



Pupil Remote Learning Policy

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An academy within:



"Learning together; to be the best we can be"

1. Statement of Intent

Discovery Academy is committed to providing a high-quality, inclusive education for all pupils. Remote education is used only as a short-term, last-resort measure (Pathway 4) where pupils are unable to attend but can still engage in learning.

Pathway 4: Specialist EBSA / SEND Remote Provision

Pathway 4 is a structured, temporary remote learning pathway designed for pupils experiencing Emotionally Based School Avoidance (EBSA), ASD, or SEMH needs.

Intent

- Ensure continued access to a coherent, ambitious curriculum aligned with school progression.
- Prevent learning loss and maintain high expectations.
- Provide a predictable, low-arousal environment for ASD pupils.
- Offer flexible, emotionally safe structures for SEMH pupils.
- Align provision with EHCP outcomes and therapeutic needs.

Implementation

- Use Oak National Academy lessons mapped to curriculum pathways.
- Break learning into small, manageable steps with explicit instruction.
- Weekly pastoral and academic check-ins with pupils and families.
- Monitor learning through submitted work and engagement.
- Adapt pathways based on need while maintaining ambition.
- Integrate pastoral, SEND, and multi-agency support.
- Provide guidance to families to support routines without replacing teaching.

Impact

- Maintained curriculum knowledge and reduced gaps.
- Improved emotional regulation and engagement.
- Increased confidence and independence.
- Smoother reintegration into in-person education.

Principles of Pathway 4 Provision

- Relationship-centred and trauma-informed approach.
- Low-demand, emotionally safe learning environments.
- Strong family collaboration and co-produced plans.
- Regular monitoring of engagement and wellbeing.
- Clear focus on reintegration when pupils are ready.

All other sections of the Remote Learning Policy (safeguarding, data protection, roles,

attendance, and monitoring) remain fully applicable to Pathway 4 provision.

This pathway is temporary and supports pupils to return to school or transition to a more appropriate setting where necessary.

2. Scope of the Policy

This policy applies when:

- A pupil is unable to attend school for a short period due to medical or exceptional circumstances
- The school site is fully or partially closed for health, safety or emergency reasons
- Attendance is not possible for individual pupils, but education can continue remotely

This policy does **not** apply to:

- Long-term alternative provision
- Elective home education
- Attendance avoidance or behavioural absence

3. Legal and Statutory Framework

This policy has due regard to the following legislation and statutory guidance:

Legislation

- Education Act 1996
- Education Act 2002
- Education Act 2011
- Equality Act 2010
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)
- Education (Pupil Registration) (England) Regulations 2006

Statutory and National Guidance

- **DfE (2024): Providing remote education: guidance for schools**
- **DfE (2024): Working together to improve school attendance** (statutory)
- **DfE (2024): Keeping children safe in education**
- DfE (2015): SEND Code of Practice (0–25 years)
- DfE (2016): Children missing education
- DfE (2022): Health and safety: responsibilities and duties for schools
- ICO: Data protection guidance for schools

4. Principles of Remote Education

Remote education at Discovery Academy will be:

- **Attendance-led:** used only when attendance is not possible
- **Ambitious:** covering meaningful curriculum content
- **Inclusive:** ensuring reasonable adjustments for SEND and vulnerable pupils
- **Safeguarded:** with robust online safety measures
- **Proportionate:** appropriate to the age, needs and circumstances of pupils

5. Roles and Responsibilities

Governing Body

- Ensures statutory compliance
- Oversees safeguarding, attendance and data protection arrangements

- Reviews the effectiveness of remote education provision

Executive Headteacher & Head of School

- Ensure this policy is implemented effectively
- Maintain a remote education plan
- Monitor engagement, safeguarding and quality
- Ensure staff training is in place
- Review provision regularly

Designated Safeguarding Lead (DSL) and Deputies

- Maintain oversight of safeguarding during remote education
- Identify vulnerable pupils and ensure enhanced contact
- Act on safeguarding concerns immediately
- Ensure online safety and filtering arrangements are effective

Data Protection Officer (DPO)

- Ensures compliance with UK GDPR and Data Protection Act 2018
- Oversees data security, recording and storage
- Advises on recording lessons and use of third-party platforms

Teaching Staff

- Deliver high-quality remote learning aligned to the curriculum
- Monitor pupil engagement and progress
- Follow safeguarding and professional conduct expectations
- Communicate concerns promptly

ICT Support

- Maintain secure systems and devices
- Support staff and pupils with school-owned technology
- Ensure filtering, monitoring and security software is effective

Parents/Carers

- Support pupils to engage with remote learning
- Ensure appropriate use of technology at home
- Communicate concerns or barriers promptly

Pupils

- Engage with learning as directed
- Use technology safely and responsibly
- Follow the Behaviour Policy at all times

6. Remote Education Provision

Remote education may include:

- Live or recorded teacher-led instruction
- Online platforms and learning portals
- Reading and independent work
- Printed materials where required

Provision will:

- Reflect age-appropriate expectations
- Follow a planned sequence of learning
- Include feedback and teacher interaction
- Avoid unreasonable workload for pupils and families

7. Access to Technology and Inclusion

The school will:

- Identify pupils without suitable devices or internet access
- Loan school equipment where possible

- Provide paper-based resources where needed
 - Make reasonable adjustments for pupils with SEND
 - Liaise with external services where appropriate
- No pupil will be disadvantaged due to lack of technology.

8. Attendance, Engagement and Monitoring

- Attendance remains the priority at all times
- Engagement in remote learning is monitored daily
- Non-engagement is followed up promptly
- Persistent absence or disengagement is treated as a safeguarding concern
- Remote education does not remove expectations around attendance or registration

9. Safeguarding

All safeguarding arrangements remain in force during remote education.

This includes:

- Adherence to the Child Protection and Safeguarding Policy
- Clear reporting routes for concerns
- Awareness of online risks, including:
 - Inappropriate content
 - Online bullying
 - Grooming
 - Misinformation and disinformation
 - AI-generated content risks

Staff must:

- Communicate only via approved platforms
- Avoid one-to-one video contact
- Maintain professional boundaries
- Record and report concerns immediately

10. Online Safety

Remote education operates in line with the Online Safety Policy.

Key expectations include:

- Secure, filtered and monitored systems
- Clear acceptable use agreements
- No unauthorised recording or sharing
- Appropriate behaviour and language at all times

The school is not responsible for internet provision on personal devices but will provide guidance to families.

11. Data Protection and Privacy

All remote education activity will comply with:

- UK GDPR
- Data Protection Act 2018

This includes:

- Secure storage and transfer of data
- Minimal data sharing
- Clear justification for recording lessons
- No unauthorised use of personal data
- Prompt reporting of data breaches

12. Health and Safety

The school will:

- Promote safe use of devices
- Encourage regular screen breaks
- Provide guidance on safe working environments

Parents/carers remain responsible for the home environment.

13. Communication

The school will communicate:

- Expectations clearly and promptly
- Through agreed school channels
- Within school hours wherever possible

Pupils are entitled to privacy outside of school hours.

14. Monitoring and Review

This policy is reviewed **annually** or following any significant change in statutory guidance. Feedback from staff, pupils and parents will inform ongoing improvement.