The Thomas Adams School & Sixth Form

Remote Learning Policy Statement

Updated October 2026

Reviewed by Governors ☐

Date of next review: October 2027

Review Cycle: Every 1 year

1. Introduction

In response to the Covid-19 pandemic, it is necessary to ensure that, regardless of whether a student is learning at home or in school, they receive a good quality education, accessible by all.

Obviously, the ideal scenario is that all children are taught by specialist teachers within a classroom. However, where this not deemed safe the school will react quickly by implementing a remote version of what would have been delivered by the classroom teacher, in the classroom.

We have given due consideration to feedback from students, parents/carers, staff and school governors when creating these contingency plans.

2. Aims

This remote learning policy for staff, students and parents aims to:

- Ensure consistency in the approach to remote learning for pupils who are not able to be in school due to Covid-19
- Set out expectations for all members of the school community with regards to remote learning

3. Provision for individual/small groups of students who are learning from home:

It is the expectation that all students will attend school during **full opening unless they: display Covid-19 symptoms**; **are awaiting results of a test for themselves.** It may also be the case that a **small group of students from within a designated group are identified** and directed to learn from home.

Where students are unable to attend school for the above reasons, teaching staff will set appropriate work via **Microsoft Teams**. This work will mirror what their peers are doing in school as far as possible. In this scenario, **teaching staff will be teaching their full timetable as well as setting work for absent students** so students and parents should be mindful of their capacity to provide support and feedback.

4. Provision for groups of students in the event of partial closure:

In line with the direction of the relevant authorities (such as Shropshire Public Health), **it may be necessary for one or more year groups to learn from home for a period of time**. In the event of this happening, all students will continue to follow their normal timetable, whether at home or in school.

Students who are learning from home will complete work remotely which mirrors programmes of study in place. Delivery of this could take one or more of the following forms:

- Live Teams sessions
- Narrated PowerPoints
- Pre-recorded lessons
- Electronic and/or online resources
- Assignments Tool on Microsoft Teams

Work for students who are learning from home will be set via **Microsoft Teams**. It is important that students are proactive in checking that all of their logon details are accurate and they can access the relevant technologies. The onus will be on students to check Microsoft Teams regularly and submit work for feedback where requested.

5. Provision in the event of whole school closure:

If the school is directed to close fully to students, **all students will continue to follow their normal timetable remotely.**

Students will complete work remotely with staff following the directions issued in the **"Remote Learning Expectations" document.**

The content and method of delivery would reflect that of the partial closure expectation.

If your child is struggling to access the remote curriculum due to issues with digital devices, please contact Mrs Helen Jones (hlj@thomasadams.net).

If your child is unable to access the work set for any other reason and would prefer hardcopies or you have issues with the quality of the delivery, please contact your child's Head of Year.

As we will be offering "live interactive lessons" during this period of full closure, **we expect students to attend these lessons via the Microsoft Team platform**. **The timings of these lessons reflect their normal timetable.**

The school will be monitoring the level of engagement with our remote provision and will contact parent / carers if we are concerned about attendance to lessons or the quality of work that is being produced.

Staff will continue to provide feedback via the Microsoft Teams platform using a range of tools including whole-class feedback, quizzes, chat function as examples. Assessed tasks / tests will have feedback provided via the Assignment Tool. The students should receive feedback on work completed within the week of it being submitted.

Students with additional needs / key workers will be offered provision on-site and key workers will have constant contact to support learning and welfare.

6. Provision for Key Worker and vulnerable children:

In the event of a full or partial closure, we will continue to provide in-school provision for Key Worker and vulnerable children in line with advice from central Government. Any student who has been instructed to self-isolate will not be able to attend school, regardless of Key Worker/Vulnerable child status.

7. Roles and responsibilities

7.1 Teaching Staff:

When providing remote learning, **teaching staff must be available between 8.45am and 3.20pm.**

If they are 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. If an absence is planned, staff must contact Mark Cooper and Belinda Howells directly.

Staff will typically be setting work and providing feedback for their own students. However, a degree of flexibility may be required depending on the specific circumstances.

The amount of work provided to students **should be in line with programmes of study and comparable with students' normal curriculum time (5 hours of learning per day)**. Work should be set in good time so that students will be **able to access it during their normal timetabled lesson**. If the lesson is going to be delivered live via Teams, teaching staff must ensure they have provided students with the details of how to access the session in good time.

Work, or links to where the work can be accessed, should be uploaded to **Microsoft Teams via the Assignment Tool**.

