



Providing Remote Provision Guidance

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1 Statement of intent

At Aspire Schools Trust, we understand the need to continually deliver high-quality education, including during periods of remote education – whether for an individual pupil or for many. We recognise the importance of maintaining high expectations in all areas of trust life and ensuring all pupils have access to online lessons where required.

Through the implementation of this guidance, we aim to address the key concerns associated with live online lessons, such as: systems and technology, safeguarding, conduct, and accessibility.

This guidance aims to:

- Minimise the disruption to pupils' education and delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high-quality lesson content.
- Protect pupils from the risks associated with using an online lesson platform through the internet.
- Ensure staff, parent and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures are in place during live online lessons.
- Ensure all pupils have the provisions required to take part in live online lessons and complete their work to the best of their ability, and to remain happy, healthy and supported during periods of remote learning.

Summary

In the event of a school closure, the Trust is committed to providing continuity of education to its students and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which an academy 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 normally apply in the event of short-term academy closures (e.g. as a result of inclement weather) or a short-term student absence.

Remote learning may also be appropriate in situations when students, in agreement with the individual academy, have a period of extended absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer term illness. Another relevant instance would be if, following an infectious disease outbreak, students are self-isolating at home but are asymptomatic. The following information will need to be amended depending on the exact number of staff and/or students who are absent and the ability of all parties (in terms of health) to engage. In all instances, families/students will be contacted with details of what work will be offered as soon as this is possible to minimise any lost learning.

There is no obligation for the academy 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 will be the case if, for example, parents choose to take students on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with an academy, to absent their child from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease. This policy is for the whole Trust, but each academy will manage its own remote learning arrangements on a case-by-case basis.

2 Legal framework

This guidance has due regard to all relevant legislation, guidance, including, but not limited to, the following:

- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- The Education (Pupil Registration) (England) Regulations 2006
- DfE (2024) 'Providing remote education'
- DfE (2022) 'Safeguarding and remote education'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2015) 'SEND code of practice: 0 to 25 years'
- DfE (2024) 'Working together to improve trust attendance'
- DfE (2022) 'Health and safety: responsibilities and duties for trusts'
- DfE (2025) 'Children missing education'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2024) 'Suspension and permanent exclusion from maintained trusts, academies and pupil referral units in England, including pupil movement'.

This guidance operates in conjunction with the following trust policies:

- Data Protection and Subject Access Request Guidance
- Child Protection and Safeguarding Guidance
- Health and Safety Guidance
- Behaviour Guidance
- Accessibility Guidance
- Special Educational Needs and Disabilities (SEND) Guidance
- Attendance and Absence Guidance
- Staff Code of Conduct
- Acceptable Use and Cyber-security Guidance
- Retention and Records Management Guidance
- Curriculum Guidance
- Examinations related policies
- Children Missing Education Guidance
- Home Visit Guidance.

3 Roles and responsibilities

Local Committees will be responsible for:

- Evaluating the effectiveness of their school's remote learning arrangements.
- Ensuring that online safety training for staff is integrated, aligned and considered as part of the trust's overarching safeguarding approach.
- Having clear attendance guidance on their school website which all staff, pupils and parents understand.
- Developing and maintain a whole trust/school culture that promotes the benefits of good attendance.

Headteachers will be responsible for:

- Ensuring staff, parents and pupils adhere to relevant policies and guidance at all times.
- Ensuring that there are arrangements in place for identifying, evaluating and managing the risks associated with remote education, including live online lessons.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote education provision.
- Ensuring that their school has the resources necessary to carry out the procedures in this guidance.
- Ensuring that pupils have access to remote education as soon as reasonably practicable, where appropriate.
- Arranging any additional training staff may require to support pupils with live online lessons.
- Ensuring that the remote education provision expected from staff is accessible to staff with additional needs which may be impacted by the online format, e.g. staff who are visually impaired.
- Conducting reviews of the live online lesson arrangements to ensure pupils' education does not suffer.
- Considering the assignment of overarching responsibility for the quality and delivery of remote education to a member of the SLT.

Staff members will be responsible for:

- Adhering to this guidance at all times when preparing and delivering remote education.
- Reporting any safeguarding incidents and concerns to the DSL and asking for guidance as appropriate.
- Taking part in training to meet the requirements of this guidance, including training on how to use the necessary electronic equipment and software.
- Reporting any defects on trust-owned equipment used for remote education to the trust's IT Network Manager.
- Adhering to the Staff Code of Conduct at all times.

