

FOOTSTEPS TRUST REMOTE LEARNING POLICY

1. Policy Statement

Footsteps Trust is committed to ensuring continuity of education when students are unable to attend the Academy site due to exceptional circumstances. The Academy will provide access to high-quality remote learning that is ambitious, inclusive, accessible and aligned with the curriculum delivered in person.

As an Alternative Provision, Footsteps recognises that students may have additional barriers to engagement, including:

- Social, Emotional and Mental Health (SEMH) needs.
- SEND.
- Medical needs.
- Safeguarding vulnerabilities.
- Attendance challenges.
- Digital access barriers.

Remote learning arrangements will therefore be flexible, personalised and responsive to individual needs whilst maintaining high expectations for participation and achievement.

2. Legislative and Regulatory Framework

This policy has regard to:

- Keeping Children Safe in Education (KCSIE) 2026.
- Working Together to Safeguard Children.
- DfE Guidance on Providing Remote Education.
- UK GDPR and Data Protection Act 2018.
- Independent School Standards Regulations.
- DfE Filtering and Monitoring Standards.
- Alternative Provision Statutory Guidance.

The Academy recognises that safeguarding responsibilities remain unchanged during periods of remote education.

3. Aims

This policy aims to:

- Ensure continuity of learning.
- Minimise disruption to education.
- Maintain student engagement.
- Promote attendance and participation.
- Support student wellbeing.
- Ensure online safety.
- Maintain safeguarding arrangements.
- Support students with SEND and additional needs.
- Provide clear expectations for staff, students and parents/carers.

4. Circumstances for Remote Learning

Remote learning may be implemented where:

- Academy buildings are unavailable.
- Severe weather affects access.
- Utility failures occur.
- Emergency situations arise.
- Individual students cannot attend for medical reasons.
- Alternative provision arrangements require temporary off-site education.
- Exceptional safeguarding or welfare circumstances require an alternative approach.

Face-to-face education remains the preferred method of delivery whenever reasonably practicable.

5. Curriculum Delivery

The Academy will seek to deliver, wherever possible:

- The same curriculum content that students would receive on site.
- Appropriate sequencing of learning.
- Access to core curriculum subjects.
- Feedback and assessment opportunities.
- Adaptations may be necessary where learning is:
 - Practical.
 - Vocational.
 - Specialist.
 - Resource dependent.

The Academy will ensure that learning remains meaningful, challenging and age appropriate.

6. Remote Learning Platforms

The Academy uses approved digital platforms to support learning.

These may include:

- Microsoft Teams.
- Microsoft 365.
- Email.
- Educational software and digital learning tools approved by the Academy.

Students must use only Academy-approved systems for educational communication.

7. Attendance and Participation

Students are expected to:

- Participate fully in remote learning.
- Attend live sessions where required.
- Complete assigned work.
- Meet agreed deadlines.
- Maintain communication with staff.
- Parents/carers must notify the Academy if students are unable to engage due to:
 - Illness.
 - Medical appointments.
 - Technical difficulties.
 - Exceptional circumstances.

Remote learning attendance and engagement will be monitored and recorded.

8. Supporting Access to Learning

The Academy recognises that some students may face barriers to accessing digital learning.

Where possible, the Academy will support access through:

- Loan devices.
- Referral to available digital support schemes.
- Alternative learning materials.
- Adapted learning resources.
- Liaison with referring schools and commissioners.

The Academy will seek to remove barriers wherever possible.

9. Safeguarding During Remote Learning

Safeguarding remains the Academy's highest priority.

Staff must remain alert to:

- Changes in behaviour.
- Welfare concerns.
- Online safety concerns.
- Safeguarding disclosures.
- Attendance concerns.
- Signs of exploitation or abuse.

Safeguarding concerns arising during remote learning must be reported immediately through normal safeguarding procedures.

The same safeguarding expectations apply whether learning takes place in person or remotely.

10. Online Safety

In accordance with KCSIE 2026, online safety is embedded throughout remote learning.

