



Remote Learning and Education Policy

Version:

V01

Date of issue:

March 2026

Reviewed:

Date of Next Review

March 2027

Policy Author:

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EMPOWERING MINDS. NAVIGATING FUTURES

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, Safeguarding and Child Protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

While this current policy document may be referred to elsewhere in Helm Academy documentation, including particulars of employment, it is non-contractual.

Policy Issues and Updates

Version Number	Created/ Reviewed/ Amended By	Date Created/ Reviewed/ Amended	Comment	Next Review Date
1	E. Bartlet	March 2026	Policy implemented – new framework aligned	01/03/2027



Helm Academy

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Remote education information for parents

As of 24 March 2022, schools no longer have a legal duty to provide remote education under Corona Virus Lockdown regulations. The DfE's [guidance](#) is non-statutory and aims to support schools to maintain their capabilities to deliver high-quality remote education where necessary. Schools should consider providing remote education where they are required to close their premises in line with DfE guidance.

Scenarios where this might apply include:

- When school leaders decide that the school cannot open safely, or that opening would contradict guidance from local or central government.
- When individual pupils, are unable to physically attend school but are able to continue learning, e.g. a pupil has an infectious illness, EBSA, EOTAS, A Reintegration timetable

In the event of an emergency e.g. adverse weather conditions, the school may be required to partially or fully close. We want to ensure you, and your child understand what to expect from remote education if your child needs to learn from home. Where your child is unable to attend school, they will be provided with remote education for the period they are off – information regarding this provision is also included in this document.

Your child may also have a specific remote timetable where that are EBSA and EOTAS and receive their full curriculum remotely due to the requirements in their EHCP as agreed by the Local Authority. They will have a specifically designed and set out timetable and curriculum that has been designed and set out to meet their bespoke needs and requirements.

Working with the LA

Under section 19 of the Education Act 1996, LAs are responsible for arranging suitable education for children of compulsory school age who, because of health or other reasons, would otherwise not receive a suitable education.

The LA are required under [statutory guidance](#) to provide education as soon as it is clear that a pupil will miss 15 school days or more, whether consecutive or cumulative. Schools should work closely with the LA and any relevant medical professionals to ensure that pupils with health needs are fully supported at school, including putting IHPs in place if appropriate.

What to consider when providing remote education to individual pupils

The school should make efforts to overcome barriers to attendance and provide support for the pupil to attend whilst regularly barriers alongside the pupil, their parents and any relevant medical professionals.

Remote education should not be viewed as equal to attendance in school and the period of physical absence should be brought to an end as soon as possible.

When deciding to use remote education, schools should:

- Ensure mutual agreement by the school, parents, potentially pupils and any relevant medical professionals.
- Involve the LA in the decision if the pupil has an EHC plan or a social worker.
- Where remote education is being used to reintegrate a pupil back to school, put a formal arrangement in place to review its efficacy regularly, alongside identifying what other support and adjustments can be introduced to ease the pupil back to school.
- Set a time limit on the review of remote education, with the aim that the pupil returns to in-person education with the required support in place to meet their needs.

Good Practice

Remote education plans should be kept under review in consultation with staff to ensure that they remain up to date and relevant to the school's current context, while considering any additional burdens that remote provision may place on staff and families.

Remote education may include recorded and/or live direct teaching time, as well as time for pupils to complete tasks, reading and assignments independently, as appropriate for their age and stage of development.

The DfE states that online lessons do not necessarily need to be recorded by school teaching staff – external providers such as [Oak National Academy](#) can be used instead of school-led content.

When developing remote education provision schools should consider:

- Ensuring it is ready for pupils to access as soon as possible and that it is proportionate to the length of absence.
- Providing remote education that is equivalent in length to the core teaching time pupils would receive in school where possible.
- Being mindful of the individual needs and circumstances of the pupil and their families, including:
 - Age, stage of development and independent study skills.
 - SEND and additional needs.
 - The home environment.
 - Screen time and allowances for adequate breaks.
 - Significant demands on parents whose children may require high levels of support.
- Working to overcome barriers to digital access, e.g. by auditing access to devices, connectivity or distributing school devices and by supporting families to find appropriate internet connectivity solutions if and where necessary and possible..
- Ensuring equal access through the provision of printed resources, supplemented with other appropriate forms of communication between the school and pupils.

- Planning opportunities for feedback and interaction with teachers and peers.
- Identifying a senior leader with responsibility for the provision of remote education.

Understanding that pupils may be at risk of harm inside and outside of the school, home and online and having systems for checking whether pupils are safe at home and engaging with their remote education.

The remote curriculum

If the school is required to restrict entry at short notice, we will provide workbooks for the first day or two whilst we make the necessary arrangements for remote learning.

