Blended and Remote Learning Policy and Procedures for supporting the delivery of online learning

This policy is effective in Lancaster Academy, part of the Learning without Limits Academy Trust

Associated Policies:	
Acceptable Use Policy Agreement	Online Safety Policy
Child Protection and Safeguarding Policy *(Academy specific)*	Staff Behaviour Policy (Code of Conduct) Policy
Disciplinary Procedure	Staff Expectations Policy
Data Protection Policy	Social Media Policy

Version: 1.5	**Status: Policy Approved**
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Version	Date	Author	Changes
V1.5	September 2025	AE	Policy review. Archived policy review changes moved to end of policy. Paragraph 1 Aims updated for clarity, with 1.5 updated to reflect current practice regarding the AUP. Paragraph 2 Scope updated for clarity and to include reference to the 2024 Attendance Regulations. Paragraph 3 Legislation and Guidance added. Paragraph 4 Roles and Responsibilities updated to include 4.1 The Trust. Paragraph 7, point added regarding use of AI-generated content. Reference to Chair of Governors updated to Director of Education to reflect current practice. Reference to KCSiE updated to September 2025. Policy approved at Trust Board Meeting 25th September 2025.
V1.5a	October 2025	TB	Policy localised for Lancaster Academy

This document is a Trust created template policy for use in all Trust Academies. It is the responsibility of individual Academies to insert information in to the document where indicated so that it is relevant to local circumstances and practice, whilst not removing any content contained within it, prior to the policy being noted by Local Governing Bodies.

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Blended and Remote Learning Education Policy

1. Aims

1.1. Remote and blended learning are essential components of modern education, enabling continuity of learning when in-person attendance is not possible.

1.2. This policy outlines the Trust's approach to ensuring that such provision is safe, inclusive, and effective. It reflects current statutory and non-statutory guidance from the Department for Education (DfE), including safeguarding, attendance, online safety, and curriculum delivery expectations.

1.3. The policy is designed to support staff, learners, and families in maintaining high standards of education and wellbeing during periods of remote learning.

1.4. This policy aims to:

- Ensure consistency in the approach to safeguarding and remote learning
- Set out expectations for all LwLAT staff with regard to safeguarding and remote learning
- Ensure that appropriate safeguarding measures are in place for staff and learners
- Provide appropriate guidelines for data protection

1.5. All Staff should:

- declare they have read and understood the Trust Acceptable Use Policy (AUP) Agreement annually
- be aware of the LwLAT Staff Behaviour (Code of Conduct) Policy regarding electronic communications
- always act and be seen to act in the best interests of the learner

2. Scope

2.1. Remote education is a contingency, not a replacement for in-person attendance. It is intended for exceptional circumstances, such as illness, exclusion, or school closures.

2.2. Attendance for learners receiving remote education must be recorded in line with the 2024 Attendance Regulations.

2.3. Situations where this policy may apply include:

- A learner who is absent from the Academy for three or more days for pre-agreed reasons e.g. taking part in a sporting tournament
- Learner exclusion
- An extended period of Academy closure
- An extended period of partial Academy closure, for example when one or more year groups or classes of pupils are required to remain at home for health and safety reasons related to the operational function of the building.

2.4. This policy does not apply in situations such as:

- A learner who absents themselves from the Academy without prior authorisation from the Academy, with or without parental permission, e.g. a family holiday taken in term time
- A parental decision to absent their child from the Academy, against the advice of medical professionals

3. Legislation and Guidance

3.1. This policy is written in accordance with the following guidance.

3.2. Statutory Guidance

- Keeping Children Safe in Education (KCSIE) 2025
- School Attendance (Pupil Registration) (England) Regulations 2024
- Working Together to Improve School Attendance (2024)

- RSHE Statutory Guidance (2025 Update)

3.3. Non-Statutory Guidance and Tools

- Providing Remote Education: Guidance for Schools
- DfE Filtering and Monitoring Standards for Schools
- SWGfL 360 Degree Safe Online Safety Self-Review Tool

4. Roles and responsibilities

4.1. The Trust

4.1.1. The Trust is required to complete the DfE's online safety self-assessment tool annually and ensure filtering and monitoring systems meet the latest standards.

