



The Flourish Federation Remote Learning Policy

Ratified	1 st October 2025	Review	September 2027
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Introduction

At The Flourish Federation, we are committed to providing a high-quality education for all of our children, regardless of whether they are learning in our school building or remotely. This Remote Learning Policy outlines our approach to remote learning and provides guidelines for students, parents, and teachers to ensure a successful remote learning experience.

1. Aims and Objectives

Our remote learning program aims to:

- **Ensure Continuity of Learning:** To provide a seamless transition between in-person and remote learning to minimize disruption to students' education.
- **Maintain High-Quality Education:** To deliver a curriculum that aligns with our school's standards and objectives, even in a remote setting.
- **Support Student Well-being:** To prioritise the social and emotional well-being of our students and provide support when needed.
- **Foster Collaboration:** To encourage active collaboration between teachers, students, and parents in the remote learning process.

The policy sets out expectations for all members of the school community, with regards to remote learning, and provides appropriate guidelines for data protection.

2. Use of remote learning

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school. Pupils receiving remote education will be marked in line with the Pupil Registration Regulations. We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance. This might include:

- Occasions when we decide that opening our school is either:
 - Not possible to do safely
 - Contradictory to guidance from local or central government
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
 - They have an infectious illness and they have been advised medically to isolate but are well enough to complete school work
 - They are preparing for or recovering from some types of operation



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- They are recovering from injury and attendance in school may inhibit such recovery
- Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing pupils with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used, we will:

- 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
- 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
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

3. Remote Learning Platforms and Tools

The following platforms and tool will be used for delivering lessons, assignments, and communication.

- Zoom or Teams (for any live teaching)
- ClassDojo & Reach More Parents
- Purple Mash
- Times Table Rock Stars (KS2)
- Numbots (KS1)

Teachers will provide clear instructions on how to access and use these platforms, ensuring that students and parents are familiar with the technology.



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Where there are issues around accessing remote learning due to inadequate devices or poor internet service, please contact the schools and we will do what we can to support the circumstance.

4 Role and Responsibilities

Teachers will set work in line with the good practice considerations as follows:

- Key Stage 1 – 3 hours per day, less for younger pupils (EYFS).
- Key Stage 2 – 4 hours per day.

The format of remote learning will be adaptable to the reasons behind it taking place. Remote learning could be for the whole class, via a live lesson using an online platform, paper-based tasks, workbooks, through online platforms, such as Purple Mash or a combination of these approaches.

There will be clear communication between school and home to ensure time tables and expectations are shared. All communication with teachers should be using the messaging facility on ClassDojo, where teachers will be able to respond during working hours (8.30am – 3.30pm). Responses are unlikely to be instant, due to teachers being involved in remote teaching.

4.1 Expectations for Students

- Attendance: Students are expected to attend all scheduled online classes and engage actively in their learning.
- Punctuality: Students should join online classes on time.
- Participation: Active participation in class discussions, asking questions, and completing assignments is crucial.
- Respectful Behaviour: Students must adhere to the same code of conduct as in a physical classroom, treating teachers and peers with respect.
- Completion of Assignments: All assignments and assessments should be completed by the given deadlines. Assignments should be shared with the teacher upon request using the ClassDojo portfolio.
- *We would recommend that pupils still attend virtual sessions in school uniform – learning from the lockdowns of 2020 – 2021, we found that pupils were more engaged, ready to learn and confident when feeling a part of the school community in this way.*

4.2 Expectations for Parents/Guardians

- Support: Parents are encouraged to provide a quiet and suitable learning environment for their child during remote learning.



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- Communication: Parents should maintain regular communication with teachers and the school regarding their child's progress and any concerns.
- Technology Assistance: Parents are expected to assist their child with technical issues and ensure access to necessary devices and a stable internet connection. If this is a problem, then please refer to section 3.
- Encouragement: Encourage and motivate your child to stay engaged and focused during remote learning.

4.3. Teacher Responsibilities

- Lesson Planning: Teachers will plan learning that aligns with the curriculum and are suitable for remote learning – this could be through live lessons or tasks that can be completed offline.
- Communication: Teachers will maintain regular communication with students and parents, providing feedback and support.
- Accessibility: Teachers will ensure that learning materials and resources are accessible to all students, including those with special needs.
- Assessment: Teachers will assess student progress and provide timely feedback.

5. Well-being and Support

- Our school's pastoral care team (SENCO/FLO) will be available to provide support to students and parents who may be facing challenges during remote learning. They can be contacted using the messaging service on ClassDojo.
- We will prioritise the mental and emotional well-being of our students and provide resources for coping with stress and anxiety.

6. Data Protection

- Staff are to use school issued devices to deliver any live lessons and not any personal devices.
- 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. The school will follow its data protection policy / privacy notice in terms of handling data, which can be found on the school website.
- Staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.



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Keeping devices secure

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
- Ensuring antivirus and anti-spyware software is up to date
- Keeping operating systems up to date – always install the latest updates

7. Safeguarding and Online Safety

- We have strict safeguarding measures in place to ensure the safety of students during remote learning.
- Students will be educated about online safety, including protecting personal information and how they can reach out if they feel they need additional support.
- Safeguarding concerns can be reported to the appropriate service using the information on the school website:
<https://www.flourishfederation.co.uk/safeguarding-online-safety/>

8. Monitoring arrangements

This policy will be reviewed every two years. At every review, it will be approved by the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Behaviour policy
- Child protection policy
- GDPR and Data protection policy
- Online safety and acceptable use of technology policy