- Reporting any health and safety incidents to the trust's Premises and Estates Manager and asking for guidance as appropriate.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.

The Trust School Improvement Lead will be responsible for:

- Liaising with the IT Network Manager to ensure that the technology used for remote education is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met during periods of remote education, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND receive remote education.
- Ensuring that the remote education provision put in place for pupils with SEND is monitored for its effectiveness.
- Liaising with the headteacher and LA in circumstances where delivering remote education to pupils with EHC plans proves to be challenging or impossible in order to find other ways to provide education.

The DSL will be responsible for:

- Attending and arranging, where necessary, any safeguarding meetings regarding remote education.
- Liaising with the trust's IT Network Manager to ensure that all technology used for remote education is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they take part in remote education.
- Ensuring that child protection plans are enforced if vulnerable pupils take part in remote education.
- Identifying the level of support or intervention required while pupils take part in remote education and ensuring appropriate measures are in place.
- Assisting teachers with all remote education lesson planning to ensure the correct safeguarding measures are in place.
- Overseeing that all trust-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

The DPO, with support from the Trust's Governance and Compliance Officer will be responsible for:

- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the UK GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the UK GDPR and the Data Protection Act 2018.

The CFO will be responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the trust has adequate insurance to cover all remote working arrangements.

The IT Network Manager will be responsible for:

- Ensuring that all trust-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

Parents will be responsible for:

- Adhering to this guidance at all times during periods of remote learning.
- Ensuring their child is available to learn remotely and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the trust as soon as possible.
- Ensuring that their child always has access to remote learning material.
- Reporting any absence in line with the terms set out in this guidance.
- Ensuring their child uses the equipment and technology provided for remote learning as intended.
- Adhering to the Parent Code of Conduct at all times.

Pupils will be responsible for:

- Adhering to this guidance at all times during periods of remote learning.
- Ensuring they are available to learn remotely and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues and any safeguarding concerns or incidents to their teachers as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to their school's Behaviour Policy at all times.

4 Attendance and absence

The trust understands that daily on-site attendance is essential for pupils to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances.

The trust will not view remote education as an equal alternative to on-site attendance and will only consider remote education as a last resort when the alternative would be no education, and only after it has been established that the pupil is, or will be, absent from school.

In such cases, the school will work proactively with pupils, parents and any other relevant partners to remove any barriers to attendance.

Circumstances where remote education will be considered will fit into the following two categories:

- School closures or restrictions on attendance, where school access for pupils is restricted
- Individual cases where a pupil is unable to attend school but is able to learn.

5 Trust closures and attendance restrictions

The trust will ensure that every effort is made to ensure pupils can be taught in person where possible.

The trust will explore all options to ensure that all schools can remain open to all pupils; however, in circumstances where it is not possible to safely remain open or where remaining open would contradict local or central government guidance, the trust/school will consider providing remote education.

Each school will ensure that it has a plan in place outlining remote education procedures for teachers, parents and pupils. The DfE's [emergency planning guidance](#) will be consulted in the event of school closures or attendance restrictions.

6 Individual cases where a pupil is unable to attend trust but is able to learn

The trust is aware that there should only be limited circumstances where a pupil is unable to attend school but is able and well enough to continue their education remotely. These circumstances should only involve a short-term absence and might include pupils:

- Recovering from short-term infectious illnesses.
- Preparing for or recovering from some operations.
- Recovering from injuries where attendance might inhibit recovery.

Where these circumstances arise, and after the pupil's absence from trust has been established, each school will consider providing remote education on a case-by-case basis, as part of a plan to reintegrate back to school.

The provision of remote education will be made as a short-term solution allowing absent pupils to keep on track with their education and stay connected to their teachers and peers. It will only be provided in circumstances where it is judged that providing remote education would not adversely affect the pupil's return to school.

Pupils with long-term medical conditions or any other physical or mental health needs which affect attendance will be given more support to continue their education as outlined in [Pupils with SEND](#) section of this guidance.

7 The school day

Pupils will be present for remote learning in line with the remote learning published timetable.

Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

Pupils who are unwell are not expected to be present for remote learning until they are well enough to do so. Parents will inform their child's teacher/tutor no later than [8:30am](#) if their child is unwell.

8 Registering non-attendance in school

Whenever a pupil is absent from trust and receiving remote education, staff will mark the pupil as absent in the attendance register. Schools will continue to record pupil attendance and absence in the register in line with the education regulations and [attendance guidance](#), using the most appropriate code, and in line with each school's Attendance and Absence Policy.

