



Remote Education Policy

*As Jesus welcomes and values children, we at St Michael's **aspire** to welcome and value all members of our community. We **believe** that this welcome and value provides opportunities for all to **succeed**.*

Matthew 18: 2-5

Policy written by	Emma Eden Oct 2025
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Policy Statement:

This policy outlines our approach to remote education, ensuring that all pupils can continue to believe in their potential, aspire to achieve, and succeed in their learning, even when learning remotely. It aligns with the Department for Education's guidance and prioritises pupil safety, wellbeing, and inclusion.

Aims:

Our remote education policy is designed to ensure that all pupils experience uninterrupted access to high-quality learning during periods of absence, whether due to illness, exceptional circumstances, or external disruptions. The school is committed to delivering inclusive remote education that reflects the standards of in-person teaching, providing differentiated and adapted resources and varied formats to meet the diverse needs of learners.

Safeguarding remains a central priority, with secure platforms, clear conduct expectations, and robust reporting procedures in place to protect both pupils and staff. In alignment with the school's Christian ethos, the policy also supports the emotional, spiritual, and academic development of pupils through regular pastoral engagement, opportunities for online worship and reflection, and tailored academic support that fosters resilience, aspiration, and success.

Our aims:

- Ensure continuity of education during periods of absence from school
- Deliver high-quality, inclusive remote education that is adapted to suit the needs of the learner
- Safeguard pupils and staff during remote learning
- Support pupils' emotional, spiritual, and academic development
- Encourage active participation to learning and school
- Maintaining a sense of belonging and actively promoting the relationships between pupil and school and parent/carers and school

Remote Education Provision:

Our remote education provision at Coningsby St Michael's is designed to reflect the school's commitment to nurturing every pupil's sense of belonging and purpose, even when learning takes place outside the physical classroom. In line with our Christian values and vision—Believe, Aspire, Succeed—we aim to create a remote learning environment where pupils feel connected, supported, and inspired to reach their full potential.

Pupils are encouraged to believe in their abilities through consistent feedback, personalised learning pathways, and opportunities to celebrate progress. We foster aspiration by setting high expectations, offering enriching tasks, and promoting independent learning skills. Success is supported through structured routines, accessible resources, and regular teacher engagement to ensure all pupils can thrive academically and personally.

To promote a sense of belonging, remote education includes live lessons. This helps to maintain relationships with staff, reinforcing the inclusive and caring ethos of our school community. Pastoral

support and spiritual development are embedded within the provision, ensuring that pupils continue to feel valued, safe, and spiritually nourished.

Remote education will be provided when:

- Pupils are unable to attend due to illness or exceptional circumstances.
- Short-term support is needed for reintegration (e.g. SEND or mental health needs). 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
- School access is restricted (e.g. weather, public health).
- Children experience difficulties getting in to school (school avoidance). 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 and set a time limit with an aim that the pupil returns to in-person education with appropriate support.

Provision includes:

- Live or recorded lessons via secure platforms.
- Printed packs for pupils with limited access.
- Adapted and differentiated materials and support
- Consistency in the adults delivering the live sessions

Safeguarding and Remote Education:

Safeguarding is central to our remote education provision, ensuring that pupils and staff remain safe, respected, and supported in all online interactions. In alignment with our vision: Believe, Aspire, Succeed—we aim to create a secure and nurturing digital environment where pupils feel confident to engage, grow, and belong.

A. Online Safety and Platform Use

Only school-approved platforms (e.g. Microsoft Teams, Google Classroom) are used for remote learning. These platforms are GDPR-compliant, risk-assessed, and configured to protect pupil privacy. All remote learning must be conducted using school accounts, and staff are prohibited from using personal devices or accounts to communicate with pupils. This ensures professional boundaries and data security are maintained at all times.

B. Staff Conduct and Supervision

Staff are expected to uphold the highest standards of professional conduct, following the school's Safeguarding Policy. Live sessions must be scheduled during school hours, recorded where possible, and conducted in appropriate settings with professional attire. Where feasible, a second adult should be present or aware of live sessions to provide additional oversight and reassurance.

C. Pupil Expectations and Behaviour

Pupils are required to follow the Remote Learning Code of Conduct, which promotes respectful, safe,

and inclusive behaviour online. Parents are encouraged to supervise younger children during sessions to support engagement and safety. Pupils are reminded that their online behaviour should reflect the school's ethos and values, foster a culture of mutual respect and belonging.

D. Reporting and Responding to Concerns

Any safeguarding concerns arising during remote learning must be reported immediately to the Designated Safeguarding Lead (DSL). Staff are trained to recognise signs of distress, neglect, or abuse during virtual interactions. Pupils and parents can report concerns via secure channels, including email, phone, or designated reporting tools. The DSL maintains a detailed log of incidents and actions taken, ensuring accountability and timely intervention.

E. Privacy and Data Protection

All personal data is handled in accordance with the school's Data Protection Policy. Recordings or screenshots of pupils are strictly prohibited without prior parental consent. Staff must store and share pupil work securely, using approved systems that protect confidentiality and uphold trust.