Our school will continue to provide the same curriculum at home as we do on the school site.

Due to the nature of some lesson plans we have made amendments to certain activities, e.g. ceasing practical science lessons.

Remote teaching time

[Schools with pupils in KS1] Pupils will receive 3 hours of remote education a day on average, with less for younger children.

[Schools with pupils in KS2] Pupils will receive 4 hours of remote education a day.

[Schools with pupils in KS3 and KS4] Pupils will receive 5 hours of remote education a day.

Remote learning approach

Remote learning is delivered in a variety of different ways, including the following:

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- Live online lessons
- Recorded lessons (video/audio recordings made by teachers)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Textbooks and reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Long-term project work and/or internet research activities
- Timetabled 1:1 and small group sessions for EOTAS and EBSA pupils

Feedback

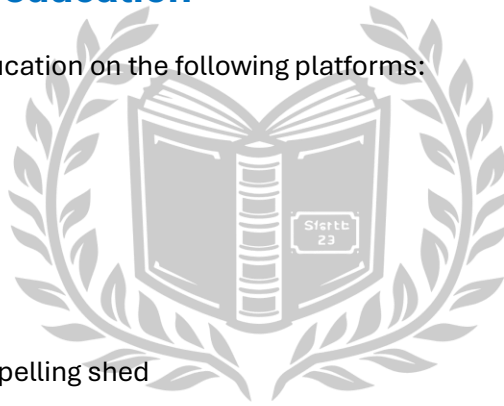
In order for us to provide high-quality remote learning, we will continue to provide constructive feedback to ensure pupils are meeting the correct standards in their learning. We will use the following methods to ensure your child is learning efficiently and effectively:

- Whole-class feedback or quizzes marked automatically via digital platforms, amongst many others
- Asking pupils to submit work for marking at the end of the day and returning marked work via digital platforms
- Return individually marked pieces of work directly to the pupil and discuss feedback 1:1

Accessing remote education

We are providing remote education on the following platforms:

- Microsoft Teams
- ClassDojo
- Teams Classroom
- Mymaths
- Literacy / Maths / Spelling shed
- White Rose
- Jolly Phonics / Twinkl Phonics
- International Middle School Curriculum



Helm Academy

We understand that some pupils may not have suitable online access at home. The following approaches are implemented to support pupils to access remote education:

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- We will issue or lend laptops or tablets to pupils who require extra support for technology
- Will issue or lend devices that enable an internet connection (e.g. routers or dongles) and offer support for where parents can find more information
- We will provide printed materials needed if they do not have online access
- We will collect or allow hard copy submission of any work completed if online submission is not available

If your child does not have access to the necessary technology for online learning, please contact the school to make suitable, confidential arrangements.

Pupils with additional needs

Our school recognises that some pupils with additional needs, e.g. pupils with SEND, may not be able to access remote education without the support of an adult at home. In order to support these pupils, we will work with you to ensure they are able to access a high-quality education in the following ways:

- Our SENCO will get in touch with you if your child has SEND to discuss how to support your child's remote learning
- We will ensure pupils are provided with regular check-ins with their teachers via telephone, face-to-face, and on-line

We encourage you to get in touch if you believe your child may struggle or is struggling with accessing remote education.

Remote education for self-isolating pupils

In the case that your child is required to self-isolate due to having an infectious illness, but is well enough to continue learning, the remote education they will receive may differ to what they would receive if the school were to close. These pupils will have the following support put in place for them:

- Pupils will initially be provided with a workbook, and their class teacher will organise access to remote learning for them

Contacting the school

We will provide you with all the details you may need when contacting the school while your child is learning from home. When contacting the school, here are four important things both you and your child need to remember:

- When on a video call, sit in a suitable area, e.g. a living room with a neutral background.
- When on a video call, wear suitable clothing and ensure your conduct is respectful, school uniform is preferable.
- Understand that staff may not always be able to help, but they will try their best.
- Remember to act in the same manner as in the school building.

Additional information

Additional information you need to be aware of includes the following:

- The school will provide you with all the important contact information for key members of staff, including your child's teachers and the headteacher
- Any concerns regarding the safety of your child should be directed to the school's designated safeguarding lead
- Teachers will monitor work completed to ensure your child is still completing set work

Supporting your child's learning

Top tips for supporting your child while they learn from home:

- Keep to a routine as much as possible so your child knows what to expect
- Keep active – ensure your child is getting enough exercise and incorporate this into their daily routine
- Use different methods to assist learning, e.g. online programmes and documentaries
- Stay sociable – organise with other parents to arrange video calls with your child's friends so they can stay connected during social hours

For younger children, you can:

- Incorporate learning in make-believe play.
- Play educational games with numbers or letters and read together.
- Involve them in things you are doing, e.g. chores, and talk with them about it.

