

Safeguarding Statement

Langley Park School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Equality & Diversity Statement

Langley Park School for Girls is committed to valuing and celebrating diversity and promoting equality of opportunity for all its staff and students. We are working to create a learning and working environment which is free from prejudice, discrimination, intimidation and all forms of harassment including bullying. Respect for rights is at the heart of our planning, policies, practice and ethos and we expect all members of our school community to model this in their behaviour and relationships.

LANGLEY PARK SCHOOL FOR GIRLS

REMOTE LEARNING POLICY

Approval Body:	Governing Body
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Designated Person (as appropriate):	Assistant Headteacher, Teaching & Learning
Committee with Remit (as appropriate):	Governing Body
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Version	Approval Date	Summary of Changes
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Remote Learning Policy

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1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for students who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Use of Remote Learning

All students should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Students receiving remote education will be marked absent in line with the Student Registration Regulations.

We will consider providing remote education to students 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 students, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
 - They have an infectious illness
 - They are preparing for or recovering from some types of operation
 - 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 students 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, students, and if appropriate, a relevant medical professional. If the student 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 student back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the student back into school at the earliest opportunity
- Set a time limit with an aim that the student returns to in-person education with appropriate support

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

3. Roles and Responsibilities

3.1 Teachers

When providing remote learning via teams and Firefly, teachers must be **available** between 8.15am and 3.10pm

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers should:

- Provide students with access to remote education through Firefly tasks or Teams lessons, as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners
- Make reasonable adjustments for students with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that students can access remotely

Staff recognise all family situations are unique and will take into consideration students' ages and abilities; their

needs and circumstances and their access to online resources.

The school will urge to teaching staff to consider:

- Making it manageable: not overwhelming parents with lots of activities; pages of tasks or things to print, just asking them to do what they can.
- Remembering, parents aren't teachers: not to set the same activities they would expect students to complete in school – as in most cases they will not have the same level of adult support.
- Adapting the usual timetable and curriculum: whilst also keeping some routines to help structure the day at home, to support parents in knowing what to expect. (E.g. suggesting that children do English and Maths activities in the morning and creative activities in the afternoon).
- Setting work that students can do independently, with materials they are likely to have at home: setting some activities that are not dependent on technology, in case students do not have access to devices or the internet.
- The class context and needs: staff will be mindful of siblings and parents all needing to access online resources at a similar time.

When providing remote learning, teachers are expected to:

- Ensure that all Online Safety, Child Protection and Staff Handbook Policies are followed throughout all interactions with students and record any concerns immediately using CPOMS.

- Remain vigilant to the safety and welfare of students who are not in school and who are part of remote learning and inform DSL of any concerns in line with normal procedures.
- Set work in line with the requirements outlined in this policy.
- Co-ordinate with other teachers, including those teaching in school if applicable, to ensure consistency across the year/subject and to make sure students with limited access to devices can still complete the work.
- Provide feedback on work. Type and method of feedback will vary depending on the subject and task.
- Keep in touch with students who are not in school and their parents.
- Contact should be made through either Teams, telephone or email.
- Contact and response should only be made within working hours – staff should not be answering emails outside of working hours 8:30-4:30pm – Monday – Friday.
- When attending virtual meetings with staff, parents and students:
 - Dress code – should be professional and in line with Staff Code of Conduct.
 - Locations – bedrooms should not be used and other members of the household should not be present. Neutral backdrop if possible.

3.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available for their normal contracted hours.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

- Attending all Teams meetings with students.
- Attending any other virtual meetings with teachers, parents and students in line with the requirements above.
- If teaching assistants are working in school they will be expected to assist in the production of hard copies and resources for remote learning and/or supporting other classes or in an administrative capacity, or any other reasonable redeployment.

3.3 Subject Leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely
- Making decisions about the use of online video lessons such as Oak National Academy

3.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platforms (SharePoint, Firefly and Teams) for remote education provision and make sure staff continue to be trained and are confident in its use.

They should continue to overcome barriers to digital access where possible for students by, for example:

- Distributing school-owned laptops accompanied by a user agreement or contract (if possible)
- Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep students on track or answer questions about work

They are also responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from students and parents/carers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring staff remain trained and confident in their use of online digital education platforms
- Providing information to parents/carers and students about remote education
- Working with the catering team to ensure students eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers
- Ensuring children with SEND have appropriate support during this time

3.5 Designated Safeguarding Lead (DSL)

The DSL is responsible for all elements outlined in the Child Protection/Safeguarding Policy to ensure the welfare of all students is paramount at all times. This will include:

- Ensuring staff are up to date with any relevant updates/training.
- Ensuring staff are utilising CPOMS and responding to concerns regarding children's safety and welfare.
- Following up and analysing attendance of students – investigating non-attendance at meetings.
- Ensuring staff are able to make contact with parents/students in a safe fashion.
- Liaising with external support providers – Social Services and Early Help
- Meeting virtually with Safeguarding team to discuss concerns and cases open to external services.

3.6 Students and Parents/Carers

Staff can expect students learning remotely to:

- Check and submit tasks set via Firefly
- Attend timetabled lessons via Teams
- Be contactable via parents during the school day in case of emergencies
- Complete work to the deadline set by teachers. Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they are not able to complete work.
- Act in accordance with normal behaviour rules / conduct rules of the school

Staff can expect parents/carers with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work.
- Seek help from the school if they need it.

- Support their child with their learning.
- Send children's work to their child's class teacher within the time slot that has been given. Contact staff within working hours 8:30am – 4:30pm.
- Be respectful when making any complaints or concerns known to staff

3.8 Governing Board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains of as high a quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

4. Who to Contact

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

- Issues in setting work – talk to the relevant subject lead
- Issues with behaviour – talk to the relevant head of year or key stage
- Issues with IT – talk to IT team
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to HR manager
- Concerns about safeguarding – talk to the DSL

5. Data Protection

5.1 Accessing personal data

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

- Continue to use Bromcom in line with school data use agreements
- Ensure that no student data is saved to personal devices

5.2 Processing personal data

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.

5.3 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)
- 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

6. Safeguarding

Staff should adhere to the full requirements of the Safeguarding and Staff Conduct Policies. Staff should remain vigilant during periods of remote learning in the following ways:

- Registers should be taken in the normal way via Bromcom
- Staff will undertake a minimum of weekly check in talks to all students.
- SENCO/SLT will carry out additional check ins with vulnerable children and families.

7. Links With Other Policies

This policy is linked to our:

- Behaviour Management Policy
- Data Protection Policy and Privacy Notices
- Home-School Agreement
- ICT and Internet Acceptable Use Policy
- Online Safety Policy