4.2. Teachers

4.2.1. When providing remote learning, teachers must be available during normal working hours as set out in the directed time budget and the Academy calendar.

4.2.2. 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 and liaise with line managers.

4.2.3. When providing remote learning, teachers are responsible for:

3.1.3.1 Setting and/or delivering learning activities for their scheduled classes:

- Each Academy will have their own protocols and arrangements for the storage and delivery of work set by teachers working remotely. These should be followed. This will generally require the use of an online platform.
- Whether the teacher is setting work to be completed in the Academy, or delivering content synchronously online, learning activities should be set commensurate with the normal duration of the lesson.

3.1.3.2 Providing feedback on work:

- Teachers are expected to provide feedback of a frequency and style in line with the Academy feedback protocols when working remotely. In some cases (for example in primary academies), academies will issue amended guidance to parents outlining how feedback will be provided when working remotely/online.
- Learners will submit assignments when completed remotely and feedback should be provided on any work that is set as an assignment. That feedback may take any form outlined in the Academy feedback protocols but will be delivered through online means when teachers are working remotely.
- Teachers are expected to make themselves available to answer questions from learners and respond to email enquiries as they normally would when working in the Academy.
- Various online platforms may be used to support them in doing this.

3.1.3.3 Keeping in touch with learners who are not in the Academy and their parents:

- Teachers should take every reasonable step to ensure that they maintain contact with learners who are working online/remotely, and they remain responsible for monitoring the progress of the learners in their class during such periods.
- Individual academies will set ou t their expectations for maintaining regular contact with learners and families when they are not in the Academy. Teachers should follow those protocols when working remotely themselves.
- There should be no expectation that teachers respond to emails or online requests/questions outside of the normal working hours when working remotely/online.

3.1.3.4 Managing the behaviour of learners working remotely:

- Academies will amend their behaviour protocols to address any examples of poor or inappropriate behaviour online. Teachers have a responsibility to manage the conduct of learners when teaching remotely, and for applying the Academy systems to report poor behaviour.

4.3. Support Staff

4.3.1. When assisting with remote learning, teaching assistants/support staff must be available during their normal contractual and agreed working hours.

4.3.2. 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 and liaise with line managers.

4.3.3. When assisting with remote learning, or when working remotely themselves, teaching assistants are responsible for:

3.2.3.1. Supporting learners with remote learning:

- Wherever possible, the work teaching assistants undertake when they are working remotely will reflect closely their normal patterns of working. Often, however, there will be a need to support learners with whom they are less familiar, especially when those learners are working remotely.
- Teaching assistants will be directed by the SENDCO or other line manager to support identified learners. This may involve (but is not limited to): meeting with them online, calling them at home, liaising with teachers and parents/carers on how to support, adapting or modifying tasks or providing guidance/support with work set by the teacher.
- In some circumstances, teaching assistants may be directed to work with small groups of learners online. Such activity will reflect their normal and contractual responsibilities but may include small group

interventions, group learning activities, or group work in support of activities covered in a lesson.

3.2.3.2. Attending virtual meetings with teachers, parents and learners:

- It is expected that, wherever possible, teaching assistants working remotely will join or attend scheduled meetings in working hours as usual.
- When meetings with colleagues, parents or learners online, there is an expectation that the code of conduct in relation to staff dress is adhered to, and that staff make themselves visible on screen.
- It is recommended that staff blur their background when meeting online, or that they adopt a background view.

4.4. Teachers with TLR responsibilities

4.4.1. Alongside their teaching responsibilities, teachers with TLR responsibilities must:

- Work with relevant teachers, non-teaching staff and trust colleagues remotely to make sure all work set is appropriate and consistent.
- Work with Academy and trust colleagues and senior leaders to make sure work set remotely is appropriate, consistent and in line with the usual curriculum sequence and experience as possible.
- Ensure that their own workload and that of colleagues they are responsible for is monitored and protected by seeking every opportunity to collaborate and share resources and expertise, both in the Academy and at wider trust-level.
- Monitor the remote work set by teachers in their areas of responsibility using a variety of means such as through regular meetings with teachers, or by reviewing work set.
- Alert teachers to resources and materials (whether internal to the Academy, the trust, or produced externally) that they can use to teach or tutor learners remotely.
- Make every effort to maintain regular contact with trust and Academy colleagues and senior leaders when working remotely themselves to ensure continuity of communication and learner experience.

