are advised to spend some time speaking with their child(ren) about online safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online. While we will be doing our best to ensure links shared are appropriate, there may be tailored advertising which displays differently in your household or other changes beyond our control.

15.2. The following websites offer useful support:

- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content.
- [CEOP](#) - for advice on making a report about online abuse.

In addition, the following sites are an excellent source of advice and information:

- [Internet matters](#) - for support for parents and carers to keep their children safe online.
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online.
- [Net-aware](#) - for support for parents and carers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online.
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online.
- [UK Safer Internet Centre](#) - advice for parents and carers

16. Social responsibility statement:

Liberty Academy Trust acts with integrity and accountability in all aspects of its operations. We strive to make a positive impact on our students, staff,

communities, and the environment by promoting equity, sustainability, and ethical practices. Our commitment to social responsibility underpins every decision we make, ensuring that we contribute to the well-being of society while fostering an inclusive and respectful educational culture.

17. References

DFE 2014 [SEND Code of Practice 0-25 years](#)

DFE 2020 [Safeguarding Devices](#)

DFE 2024 [Working Together to Improve School Attendance](#)

DFE 2023 [Providing Remote Education: Guidance for Schools](#)

DFE 2023 [Mental Health Issues affecting a pupil's attendance: guidance for schools.](#)

Ofsted 2021 [What's working well in remote education](#)

[Equality Act 2010 \(legislation.gov.uk\)](#)

EEF 2020 [Remote Schooling](#) Education Endowment Foundation