Students will receive education regarding:

- Cyberbullying.
- Online exploitation.
- Grooming.
- Harmful online content.
- Misinformation and disinformation.
- Online challenges and hoaxes.
- Privacy and security.
- Appropriate online behaviour.

Students are expected to report any concerning online content immediately.

11. Filtering and Monitoring

The Academy maintains appropriate filtering and monitoring arrangements to support safeguarding.

Students and parents/carers should understand that:

- Academy systems may be monitored.
- Online activity may generate safeguarding alerts.
- Concerns will be investigated where appropriate.
- Monitoring is proportionate and undertaken for safeguarding and security purposes.

These arrangements support the Academy's safeguarding responsibilities.

12. Live Lessons

Where live lessons are used, students must:

- Join on time.
- Behave appropriately.
- Follow staff instructions.
- Use respectful language.
- Engage positively.

Students must not:

- Record sessions.
- Take screenshots.
- Share passwords.
- Share lesson links.
- Disrupt learning.

Teachers will establish clear expectations for online conduct.

Live sessions may be recorded where there is a legitimate safeguarding, educational or operational reason to do so.

13. Roles and Responsibilities

Senior Leaders

Will:

- Oversee remote learning provision.
- Ensure safeguarding arrangements remain effective.
- Monitor attendance and engagement.
- Ensure staff and students receive appropriate support.

Designated Safeguarding Lead (DSL)

Will:

- Manage safeguarding concerns.
- Monitor online safety issues.
- Provide guidance to staff.
- Oversee responses to digital safeguarding incidents.

Teachers

Will:

Date of Issue: September 2026
Date of Review: September 2027

- Deliver learning in accordance with Academy expectations.
- Provide activities appropriate to students' needs.
- Monitor engagement.
- Provide feedback where appropriate.
- Maintain communication with students and families.

Students

Will:

- Participate fully.
- Follow Academy expectations.
- Use technology responsibly.
- Report concerns.

Parents and Carers

Will:

- Support engagement where possible.
- Notify the Academy of concerns.
- Support safe online behaviour.
- Encourage attendance and participation.

14. Student Remote Learning Expectations

Students are expected to:

- Be ready to learn.
- Work in an appropriate environment.
- Complete assigned tasks.
- Communicate respectfully.
- Follow Academy behaviour expectations.

Students should:

- Protect their passwords.
- Use only Academy-approved systems.
- Respect the privacy of others.
- Seek support when needed.

The detailed Remote Learning Agreement should be retained as an appendix to this policy.

15. Parent and Carer Expectations

Parents/carers are encouraged to:

- Promote positive learning routines.
- Support participation.
- Monitor online activity appropriately.
- Maintain communication with the Academy.
- Reinforce online safety expectations.

Parents should not participate in live lessons unless specifically invited by the Academy.

16. Data Protection and Privacy

All remote learning activity must comply with:

- UK GDPR.
- Data Protection Act 2018.
- Academy Privacy Policies.
- Personal information must be processed securely and confidentially.

Staff, students and families must not:

- Record lessons without permission.
- Share confidential information.
- Distribute learning materials inappropriately.

17. Special Educational Needs and Disabilities (SEND)

Remote learning will be adapted where necessary to support:

- EHCP outcomes.
- SEND support plans.
- Individual needs.
- Accessibility requirements.
- Reasonable adjustments will be implemented where required.

18. Assessment and Feedback

Students will receive opportunities to:

- Submit work.
- Receive feedback.
- Demonstrate understanding.
- Monitor progress.

Assessment approaches may vary depending on the nature of remote provision.

19. Monitoring and Quality Assurance

The Academy will monitor:

- Attendance.
- Engagement.
- Curriculum delivery.
- Safeguarding concerns.
- Student progress.
- Accessibility of provision.

Feedback from students, parents and staff will be used to improve remote learning arrangements.

20. Review

This policy will be reviewed annually or sooner following:

- Updates to KCSIE.
- Changes in government guidance.
- Significant remote learning experiences.
- Changes to technology systems.