Additional resources

The following resources can help you support your child while they are participating in the school's remote education programme:

- [Top tips to support parents with remote learning](#) – practical tips for parents to support remote learning
- [The Education Endowment Foundation](#) – an independent charity that has produced support resources for parents
- [COVID-19 educational resources](#) – resources aimed at children with and without learning difficulties
- [SEND-specific resources for learning from home](#) – resources to aid the remote learning experience for children with SEND
- [Specialist content for pupils with SEND](#) – learning resources for children with SEND
- [SEND-specific BBC resources and activities](#) – BBC resources aimed at children with SEND
- [BBC Bitesize](#) – resources for children, teachers and parents
- [LendED platform](#) – resources for remote education

- [Isaac Physics](#) – remote education resources for physics, chemistry and maths lessons from GCSE to A-level
- [Find your local library](#) – an online tool to help children and parents find their closest library, which can provide access to hundreds of helpful resources
- [Support for parents and carers to keep children and young people safe from online harm](#) – advice and guidance to help parents and carers to keep children safe online during remote education

Free school meals and remote education

The school should work with its school catering team to provide good quality lunch parcels or to issue a food voucher for pupils eligible for FSM. Further information can be found via the DfE’s [‘Free school meals: guidance for schools and local authorities’](#).

Remote education during a suspension or permanent exclusion

Headteachers are responsible for ensuring that work is set and marked for pupils during the first five school days of a suspension or permanent exclusion. Remote education should not be used as a justification for sending pupils home due to misbehaviour.

Schools must have regard to the DfE’s [Suspension and Permanent Exclusions](#) guidance and their legal duties to pupils with SEND.

Delivering remote education safely

Schools should pay attention to the DfE’s [‘Safeguarding and remote education’](#) guidance which provides information on what to do to ensure pupils are protected online during a period of remote education.

Schools should ensure that their safeguarding and child protection policies are up to date and reflect the potential need for remote online education provision and the fact that pupils might be learning both online and in the classroom.

Rationale

Our rationale in the event of a school closure/partial closure is that the school is committed to providing continuity of education to its pupils and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of pupils and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term pupil absence.

We have taken into account DfE guidance: ‘Providing remote education: non statutory guidance for schools, January 2023’.

Remote learning may also be appropriate in situations when pupils, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion/suspensions from school, or longer-term illness, assuming pupils are able

to complete schoolwork at home. Another relevant instance would be if, following an infectious disease outbreak, pupils are self-isolating at home but are not suffering with relevant symptoms.

There is no obligation for the school to provide continuity of education to pupils who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take pupils on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their child from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease. At Yarrow Heights School we will do our utmost to support all families with work packs / online learning in this instance.

Remote learning for individual pupils

Assuming an absence has been agreed with the school, and the pupil in question is healthy enough to work from home, the school will provide work for pupils who are unable to attend in person. If this occurs for an individual pupil, the collation of work and communication with the parent/carer will be coordinated by staff from the school.

Though every case will have its own specifics, a rough guideline for the frequency of communication between school and parent/carer would be once per week. Every case will have its own specifics; therefore, staff may be in contact daily if the pupil does not sign in for their designated online lessons or if work packs have been agreed upon. Regular welfare calls will be made by staff to ensure the safety of our pupils.

If a significant number of pupils are absent from school, but the school remains open, the Headteacher will decide whether the method of remote learning operated will take the form outlined here, or as outlined below.

Online learning for EOTAS agreed pupils

All pupils join their virtual classroom, where they can attend and participate in lessons, view resources, submit assignments, receive feedback from staff, and have some opportunities to collaborate with peers where appropriate.

We understand that to prepare our pupils for further study, the world of work it is imperative that we teach them the skills and behaviours to enable them to participate appropriately and function effectively online and in virtual classrooms.

After signing a Code of Conduct (by pupils and parents/carers) which highlights online safety and promotes the positive use of technology, every Helm Academy pupil receives a Chromebook / laptop (dependent on requirements), pupil email address and access to the Microsoft Office 360 platform for Education.

Pupils are encouraged to continue their learning outside of the school day through their virtual classroom and additional learning platforms, such as - but not limited to (dependent on need and ability):

- Access, onsite or online, to educational platforms such as:
- Literacy – Jolly / Twinkl / Literacy Shed (Phonics), Literacy Shed (Reading) and Twinkl / Literacy Shed (Vocabulary)
- Mathematics – White Rose, My Maths , Maths Shed

- BKSB Individualised Programmes for Functional Skills and GCSE English and Maths
- Individual project work
- Home learning packs

Helm Academy guarantees how many lessons each Key Stage will have of each of the Core Curriculum areas, based on recommended guided learning hours for the qualifications we deliver.