9 Principles and practice

When providing remote education the trust will ensure the following overarching principles and practices are adhered to:

- Remote education plans will be kept under review in consultation with staff and will demonstrate a consideration of any additional burdens that providing remote education may place on staff and families
- Work provided during periods of remote education will be high quality, meaningful, ambitious, and cover an appropriate range of subjects to enable pupils to keep on track with their education
- Provision will be ready for pupils to access as soon as reasonably practicable, though in proportion to the length of absence and expected disruption to education
- Remote education will be provided that is equivalent in length to the core teaching time pupils would receive in trust where possible, being mindful of the individual needs and circumstances of the pupil and their families. This may include, but is not limited to considering the following:
 - A pupil's age, stage of development, and independent study skills
 - The existence of any SEND or other additional needs the pupils might have
 - The pupil's home environment, e.g. having a suitable place and opportunity to study
 - Screen time, making reasonable allowances for adequate breaks for pupils and staff during digital remote education
 - Any significant demands on parents' or carers' help or support
 - Understanding that younger children might require high levels of adult involvement to support their engagement with remote education
- Each school will work to overcome barriers to digital access where possible for pupils by, for example:
 - Auditing access to devices and connectivity across the trust as part of wider emergency planning
 - Distributing trust-owned devices accompanied by a user agreement or contract if and where necessary and possible
 - Supporting families to find appropriate internet connectivity solutions if and where necessary and possible
- Where required, each school will ensure equal access through the provision of printed resources, supplemented with other appropriate forms of communication between the trust and pupils
- Staff will plan opportunities for regular feedback and interaction with teachers and peers during the school day

- A senior leader with overarching responsibility for the quality and delivery of remote education will be identified and in place
- Staff understand that children can be at risk of harm inside and outside of the school, inside and outside of home and online
- There will be systems for checking, daily, whether pupils are safe at home and engaging with their remote education.

10 Communication

Each school will ensure adequate channels of communication are arranged in the event of an emergency. Schools will communicate with parents via [their MIS](#) about remote learning arrangements as soon as possible.

All communication that takes place via email between staff and pupils will be done via trust/school email addresses.

The headteacher will communicate with staff as soon as possible via email about any remote learning arrangements. Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.

The trust understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their trust and home lives – communication is only permitted during school hours.

As much as possible, all communication with pupils and their parents will take place within the school hours outlined in this guidance.

Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.

The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.

The headteacher will review the effectiveness of communication on a termly basis and ensure measures are put in place to address gaps or weaknesses in communication.

11 Resources

Learning materials

The trust will utilise a range of different teaching methods when delivering remote education. For the purpose of providing remote learning, the trust may make use of the following:

- Printed resources, e.g. workbooks and textbooks
- Email
- Past and mock exam papers
- Current online learning portals
- Educational websites
- Reading tasks
- Live webinars

- Pre-recorded video or audio lessons

The trust will review the DfE's [guidance](#) on where trusts can source educational resources to assist with the delivery of remote education, and utilise these as appropriate. Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning. Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.

The arrangements for any 'live' classes, e.g. webinars, will be communicated via [email](#).

The trust recognises that interactive lessons are most effective in aiding pupils' motivation and academic progression and, to this effect, teachers will aim to ensure they regularly recreate aspects of in-person interactivity, e.g. live classes with questioning, eliciting and reflective discussion, to the best of their ability.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning. The trust will review the resources pupils have access to and adapt learning to account for this.

Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.

For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through the trust board.

Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

The trust's IT Network Manager is not responsible for providing technical support for equipment that is not owned by the trust.

Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with this guidance.

12 Food provision

Each school will signpost parents towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

13 Costs and expenses

The trust will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.

The trust will not reimburse any costs for travel between pupils' homes and the trust premises, or childcare costs.

If a pupil is provided with trust-owned equipment, the pupil and their parent will sign an agreement prior to commencing remote learning.

14 Pupils with SEND

The trust is aware of its duty under the Children and Families Act 2014 to use its 'best endeavours' to secure the special educational provision called for by a pupil's SEND and will continue to apply this when remote education is in place.

If a pupil has an EHCP, the school will work with the LA to ensure all the relevant duties under the 2014 Act continue to be met.

The trust is aware of its equality duties as set out in the Equality Act 2010 relating to disability and will ensure that, when providing on-site and off-site education to pupils, it:

- Makes reasonable adjustments.
- Does not discriminate.
- Has due regard to the statutory objectives in the public sector equality duty (PSED).