4.5. Senior Leaders and all those paid on the Leadership Scale

4.5.1. Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the Academy and ensuring the quality and consistency of its delivery.
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or gathering and evaluating feedback from staff, learners and parents/carers.
- Ensuring that their own workload and that of colleagues they are responsible for is monitored and protected by seeking every opportunity to collaborate and share resources and expertise, both in the Academy and at wider trust-level.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

- Ensuring that the behaviour and conduct expectations of the Academy are maintained and followed by learners learning remotely.
- Reporting to trust colleagues and Academy councils on the implementation and effectiveness of remote learning provision for learners.

4.6. Designated safeguarding leads

4.6.1. The DSL are responsible for:

- Ensuring that the safeguarding and protection of learners online is maintained for all those learners learning remotely.
- Ensuring that learners learning remotely can disclose any concerns or access support and advice in the same way as they would in the Academy.

4.7. IT staff and Non-teaching Support Staff

4.7.1. IT and non-teaching support staff are responsible for:

- Handling questions from learners, parents and staff relating to issues with the systems used to teach and learn remotely, providing support and fixes wherever possible.
- Answering directly or directing queries from learners or parents to the appropriate teacher or leader.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.
- Assisting learners and parents with accessing the internet or devices.

4.8. Learners and parents

4.8.1. We expect learners to:

- Be contactable (where possible) during the Academy day – although consider they may not always be in front of a device the entire time.
- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers, teaching assistants or House staff.
- Alert teachers or tutors if they are not able to complete work.

4.8.2. Staff can expect parents with leaners learning remotely to:

- Make the Academy aware if their child is sick or otherwise can't complete work.
- Make the Academy aware if they do not have (either long-term or temporarily) access to the internet or remote learning systems.
- Come forward to the relevant teacher, department lead or Academy Principal with concerns about their child's remote learning.
- Seek help from the Academy if they need it – make use of the guidance and information that is sent home or published on the Academy website or other online platforms.
- Be respectful when making any complaints or concerns known to staff.

Blended and Remote Learning Education Procedures

5. Procedures for Pre-Recorded Lessons

5.1. Pre-recorded lessons should be recorded at the Academy where possible. Teachers should follow the Academy's agreed guidelines. Where pre-recorded lessons are completed at home they should be done in a neutral environment: appropriate rooms, no distractions e.g. personal or family pictures in the background, or anything that could be a distraction from the lesson focus. Staff should be appropriately dressed and mobile technology switched off.

6. Procedures for Live Streaming of Lessons

6.1. Parents and Carers should:

- Be made aware of whether the lessons will be recorded, and for what purpose, where the recordings will be held, how long for and who will have access to them
- Agree not to record or share any element of live lessons
- Be made aware of who to contact if there are any concerns

6.2. Learners should be reminded at the start of each lesson:

- Not to share private information
- Not to respond to contact requests from people they don't know
- Who they should tell if they see or hear anything upsetting or inappropriate
- To follow the agreed online behaviour guidelines for the Academy (acceptable use)

6.3. Learners will:

- Only access live stream lessons at designated times and dates agreed with the Academy
- Be dressed appropriately in either their uniform or other appropriate clothing
- Access the lesson in an appropriate room
- Keep mobile phones on silent and out of view in line with day to day Academy policy
- Not record video, still images or audio during live stream lesson
- Never disclose their personal phone, email or other communication details with the teacher or class
- Not share any links to online content or websites not related to the lesson
- Follow Academy behaviour for learning rules and guidelines at all times

7. Procedures for Staff

- Live stream lessons should only take place in Academy hours (including extra-curricular hours – usually no later than 5.30pm) at agreed times and be conducted at the Academy or in an agreed location if the Academy is closed which does not expose personal information or access to inappropriate back ground content.
- Lessons held outside Academy times must be agreed by SLT. Dates and times must be recorded.

