Bradford Girls' Grammar School

Remote Learning Policy

Policy 2026-27

Aspire – Succeed – Lead

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Owner: Deputy Headteacher

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1. Statement of Intent

At Bradford Girls' Grammar School, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Comply with statutory guidance
- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parents, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018
- This policy has due regard to national guidance including, but not limited to, the following:
- DfE (2026) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'
- DfE (2021) Schools Covid-19 operational guidance (for reference only)

This policy operates in conjunction with the following school policies:

- Child Protection Policy and Covid-19 addendum

- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour for Learning, and Behaviour Management Policies
- Accessibility Plan
- Feedback Policy
- Curriculum Policy
- Assessment, Reporting and Recording Policy
- ICT Acceptable Use Policies
- Staff Code of Conduct
- Children Missing Education Policy

3. Roles and responsibilities

The Governing body is responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

The Headteacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Arranging any additional training staff may require to support pupils during the period of remote learning.

The Deputy Headteacher is responsible for

- Reviewing the effectiveness of this policy on a regular basis and communicating any changes to staff, parents, and pupils.

The Headteacher's PA is responsible for:

- Sending regular communications to parents to remind them to check regularly that their child is completing all work set.
- Keeping parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.
- Communicating with staff via email about any changes to remote learning arrangements.

The Safeguarding Lead (DSL) is responsible for

- Ensuring that relevant safeguarding activities are carried out within agreed timeframes, in collaboration with the Headteacher
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required
- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that Child Protection plans are enforced while the pupil is learning remotely and liaising with the Headteacher and Bradford Children's Social Care to make alternative arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working
- Ensuring all safeguarding incidents are adequately recorded and reported.
- Liaising with the Local Authority and Network Manager to ensure pupils with a social worker receive digital devices in a timely fashion.

The Network Manager is responsible for:

- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Overseeing that any school owned ICT equipment used for remote learning is resilient.
- Liaising with the Department of Education's preferred contractor in accessing digital equipment for eligible pupils.
- Ensuring that digital equipment procured through Government schemes is distributed to eligible pupils in a timely fashion.
- Liaising with providers of programs or networks used for remote learning to effectively support a large number of users at one time, where required, e.g., undertaking 'stress' testing.
- Working with the SENCOs to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.
- Monitoring SMOOTHWALL filtering software to ensure that online safety on site is maintained.

The Senior Leadership Team is responsible for:

Ensuring that pupils without access to ICT are:

- provided with a device under the DfE scheme if eligible or
- Lent a device by the school or
- Invited into school to access remote learning if they are not self-isolating / shielding or
- Provided with printed resources if they are not able to attend school
- Conducting regular reviews of remote learning arrangements to ensure pupils' education does not suffer.
- Reviewing the effectiveness of communication about online teaching and learning.

The Data Manager is responsible for:

- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR, when appropriate.

The SENCO in each phase is responsible for:

- Liaising with the Network Manager to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely and liaising with the Headteacher and the Local Authority SEND team to make any alternative arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

The Academy Business Leader is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any safeguarding incidents to the Safeguarding Lead using CPOMS software.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Adapting Curricula / Schemes of Work to ensure a blended approach to learning.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Headteacher
- Reporting any defects on school-owned equipment used for remote learning to the Network Manager
- Adhering to the Staff Code of Conduct at all times.

Parents/ Carers are responsible for:

- Letting the school know if they do not have ICT / Internet Access
- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely and that schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Letting the school know if their child has been unable to complete their work due to illness
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to the Home School Contract at all times.

Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a parent / carer if they do not have access.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behaviour for Learning and Acceptable Use Policy at all times.

4. Resources

Learning materials.

For the purpose of providing remote learning, the school may make use of:

- Work booklets or worksheets
- Email
- Past and mock exam papers
- Online learning portals
- Educational websites
- Reading tasks
- Links to video / audio material with associated tasks
- Smartboard slides
- PowerPoint presentations
- Class Notebook sections / pages in MS Teams.
- Recordings of live lessons

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

“Lessons” will be adapted to ensure that the curriculum remains accessible via remote learning,

Teaching staff will liaise with the SENCO and Literacy Coordinator to ensure all pupils remain fully supported for the duration of the remote learning period.