F. Mental Health and Wellbeing

Recognising the emotional impact of remote learning, regular check-ins are scheduled for vulnerable pupils. Pastoral staff are available for virtual support, and spiritual development is nurtured through online worship, reflection, and opportunities for connection. These practices reinforce pupils' sense of belonging and help them to believe in themselves, aspire to overcome challenges, and succeed in their personal and academic journeys.

Roles and Responsibilities:

Effective remote education relies on a shared commitment from all members of the school community.

Senior Leadership Team (SLT):

The SLT provides strategic oversight of the remote education provision, ensuring it aligns with school values and national guidance. They are responsible for safeguarding compliance, quality assurance, and the coordination of staff training and support. SLT also monitors engagement data and wellbeing indicators to inform continuous improvement.

Teachers:

Teachers plan and deliver high-quality remote learning that is inclusive, engaging, and aligned with the curriculum. They monitor pupil participation, provide timely feedback, and adapt teaching to meet individual needs. Teachers also uphold safeguarding protocols and promote a positive online learning culture that encourages pupils to believe in themselves and aspire to succeed.

Support Staff:

Support staff play a vital role in providing technical assistance, pastoral care, and additional learning support. They help maintain pupil engagement, troubleshoot access issues, and contribute to wellbeing check-ins. Their presence reinforces the school's commitment to inclusion and ensures that all pupils feel supported and valued.

Designated Safeguarding Lead (DSL):

The DSL leads all safeguarding procedures related to remote education. This includes responding to concerns, maintaining incident logs, and ensuring staff are trained to identify and act on signs of

distress or abuse. The DSL works closely with families and external agencies to ensure pupil safety and wellbeing.

Parents/Carers:

Parents and carers are essential partners in remote education. They support pupil engagement by establishing routines, supervising younger children, and maintaining communication with the school. Their involvement helps reinforce the values of aspiration and success, while also contributing to a safe and respectful learning environment.

Pupils:

Pupils are expected to engage respectfully and responsibly with remote learning. They follow the Remote Learning Code of Conduct, participate actively, and seek help when needed. Pupils are encouraged to believe in their potential, aspire to overcome challenges, and succeed through perseverance and positive behaviour.

Monitoring and Evaluation:

The monitoring and evaluation process is designed to uphold high standards of teaching and safeguarding, while also responding to the evolving needs of pupils, staff, and families.

Termly Review of Remote Education:

Remote education strategies are reviewed each term by the Senior Leadership Team (SLT) in consultation with teaching and support staff delivering remote sessions. These reviews assess the quality, accessibility, and impact of remote learning, ensuring that provision continues to reflect the school's ethos of believing in every child's potential, fostering aspiration, and enabling success.

Stakeholder Feedback:

Feedback is gathered from pupils, parents/carers, and staff through surveys, discussions, and informal check-ins. This feedback informs adjustments to remote learning approaches and helps identify areas for improvement. It also ensures that all voices are heard, promoting a sense of belonging and shared responsibility.

Data-Informed Adjustments:

Engagement and wellbeing data are analysed to identify trends, challenges, and successes for any pupil accessing remote learning. Adjustments to remote education are made based on this evidence, ensuring that provision remains responsive and pupil centred. This approach supports pupils in aspiring to overcome barriers and succeed in their learning journey.

Celebrating Success and Sharing Best Practice:

Positive outcomes and success is celebrated with the pupil, parent and carers. This fosters a culture of continuous improvement and collective belief in the power of remote education to support every learner.

Remote Learning Code of Conduct

At Coningsby St Michael's, we believe every child can Believe, Aspire, succeed—even when learning from home. To help everyone stay safe, happy, and ready to learn, here are our remote learning rules:

For Pupils:

Be Ready to Learn:

- Find a quiet space with your learning things ready.
- Join lessons on time and stay for the whole session.
- Wear clothes suitable for learning (no pyjamas!).

Be Safe Online:

- Only use school-approved platforms (like Teams or Google Classroom).
- Keep your passwords private and never share personal information.
- Ask an adult if something online makes you feel worried or confused.

Be Respectful:

- Use kind words and good manners when speaking or typing.
- Wait your turn to speak and listen carefully to others.
- Keep your camera on (if asked) and stay focused.

Be Responsible:

- Complete your work and try your best.
- Ask for help if you're stuck—teachers/staff are here to support you.
- Don't record or take pictures of lessons or classmates.

For Parents & Carers:

Create a Positive Learning Space

- Help your child find a quiet, comfortable place to learn.
- Make sure devices are charged and ready to use.

Support Safe Online Behaviour

- Supervise younger children during live sessions.
- Ensure your child uses school accounts and approved platforms only.
- Talk to your child about staying safe online.

Encourage Engagement

- Help your child follow the daily schedule and attend sessions.
- Celebrate effort and progress, not just results.

Stay Connected

- Keep in touch with teachers and support staff and inform the school if they are unable to attend
- Share any concerns about your child's wellbeing or access to learning.
- Use school communication channels for updates and support.

Respect Privacy and Boundaries

- Avoid recording or photographing lessons
- Ensure your child is dressed appropriately and in a suitable space
- Respect the confidentiality of other pupils and staff