The trust is aware that some pupils with SEND may not be able to access remote education without adult support. In these cases the trust will work collaboratively with families and put arrangements in place that allow pupils with SEND to access remote education successfully. In doing so, decisions on how provision can be delivered will be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely.

Staff will be sensitive to the needs of any pupils who may be sensitive to certain topics or issues that may arise during live online lessons.

Each school will work collaboratively with families to put arrangements in place that allow pupils with SEND to successfully access remote education when necessary.

Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period. The SENCO will arrange additional support for pupils with SEND in line with the individual's needs.

15 Remote education during a suspension or permanent exclusion

In situations where a pupil is suspended or permanently excluded, the trust will take steps to ensure that work is set and marked for pupils during the first five trust days in accordance with the guidance outlined in the DfE's [Suspension and permanent exclusion](#) document.

Remote education will not be used as a justification for sending pupils home due to their misbehaviour. Any time a pupil is sent home due to disciplinary reasons, this will be considered as a suspension and will be done in line with the law on disciplinary suspensions. This guidance will continue to be followed even if a pupil has been asked to log on or access online education while suspended. After a period of off-site direction or suspension, the pupil will be expected to attend full-time.

16 Pupil conduct

Each school will ensure their students understand their responsibilities with regards to conduct during live online lessons.

Pupils will be reminded that they should take part in live online lessons in an appropriate setting, e.g. a quiet space with a neutral background.

Pupils will be reminded not to record live online lessons on their devices.

Pupils will not speak during live online lessons unless they are prompted to do so or have a question about the lesson.

Pupils will adhere to the school's Behaviour Policy at all times during live online lessons, as they would during a normal trust day.

17 Staff conduct

Staff will follow the requirements set out in the Staff Code of Conduct and will ensure they understand their responsibilities with regard to conduct during live online lessons.

Staff will only use trust-provided email addresses and phone numbers to communicate with pupils when conducting live online lessons.

Staff will only use trust-owned devices for conducting live online lessons, where possible.

Staff will not share personal information whilst conducting live online lessons.

Staff will ensure they conduct their live online lesson from an appropriate location – either the classroom or, if this is not possible, from a quiet area in their home which has a neutral background.

Staff will communicate with pupils within school hours as far as possible, or within hours agreed with the trust to suit the needs of staff.

Staff will only communicate and conduct live online lessons through channels approved by the SLT.

Staff will keep a log of what happens during live online lessons, e.g. behavioural issues or technical glitches, and ensure it is properly documented.

18 Safeguarding

This section of the guidance will be enacted in conjunction with each school's Child Protection and Safeguarding Policy.

All teaching staff will be made aware that the procedures set out in the trust's Staff Code of Conduct apply at all times during the delivery of remote education.

Regular communications with parents will be used to reinforce the importance of keeping pupils safe online. Parents will be made aware of the systems the school uses to filter and monitor online use, as well as what their children are being asked to do during remote education, including:

- The sites that they will be accessing.
- The staff that they will be interacting with online.

The DSL will arrange for regular contact to be made with vulnerable pupils during a period of remote education.

Additional contact, including home visits, will be considered where required. Phone calls made to vulnerable pupils will be made using trust phones where possible.

All contact with vulnerable pupils will be recorded electronically.

The DSL will keep in contact with vulnerable pupils' social workers or other care professionals when the pupil is receiving remote education, as required.

All home visits will be in line with the trust's [Home Visits Guidance](#)

Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.

The DSL will meet, in person or remotely, with the relevant members of staff [termly](#) to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

All members of staff will report any safeguarding concerns to the DSL immediately. Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

Staff will always have due regard for their school's Child Protection and Safeguarding Policy during remote education, e.g. whilst conducting live online lessons.

The trust will ensure the system used for live online lessons does not have a minimum age requirement above the age bracket of pupils attending the lesson.

Pupils will not share private information through the live online system. Pupils will not respond to contact requests from people they do not know when using systems for live online lessons.

Pupils will be informed of the reporting lines, should they see or hear anything inappropriate during live online lessons. Pupils will be provided with the contact details of the DSL to report any concerns.

Staff will ensure all video and phone calls are not set to public, and meetings are protected with passwords. Meeting links and passwords will not be published publicly.

Staff will uphold their safeguarding obligations and will report any incidents or potential concerns to the DSL in line with their school's Child Protection and Safeguarding Policy.

Each school will ensure that parents know what pupils are expected to do for a live online lesson, including the websites pupils will be asked to use and the staff pupils will interact with online.

Each school will communicate the importance of online safety to parents, and encourage parents to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites.