Any defects or issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

Pupils and staff will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g., laptops.

Eligible pupils without access to an appropriate digital device and/or internet connection will be supplied with one from any Government Scheme in place.

Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

During a period of local closure or national lockdown, in the event that a pupil has not been able to access a device via the DfE scheme or by borrowing one from the school, then they will be identified as "vulnerable" and as such invited to access vulnerable/ critical worker provision in school (as long as they are not self-isolating or shielding) so that they can access remote learning.

Teaching staff will oversee academic progression for the duration of the remote learning period and will provide feedback on work as appropriate.

The Network Manager and ICT Technician are not responsible for providing technical support for equipment that is not owned by the school.

Food provision.

During any extended period of home working caused by a crisis such as the coronavirus Covid-19 outbreak the school will ensure that families entitled to Free School Meals receive a payment to cover eligible children's meals. This ensures that their children continue to receive the food they need. Any information about local foodbanks will be shared via parent updates sent from school.

If the children of critical workers or vulnerable children are learning on site during a period of extended home working, they will be able to access a meal from the school Canteen. Those eligible for Free School Meals and staff working in school will receive a meal free of charge.

Costs and expenses.

The school will not contribute to any household expenses incurred while pupils learn remotely, e.g., heating, lighting, or council tax.

The school will not reimburse any costs for travel between pupils' homes and the school premises.

The school will not reimburse any costs for childcare.

5. Online safety

Teachers who are not able to attend school but are not ill (for example if they are self isolating due to having contracted Covid) will be asked to provide live teaching for classes in school as long as they are well enough to do so. Classroom management / organisation will be provided by a cover teacher in this instance. In the event that a teacher is not well enough to provide teaching, then cover will be set in the usual manner.

The acceptable use policies for all pupils and staff continue to apply whether the teaching or learning is happening at home or at school. A specific addendum to the Acceptable Use Policy has been drawn up to cover the period of a local closure or national lockdown when pupils are learning remotely.

Pupils / staff not using devices or software as intended (a breach of the Acceptable Use Policy) may be disciplined in line with the Behaviour Management Policy (pupils) or Disciplinary Procedures (staff).

Staff must inform the school of any known breaches of the Acceptable Use Policy whilst using their own devices off site, for example if a laptop is stolen which includes pupil data.

The school will communicate with parents about the methods of delivering remote teaching and learning –arrangements will be made to provide printed copies of the work if necessary.

Any communication with parents / pupils should take place within school hours (or hours agreed with the school after consultation with the family.)

Any communication with parents/ pupils should take place using school channels (e.g., school email address) wherever possible. If staff use their own devices to make welfare calls for example, they must follow school guidance and withhold their number.

If sending emails to multiple users, staff should use the Year group address or the bcc feature to prevent sharing of personal information.

Teachers should not share usernames and other personal data to allow access to online resources. The Network Manager can support teachers in enabling multiple pupils to access web-based resources.

The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus / anti-malware software installed and allows for internet access.

The school will communicate to parents via email about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g., ensuring that their internet connection is secure.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g., anti-virus / anti-malware software, on devices not owned by the school.

6. Safeguarding

This section of the policy will be enacted in conjunction with the staff code of conduct, the school's Acceptable Use Policies, and Child Protection Policy.

The DSL and DDSLs will identify pupils who are deemed to at risk of harm via risk assessment prior to a period of prolonged remote learning such as a lockdown. These pupils will be invited into school to work. However, a social worker may agree to remote learning.

If a vulnerable child will be working remotely, the DSL will arrange for regular contact to be made with them during the period of remote learning.

Phone calls made to vulnerable pupils will be made using school phones where possible. If this is not possible, staff will ensure that their number is withheld before making the call.

The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged when required.

All contact with vulnerable pupils will be recorded on CPOMS.

The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

All home visits must:

- Have at least one suitably trained individual present.
- Be suitably recorded on CPOMS.
- Actively involve the pupil but also adhere to any social distancing measures that may be in place.

Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to any remote working taking place.

The DSL will use Microsoft Teams to discuss new and current safeguarding arrangements with the Senior Leadership Team when it is not possible to speak face to face.

All members of staff will report any safeguarding concerns to the DSL immediately using CPOMS software.