Staff will aim to **provide feedback on students work (once submitted) on a weekly basis.**

Where **staff have concerns about students not engaging with the remote learning**, they should follow the stepped procedures below:

- Initial prompt on Microsoft Teams via the Chat function
- Contact the student's Head of Year
- Head of Year to make contact with the student
- Head of Year to make contact with the parent/carer

Teachers should complete registers for all "live" lessons remotely and log concerns about student engagement in line with School procedures and ensure these students are tracked throughout any period of closure. -

Staff should have a clear understanding of those **students who have no or limited access to devices**, and ensure they are still able to access the curriculum.

7.2 Teaching Assistants:

When providing remote learning, teaching assistants must be available between 8.35am and 3pm.

If they are 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. If an absence is planned, staff must request it through the Special Leave policy.

When assisting with remote learning, teaching assistants are responsible for supporting those students who are allocated to them by the SENDCo, either remotely or in school. In the case of remote learning, it may be that teaching assistants are supporting students other than those they work with in school and, in some cases, outside their year group bubble.

When attending meetings virtually, normal school code of conduct applies.

7.3 Subject Leaders:

Alongside their teaching responsibilities, Subject Leaders are responsible for:

- Leading the department cohesively in the management of remote learning
- Adjusting the curriculum to accommodate remote learning as appropriate
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Liaising with other Heads of Department and SLT to make sure work set remotely is appropriate and consistent across all subjects
- Monitoring the remote work set by teachers and the quality and regularity of feedback. This could be through regular meetings with teachers, reviewing the work set or monitoring Microsoft Teams.
- Ensuring that staff are recording assessments and monitoring student engagement.

7.4 Senior Leadership Team (SLT):

Alongside any teaching responsibilities, senior leaders are responsible for: (SLT Lead:- **Tom McAleavy)**

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through regular meetings with Heads of Department, regular communication with parents/carers and reviewing work set
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Considering the impact of any closure on staff and making adjustments as necessary

7.5 Designated Safeguarding Lead:

The Designated Safeguarding Lead (DSL) will maintain regular contact with all Deputy DSLs, Heads of Year and relevant external agencies.

The responsibility to safeguard students remains a key priority and the school will continue to fulfil those responsibilities, making any appropriate adaptations. Any changes to procedure will be detailed within a Child Protection Policy addendum and will be made available to staff, students and parents/carers via the school website.

Vulnerable students will be identified and supported by key workers throughout any period of absence from school. Where appropriate, external support will continue to be offered, which may be remotely.

Staff will continue to use CPOMS to log any concerns.

7.6 IT Staff:

The Network Manager and IT Technician are responsible for:

- Providing CPD and technical support for staff in delivering remote learning
- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting students and parents with accessing the internet or devices
- Ensuring school laptops are distributed efficiently and an up to date log/list is maintained
- Ensure the school's DfE laptop allocation is clearly communicated with SLT
- Assisting SLT and lead staff in improving parental wifi and internet access in line with DfE support provided

7.7 Students and parents/carers:

Staff can expect pupils learning remotely to:

- Be contactable during the school day (we acknowledge that students may not have access to online devices throughout the school day and will take this into account)
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants via Microsoft Teams
- Alert teachers if they're not able to complete work via Microsoft Teams
- Keep school up to date with their IT requirements so school can access DfE funded devices when needed

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

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it via Microsoft Teams or enquires@thomasadams.net
- Be respectful when making any complaints or concerns known to staff

7.8 Local Governing Body:

The Local Governing Body is responsible for:

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

8 Data protection

8.1 Accessing data:

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

- Use school-issued laptops or iPads only
- Access data via the school network

8.2 Processing personal data:

Staff members may need to collect and/or share personal data such as email addresses for parents or student progress data 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. **For their own safeguarding, staff must use their work email address at all times.**

8.3 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)
- 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 or is locked when away from it
- Not sharing the device among family or friends

9. Additional considerations:

- It may be necessary to adapt provision in the event of significant staff absence. Depending on the numbers and specific roles of those staff, we will communicate how provision will be altered accordingly. This could include alterations to timings of the school day and include Cover Supervisors in providing lessons/support
- Provision in the event of absence or closure are reliant on students having reasonable access to technology. This does not necessarily have to be a computer or tablet and we will endeavour to provide support for those families in receipt of Free School Meals / Pupil Premium so they are not disadvantaged.
- In the event of full or partial closure, we will support students who are in receipt of Free School Meals as directed by central Government and our local need.
- We will continue to support students with SEND in line with DfE guidance

Appendix A

BTEC Specific Blended Learning Policy

Aims:

1. To ensure that blended learning delivery meets the guidelines set by the awarding organisation.
2. To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

In order to do this Thomas Adams School will:

- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely
- Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner
- Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear
- Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement.

BTEC QN – Tom McAleavy