- To ensure that the Academy's filtering and monitoring software is enabled, staff should always use Academy devices for live stream lessons and only contact learners via the learner's Academy email address.
- Staff should be aware of learners with additional needs such as medical issues and SEN.
- The well-being of the learner should be taken into account in all remote learning.
- Staff should be aware of Data Protection when accessing personal data for remote learning (Date Protection Act 2018).
- Staff must not use AI-generated content unless it has been reviewed for age-appropriateness and educational relevance. Any use of AI tools must comply with the Trust Online Safety Policy and Acceptable Use Policy (AUP) Agreement.

7.1. Staff should:

- Be dressed appropriately in a manner that would be suitable for their attendance at an Academy in person if working off site
- Be aware of the audience and use professional language
- Not engage with any learner online if they are in a state of undress or semi dress
- Not disclose their phone, email or other communication details with learners, nor request information from learners' through the online platform
- Conduct lessons without disruption (mobile should be set to silent and away from view)
- Check that any other tabs they have open in their browser would be appropriate for a learner to see, if they're sharing their screen
- Not share any links to online content or websites that contain anything other than educational resources that directly link to the content of the lesson
- Not use resources e.g. videos that are not age appropriate
- Not take any screenshots of lessons
- Not use personal equipment and record images for personal use

7.2. Recognising and Reporting Safeguarding Concerns

- Staff will need to be mindful of their role in spotting the signs of abuse whist working online and when delivering live lessons remotely
- Staff should be prepared for a leaner to make a disclosure online or for another leaner to disclose information about that leaner and follow the guidelines for disclosure
- Staff should continue to follow the safeguarding guidance contained in KCSIE 2020
- If staff think that a leaner has been harmed or is at risk of harm, they should report their concerns to the Academy's DSL or DDSL in the normal way
- If concerns are raised out of Academy hours staff should email the safeguarding account.
- If a member of staff is concerned about inappropriate behaviour by learners with regard to safeguarding they should end the lesson and report their concerns immediately to the DSL and the Principal
- Information should be recorded on CPOMS in the normal way
- If there are safeguarding concerns about a member of staff they should be reported to the Principal in line with the LwLAT Whistleblowing Policy or in the case of the Principal, the Director of Education

8. Further Advice

- Keeping Children Safe in Education 2024 - sections on Remote education and Filtering and monitoring
- Safeguarding and remote education - Gov.uk guidance
- Safe Remote Learning Support on the SWGfL website
- Online safety support on the LGfL website
- Help using video conferencing services securely National Cyber Security Centre

9. LwLAT Wellbeing Statement

9.1. The Trust will always put the effective education of our learners at the heart of any decision that we make. In doing so, we recognise that the requirement to adhere to policies and procedures may be time consuming and can impact on workload. For this reason the Trust and its Academies will always endeavour to support staff when policies and procedures are being actioned.

10. Review of this Policy

10.1. The LwLAT Trust Board has overall responsibility for the adoption, review and amendments of this policy. The Trust Board will review this policy annually, or earlier if necessary.

11. Archived Policy Review Changes

Version	Date	Author	Changes
V1.0	Oct 2020	JoHe	New Trust-wide version created.
V1.1	Dec 2020	JoHe	Revisions in response to Academy comments.
V1.2	Aug 2022	LoCh/AbEv	Policy review; scope section added. Reference to 'school' updated to 'Academy'. Front page layout updated, new logos, contents, wellbeing statement added and renumbered.
V1.3	Aug 2023	LoCh/KaMa	Policy review. Provision for adding Academy Name added to front sheet. Section 7 updated: • reference to KCSiE 2023 • link to Gov.uk guidance on Safeguarding and remote education.
V1.4	Sep 2024	LoCh/KaMa	Policy review. Template text added. List of associated policies updated. References to "child", "children", "student" or "pupil" updated to "learner(s)", where appropriate. Paragraph 7 updated to reference to KCSiE 2024 Policy approval at Trust Board Meeting 26th September 2024.
V1.4a	Sep 2024	TB	Policy localised for Lancaster Academy