If pupils or their parents are worried about any online activity, they must report to the DSL by telephone, or by using the dedicated email safe@bggs.bdat-academies.org

7. Data protection

This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

Staff members will be responsible for adhering to the GDPR when teaching remotely and will always ensure the confidentiality and integrity of their devices.

Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.

All contact details will be stored in line with the GDPR in relation to Data Protection and Records Management.

The school does not permit paper copies of contact details to be taken off the school premises.

Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.

Staff will take care when sending emails to multiple recipients, ensuring that the bcc function is used to hide others' email addresses.

Shared usernames / passwords for departmental access to third party software must be used carefully and not shared with pupils.

Any breach of confidentiality will be dealt with in accordance with the school's Data Protection Policy and Acceptable Use Policy.

Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Management Policy or the school's Disciplinary Procedures for staff.

8. Teaching and Learning

Pupils should access remote learning during the school week if they have covid and are self isolating but not ill, suspended, attending the isolation unit, on holiday or at home following a national lockdown.

For all cases apart from a national lockdown or those attending isolation, the attendance officer will inform teachers of the pupils who need access to remote learning. Year Leaders/ Managers inform staff of pupils who are working in the isolation room.

Parents will inform the school if their child is unwell and unable to complete work

The Headteacher's PA will communicate with staff via email about any changes to remote learning arrangements.

The school will communicate via Microsoft Teams or school email.

Relevant pupils will be provided with high quality remote learning materials/ instructions that they can access from home. In addition, they can communicate with their teacher via MS Teams or by email.

In the event of a full lockdown, Live Lessons will be provided for all pupils. The teacher will be online for the full duration of the lesson to be able to introduce elements of the lesson and ask/ answer questions but there will also be some periods where pupils are required to produce independent work Class work will also be uploaded, so that those who cannot join in real time, because they are sharing a device with siblings/ parents, can complete the work at a more convenient time. Children who do not have access to appropriate devices, or where internet access is inconsistent or limited are able to attend school as part of the Critical Worker/ vulnerable children group.

If a pupil is self-isolating, but the rest of the class is in session, then they will be able to access their work via MS Teams or Google Classroom and communicate with their teacher by email or by telephone.

The School is committed to continuously reviewing and developing remote teaching and learning strategies with the safety of all members of the community in mind.

Appendix 1 provides a summary of remote learning provision that will be put in place across the through school, should a period of national or local lockdown occur.

9. Providing Feedback

All schoolwork set through remote learning must be:

- Complete when returned to the relevant member of teaching staff.
- Returned by the deadline set by the relevant member of teaching staff.
- Completed to the best of the pupil's ability.
- The pupil's own work.
- Responded to, either by a teacher or as an auto-generated reply from third party software such as Hegarty Maths, or Kerboodle.

The school expects pupils and staff to maintain a good work ethic and a high quality of work during any period of remote learning.

Pupils are accountable for the completion of their own schoolwork.

Teachers will contact the pupil via email if work has not been completed.

Teachers will log pupils who do not access learning. In persistent cases, during a local closure or National Lockdown these pupils will be contacted by the welfare team and invited into school to access learning as long as they are not self-isolating / ill.

Leaders will use their professional judgement to decide whether/ what further action should be taken.

The Headteacher's PA will remind parents regularly to check that their child is completing all work set.

Teaching staff will contact the SENCO or Literacy Coordinator for any assistance in meeting the needs of pupils with special educational needs or those who are New to English.

10. Health and safety

If using electronic devices during remote learning, pupils will be encouraged to take regular screen breaks, through independent learning activities. Screen breaks will be more frequent for younger pupils or pupils with specific medical requirements.

11. Communication

The school will ensure adequate channels of communication are arranged in the event of an emergency.

The Headteacher's P.A. will communicate with parents and staff via email about any changes to remote learning arrangements as soon as possible.

The school understands that pupils learning remotely have the right to privacy out-of- hours and should be able to separate their school and home lives – communication during a local closure or national lockdown is only permitted during school hours.

Middle leaders can access all subject teams / google classroom pages to help them answer parental / pupil queries without worrying the teacher.

Pupils have the opportunity to receive daily contact with their teachers.

Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

Issues with remote learning or data protection will be communicated to the school as soon as possible so they can investigate and resolve the issue.

The Senior Leadership Team will review the effectiveness of communication on a regular basis and ensure measures are put in place to address gaps or weaknesses in communication.

12. Monitoring and review

This policy will be reviewed on an annual basis by the Senior Leadership Team,

Any changes to this policy will be communicated to all members of staff and other stakeholders.

The next scheduled review date for this policy is October 2026.

13. Sources of Reference

https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19#communicating-with-parents-carers-and-pupils

https://swgfl.org.uk/resources/safe-remote-learning/

https://coronavirus.lgfl.net/safeguarding

https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safel

Appendix 1

Remote education provision: information for parents.

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from the remote education provided by Bradford Girls' Grammar School. The Senior Leader with overarching responsibility for remote learning is:

Mrs N Ali – Deputy Headteacher

The remote curriculum: what is taught to pupils at home.
A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?
All pupils will receive remote learning instructions located on Microsoft teams for senior phase pupils and Google Classrooms for primary phase pupils.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?
We will teach the same curriculum remotely as we do in school following the same timetable for senior phase pupils and with some adaptations to timings for the primary phase.
Training videos to provide more information about accessing remote learning and live teaching on MS teams (senior phase) are located on the student portal log in page on the school website: https://www.bggs.com/about-the-school/contact/school-portals/

How long can I expect work set by the school to take my child each day?
We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Secondary school-aged pupils Key Stages 3 and 4	5 hours per day

Accessing remote education.
How will my child access any online remote education you are providing?
Microsoft Teams

If my child does not have digital or online access at home, how will you support them to access remote education?
We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:
If your child is entitled to free school meals, we should be able to apply for a device and/or internet access for him/her. Please contact Mrs Ali to let us know if you need this support.

If we have not been able to support your family with the loan of a device or internet access, then your child can attend school as part of the vulnerable/critical worker group during a local closure or national lockdown

How will my child be taught remotely?
We use a combination of the following approaches to teach pupils remotely:

- Live teaching
- Recorded teaching (video lessons) with additional instructions
- Textbooks and reading books pupils have at home
- Directions to activities on commercially available websites supporting the teaching of specific subjects / topics, including video clips and sequences.
- Directions to teacher generated activities.

Every child should be able to interact with their teacher on a lesson-by-lesson basis.

Teachers will introduce every lesson to their pupils, either face to face, or using audio only. A few teachers may use live chat (text based). This means that the teacher can introduce the learning activities and the teacher or pupils can ask questions. The teacher will introduce learning activities throughout the lesson, asking and answering questions as would happen in a face to face lesson. Pupils can expect to complete 15-20 minutes independent learning for each 60 minute lesson and to submit these for feedback using Teams, Google Classroom or Email.

In the Primary phase, all instructions for learning are located in the RG folder on google classroom. Parents will receive a guide from the school indicating how they will access live teaching elements of each lesson.

Engagement and feedback.

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?
We expect parents to support their children in setting up appropriate routines to support their learning.
Please report pupil illness to the school attendance officer as usual.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?
Teachers will log any child who has not attended their lessons using school systems. School staff will be in touch with parents to ensure that any child who does not engage with remote learning starts attending school again as part of the vulnerable/ critical worker group during a period of local closure or national lockdown.

How will you assess my child's work and progress?
MS Teams allows teachers to assess pupils' work in a variety of ways: Feedback can take many forms and may not always mean extensive written comments for individual children. Whole-class feedback may be given verbally on the team or the teacher may set a self-marking quiz for pupils to complete so that they can check their own work.

When a pupil submits a piece of work using MS Assignments, they will receive a notification when the teacher has provided feedback electronically.

What can I do if I am not happy with the quantity or quality of the remote education provided?
In the first instance, please contact your child's teacher. If still unhappy, please email Mrs Ali.

Additional support for pupils with particular needs
How will you work with me to help my child who needs additional support from adults at home to access remote education?
We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:
Each child on the SEND register will be contacted at least once per week separately and in addition to their taught lessons. This may take the form of a telephone call or MS Teams meeting.
All children with an EHCP along with those who are New to English will be expected to attend school as part of the vulnerable children / critical worker group.