19 Systems and technology

The trust's IT Manager will research the providers the trust will use for live online lessons, taking into account ease of use, privacy measures and suitability for the purposes of live online lessons. Where necessary, they will refer to government-approved resources, e.g. from the [National Cyber Security Centre \(NCSC\)](#) and from the [South West Grid for Learning](#), when selecting their recommended providers.

Teachers will review the DfE's list of [online education resources](#) and utilise these resources as necessary.

To prevent the misuse of remote education software, staff will:

- Ensure privacy settings are adjusted appropriately on the provider's site or application.
- Ensure their live online lesson service account is protected with a strong password and will not autosave their password on any device.
- Ensure they test and understand the service before conducting their first live online lesson using the 'test' function, where applicable.
- Ensure they understand how to mute the microphone and how to turn off their camera on their device before their first live online lesson.
- Ensure all pupils due to attend live online lessons have access to equipment that will enable them to participate, e.g. a laptop and internet access, to ensure they do not fall behind their peers who do have access.
- Ensure streaming and online chat functions are disabled for pupils.

For aspects of the curriculum which are difficult to deliver through online provision, e.g. science experiments, teachers will consider using video demonstrations accompanied by supporting explanation.

For live online PE lessons where replicating in-person teaching provision is difficult to achieve, teachers will consider using video demonstrations accompanied by supporting explanation. Pupils will be encouraged to take regular physical exercise to maintain fitness.

20 Data protection

Staff will have due regard for the trust's Data Protection Policy at all times whilst conducting live online lessons.

Schools will obtain consent from parents to conduct any live online lessons.

Each school will communicate the details of how to access the live online lesson and any additional information regarding online learning to parents and pupils.

Each school will obtain consent from parents if any images or identifying information about any pupil may be used during the live online lesson, e.g. by using video conferencing.

The school will provide pupils with a school email address and login for the chosen live online lesson platform to ensure no personal email addresses or usernames are used by pupils.

Staff will ensure data is only transferred between devices if it is necessary to do so for the purposes of live online lessons, e.g. to report anything serious that has taken place during the online lesson. Any data transferred between devices will be suitably encrypted or other data protection measures will be in place, such as using the initials of pupils instead of full names.

When recording a live lesson is necessary, prior permission will be acquired from parents in writing and all members of the live lesson will be notified before the lesson commences and again once they have joined the live online lesson before recording commences.

21 Online safety

Where possible, all interactions will be textual and public.

All staff and pupils using video communication will:

- Wear suitable clothing – this includes others in their household.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

All staff and pupils using audio communication will:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in trust.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.

- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

Each school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO.

Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy.

Each school will communicate to parents about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

The trust will ensure that all trust-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required. The trust will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

During the period of remote learning, the trust will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

The trust will not be responsible for providing access to the internet off the trust premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the trust. The trust will, however, reinforce the importance of online safety and share information regarding the systems used by the trust to filter and monitor online use.

22 Marking and feedback

All schoolwork completed through remote learning will be:

- Finished when returned to the relevant member of teaching staff.
- Returned on or before the deadline set by the relevant member of teaching staff.
- Completed to the best of the pupil's ability.
- The pupil's own work.
- Marked in line with the Marking and Feedback Guidance.
- Returned to the pupil, once marked, by an agreed date.

Pupils and staff will maintain a good work ethic during the period of remote learning.

If there are problems submitting work on the trust/school's remote platform or the work is not able to be submitted on the platform, pupils will use email to send work to teachers for review and feedback and screenshots can be taken and emailed as attachments. The trust will also consider alternative options where appropriate, e.g. drop-off points at the trust.

Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents if their child is not completing their schoolwork or their standard of work has noticeably decreased.

Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the headteacher as soon as possible. Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

The trust will implement a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

Each school will log participation and pupil engagement with remote education, as well as motivation levels and progress, and this will be shared with parents via formal regular reports or, if there is a concern, individually.

Each school will consider ways to use feedback to secure consistent engagement with remote material, e.g. introducing a newsletter sent to parents and pupils which displays exemplary work and rewards engagement or outcomes.

23 Health and safety

Teaching staff with the support of the Trust's IT Network Manager will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every two hours. Screen break frequency will be adjusted to five minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.

If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the health and safety officer or other relevant member of staff immediately so that appropriate action can be taken.

24 Monitoring and review

The Trust School Improvement Lead will review the measures outlined in this guidance when needed to ensure it reflects the most up-to-date circumstances of the trust's online learning provision.

The next scheduled review date of this guidance is January 2028.