



GIGGLESWICK SCHOOL

Remote Learning Policy

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1 INTRODUCTION

Giggleswick School is committed to ensuring that every pupil continues to receive a high-quality education when circumstances prevent the delivery of lessons onsite. This may be during a critical incident when the school is closed for reasons beyond its control.

The School does not routinely provide online learning when individual pupil are ill and away from School; the focus should be on recovery and returning to normal lessons in a timely manner. During these periods of absence, work may be set; however, the school will not provide hybrid lessons (pupils in class and pupils online), and the work will be independent study, supported by short 1:1 sessions with relevant staff.

This policy sets out our approach to remote learning in line with statutory requirements and our school ethos, which is underpinned by our five core values: **Commitment, Courage, Curiosity, Compassion, and Integrity**. These values guide our expectations for pupils, staff, and parents during periods of remote education.

This policy complies with:

- **Independent School Standards Regulations (ISSR):** Quality of education (Part 1), safeguarding and welfare (Part 3), and provision of information (Part 6).
- **ISI inspection framework:** Demonstrating continuity of learning, pupil welfare, and leadership oversight.
- **Department for Education guidance:** Best practice for remote education delivery

2 POLICY AIM

To provide clear guidance on how Giggleswick School will deliver remote learning that maintains educational standards, safeguards pupils, and supports wellbeing during periods of disruption.

3 SCOPE

Remote learning applies when:

- **School Closure:** The site cannot open safely due to public health guidance, severe weather, or other emergencies.
- **Individual Absence:** Pupils are unable to attend in person but are well enough to continue learning remotely (e.g., illness, isolation). During these periods pupils will study remotely with the support of staff but the School will not deliver hybrid lessons (pupils in class and online at the same time). Routinely, the Director of Studies will coordinate staff to calendarise a series of short 1:1 meetings to support progress.

4 PRINCIPLES

- **Equality & Accessibility:** All pupils, including those with SEND, will have access to appropriate resources and support. Adjustments will be made to ensure inclusion and engagement, such as differentiated tasks and assistive technology.
- **Safeguarding:** All remote activities will comply with the school's safeguarding and online safety policies. Online lessons will be used to calendarize online lessons and communicate with pupils. Staff will maintain vigilance for signs of harm or distress and report concerns immediately.
- **Quality of Education:** During times of full school closure, the remote learning will aim to reflect the breadth and depth of the curriculum, ensuring progression and continuity of learning through structured lessons and assessment.
- **Data Protection:** All platforms and processes will comply with GDPR, ensuring secure handling of pupil data.

5 ROLES AND RESPONSIBILITIES

Senior Leadership Team (SLT)

- **Policy Communication:** Ensure staff, pupils, and parents understand the policy, the online provision plan and expectations.
- **Monitoring Quality:** Regularly review lesson content, engagement data, and feedback to maintain standards.
- **Resource Provision:** Use the IT team to support pupils with connectivity support to ensure that they can access the provision.
- **Training:** Provide ongoing professional development for staff on remote teaching strategies and safeguarding.

Teachers

- **Lesson Planning:** Prepare lessons that align with the curriculum and adapt for remote delivery.
- **Engagement:** Maintain daily contact through live sessions or check-ins to support learning and wellbeing.
- **Feedback:** Provide timely, constructive feedback on pupil work to ensure progress.
- **Safeguarding:** Follow online safety protocols and report concerns promptly.

Parents/Carers

- **Support Access:** Ensure pupils have the necessary technology and a suitable learning environment.
- **Routine Maintenance:** Help pupils follow the school timetable and complete tasks.
- **Communication:** Inform the school of any barriers to engagement or wellbeing concerns.

Pupils

- **Active Participation:** Attend scheduled sessions and complete assigned work on time.
- **Behaviour Standards:** Follow school behaviour and online safety expectations during remote learning.
- **Responsibility:** Demonstrate commitment and curiosity by engaging fully and seeking help when needed.

6 DELIVERY MODEL

- **Live Lessons:** Delivered via secure video conferencing to replicate classroom interaction and allow real-time feedback on Microsoft Teams.
- **Recorded Content:** Pre-recorded lessons for flexibility and reinforcement of key concepts.
- **Independent Tasks:** Assignments and projects aligned with curriculum objectives, supported by clear instructions and deadlines.
- **Pastoral Support:** Weekly wellbeing check-ins and access to pastoral staff for emotional and social support.

7 SAFEGUARDING AND ONLINE SAFETY

- All sessions conducted on school-approved platforms with secure login.
- Staff adhere to professional standards, including appropriate dress, neutral backgrounds, and no private messaging.
- Parental consent obtained if recording sessions.
- Any safeguarding concerns identified during remote learning will be reported immediately to the Designated Safeguarding Lead (DSL).

8 ATTENDANCE AND ASSESSMENT

- Attendance recorded daily and monitored by classroom teachers, SHS and SLT.
- Assessment continues through submitted work, quizzes, and teacher feedback to track progress and identify gaps.
- Intervention provided for pupils falling behind.

9 SEND AND VULNERABLE PUPILS

- Individual Education Plans adapted for remote delivery.
- Additional support such as 1:1 sessions or differentiated resources provided.
- Regular communication with parents to ensure needs are met.

10 CONTINGENCY PLANNING

- **Emergency Scenarios:** Rapid transition to remote learning for sudden closures.
- **Resource Allocation:** Connectivity support prioritised for pupils to access the learning.
- **Staff Preparedness:** Regular training and drills to ensure readiness.
- **Communication Protocols:** Clear instructions issued within 24 hours of decision to move to online learning.

11 COMMUNICATIONS

- Policy published on the school website and shared with parents and staff.
- Updates communicated promptly via email and parent portal.