



LISAL

LANCASTER INDEPENDENT SCHOOL
FOR ALTERNATIVE LEARNING

Remote Learning Policy

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SPECIFIC AIMS

To outline LISAL's approach for instances where remote learning needs to be resumed eg Coronavirus pandemic or other extenuating circumstances (eg national fuel shortage). Since 24 March 2022 the temporary provision provided by the Coronavirus Act 2020 no longer has effect. This means that there is no more statutory guidance related to remote learning as the emphasis has returned to educational setting providing high quality teaching and learning in a face-to-face setting. More details can be found here:

<https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools/providing-remote-education-guidance-for-schools>

WHO IS THE POLICY APPLICABLE TO?

This policy is applicable to pupils, staff and families who are unable to attend school due to local or central government guidelines, or pupils who are unable to attend school physically but are able to keep learning, e.g. pupils with infectious diseases.

REMOTE LEARNING FOR PUPILS THAT ARE NOT ABLE TO ATTEND SCHOOL DUE TO SELF-ISOLATION OR IN LINE WITH GOVERNMENT GUIDELINES

LISAL will provide remote learning (online and via set work) for pupils that are not able to attend school so that no-one need be disadvantaged.

In the following points, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents.

Pupils will be set between 3 and 4 hours of work daily, depending on their age. The work will be delivered through zoom lessons, pre-recorded videos (either created by the teacher or an appropriate 3rd party eg Oak academy or Twinkl), work sheets and assignments. The learning will be in line with the curriculum and the school's pedagogy.

There will be continuous feedback between home and school, at least weekly, to provide feedback and next steps.

We value well-being and families must prioritise this while ensuring their child/ren engage with the learning set by the school. We will work with families where there are difficulties with engagement so that children continue to make progress.



FAMILY (PUPIL/PARENT/GUARDIAN) ROLE

Where possible, it is beneficial for children to maintain a regular and familiar routine.

LISAL would recommend that each 'school day' maintains some form of daily rhythm.

Work will be sent weekly for each lesson. Families should view this together, and then make appropriate plans to complete the work.

In the event that live zoom lessons take place, main lessons will be shortened from 2 hours to 1 hour, and this hour will be available to both children in school and at home simultaneously via Zoom. Live zoom lessons will only take place if a significant number of children are remote learning.

Should anything be unclear in the work that is set, parents can communicate with class teachers via their school email addresses.

Work that children complete at home should be kept safe, ideally in their home learning book, and can be brought back to school when safe to do so. Parents should also share learning by emailing photographs etc. to the class teacher's school email address only (this is to safeguard both families and staff by having a clear and recoverable line of correspondence available to the DSL and Trustees). The work of the children who attended in person will be collected by staff for teachers to review. Feedback will be given to all children via email using the feedback template and include specific next steps and recognition of achievements. To attempt to make use of the resources shared with them, we would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices.

Should accessing work be an issue, parents should contact school promptly and alternative solutions will be made available. These will be discussed on case-to-case basis.

TEACHER EXPECTATIONS

- In addition to their in-school work, teachers from LISAL will continue to support children that are unable to attend.
- Teachers should plan learning that is relevant to the curriculum focus for that class and endeavour to replicate this through video clips and tasks for home learners.
- Teachers should create videos for key teaching points of circle time activities and Practice Sessions where possible and send these via email to parents.
- Any resources used, should, where possible, be shared with home learners. Staff will do this electronically and it will be the responsibility of families to print/use these resources at home.
- Teachers will respond, within reason, promptly to requests for support from families at home. This should be done via email or by adding further video guidance for families. Staff and parents should communicate via class teacher email addresses.
- Should a staff member require support with the use of technology, it is their responsibility to seek this support in school.



REMOTE LEARNING FOR CHILDREN WHO ARE SELF-ISOLATING

In the event of any student needing to self isolate, teachers will record (via audio) the new learning/story from the main lesson that day and send it electronically to the parents along with a description of the task the children in school will be completing. Parents are then expected to photograph and send evidence electronically of the completion of the task, so teachers can provide feedback within 24 hours.

REMOTE TEACHING FOR STAFF WHO ARE SELF-ISOLATING

Teaching staff may be required to self isolate in line with government advice.

If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for planned absence.
- Following contact with the school, the School Manager may set up a referral to Occupational Health to support that individual. School may also suggest that, if needed, staff can contact the Croner HR individually. Details of this can be obtained from the School Manager.
- Whilst self-isolating, and if able to do so, staff will be given an individual project to work on which is in line with whole school improvement priorities. These projects will be communicated by the School Governance Team and will be allocated on a case-by-case basis. Staff may also be asked to support the online learning provision for classes they teach.

TEACHING ASSISTANTS AND SESSIONAL TEACHERS

Associate staff at LISAL play an integral part to the success of teaching and learning and are bound by the same professional code of conduct, attendance and commitment.

They will be expected to contribute to the remote learning of children unable to attend by liaising with the College of Teachers and individual class teachers to prepare materials and/or deliver specific aspects via the appropriate platform (email, video, WhatsApp).

If associate staff need to self isolate for the reasons already stated within the policy, they must report this in line with normal planned absence reporting.

If they are able to do so, they will be expected to continue to support learning in their respective area of expertise and/or contribute to an area of school improvement as directed by the SGT.

BOARD OF TRUSTEES

The Board of Trustees is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.



- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

1) WHO TO CONTACT

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – Relevant subject lead, College of Teachers or SENDCO
- Issues with behaviour – SENDCo
- Issues with IT – School Manager
- Issues with their own workload or wellbeing – Line manager/Chair of Trustees
- Concerns about data protection – School Manager
- Concerns about safeguarding – DSL

2) DATA PROTECTION

Accessing personal data

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

- Access the data from the secure school server or Google drive.
- Staff will use school devices wherever possible but have ensured their personal devices are adequately protected having consulted the school's Data protection and Acceptable Use policies (see below).

Processing personal data

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

Keeping devices secure

Staff will talk to the School Manager if they are unsure on how to put these measures in place.

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 – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)

Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device

Making sure the device locks if left inactive for a period of time

Not sharing the device among family or friends

Installing antivirus and anti-spyware software

Keeping operating systems up to date – always install the latest updates



3) SAFEGUARDING

Please refer to the Safeguarding Policy and [Safeguarding Policy Addendum – Interim Safeguarding Arrangements during Covid-19 Pandemic](#), which has been written using guidance from the Schools Safeguarding Team at Lancashire County Council.

This can be found in the school office and on the school website.

4) MONITORING ARRANGEMENTS

This policy will be reviewed every two years by the College of Teachers and trustee with responsibility for Teaching and Learning. After every review, it will be approved by the Board of Trustees.

5) LINKS WITH OTHER POLICIES

- Behaviour policy
- Safeguarding Policy and Covid-19 Addendum
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

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