Remote learning in the event of extended school closure/partial closure

In the event of an extended school closure/partial closure, the school will provide continuity of education in the following ways:

- Regular direct instruction from teachers, with the ability of pupils to ask questions online via Teams Classrooms.
- The setting of work that pupils complete, with written responses (if relevant) completed electronically and or on paper, which parents/carers can post on Friday of each week, with a new hard copy work pack posted to them. Work packs will be marked by staff the following week and returned the following Friday.
- The school recognises that many families may not have home printers and will therefore not require the printing of material.

The primary platform the school will use to deliver continuity of education is Teams Classroom.

The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both pupils and teachers to participate in remote learning. The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

Live sessions

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Academic subject areas may also arrange for teachers to deliver content in a 'live' manner (either by text or audio and/or visual means).

Teams Classroom is the platform that we will use to allow for resources to be shared, teachers to provide feedback, and pupils to ask questions in 'real-time'. Pupils will be provided with details of their lessons/sessions and will be expected to participate in them if they are asked and able to. Live sessions can be particularly helpful as they can help communication, with pupils able to respond to teachers' questions (and ask them) via the conversation functionality in Microsoft Teams. This is also a time which staff members use to check on the welfare of our pupils and ensure their safety.

Pupils have a school email address to avoid any issues regarding GDPR; there will be no expectation for parents/carers or pupils to provide their own email addresses for use.

Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to pupils on pieces of work that they submit. Under normal circumstances, not all pieces of work are formally assessed by teachers, and this would continue to be the case, should the school employ remote learning.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking within exercise books. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research.
- Using the chat/comments function on Microsoft Teams or the comments / grading function on Teams Classroom.
- Sending direct feedback to pupils via books or their school email address with specific feedback / targets.
- Feedback via another website / piece of software.

Expectations of pupils

Assuming that a pupil is healthy and well enough to work, pupils will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability. Pupils will also be expected to read and respond to communication from the school (e.g. an email from their tutor / teacher) on a regular basis.

Pupils should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress. If pupils or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant subject teacher. If there are questions about a pupil's overall workload (e.g. a pupil feels they are overwhelmed or falling behind), these should be directed to the pupil's tutor.

Teachers must work on the assumption that pupils will not necessarily have the full range of books and equipment that they would usually have in school. However, if advance notice is possible, teachers will instruct pupils to take relevant equipment from their classrooms/lockers home, or for parents to ensure they have duplicates. The school does not expect pupils to have access to any specialist equipment that would usually be provided by the school (e.g. science equipment). Teachers should ensure they are able to scan or upload photos of important resources in case pupils do not have access to them at home.

Expectations of teachers

Teachers should ensure they have effective internet and phone connectivity at home. If this is not available for any reason, teachers should notify their line manager immediately. Teachers should set the background to the Helm Academy screen.

The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies. Under normal circumstances, subject areas take different approaches to the setting and assessment of pupils' work – for example, the frequency of their usual timetabled lessons and the regularity of written assessment provided – Curriculum subject policies will be applied in the event of remote learning.

In order that we are providing a consistent approach; teachers are responsible for overseeing the nature and frequency of tasks set and assessed within their subject areas. All teachers should pay due care to the nature of tasks set, so that pupils have a range of activities to complete at home and are not exclusively working on a screen. Teachers are responsible for providing constructive feedback to their pupils in a timely manner.

In the event a teacher is unwell during a period of remote learning, it is their responsibility to ensure work is emailed to school so it can be set for his/her classes.

Teachers should be available to contact parents if needed, by email or phone (when phoning from personal devices, dialling 141 before the number will ensure the teacher's own number is kept anonymous).

If parents ask for additional work beyond that set as part of the requirements above, subject areas should have a bank of general resources available and point pupils and parents in that direction.

In order to ensure teachers are able to perform the minimum expectations outlined above, the school will provide a range of training opportunities that teachers should access before any planned school closure. Teachers should ensure that they have looked through specific instructions, watched walk-throughs and attended teacher training sessions. If teachers require support with any aspects of remote learning, they are encouraged to consult the Headteacher.

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, pupils and parents. Teachers also should ensure their communication with pupils does not encourage unhelpful work habits. All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 4.00pm, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Communication must always occur via official school channels, and not through personal accounts or other websites. Permitted methods are (please also see appendix regarding live links and flipped learning):

- email using school email addresses only
- Microsoft Teams
- Teams Classroom

Support for pupils with SEND, EAL and other specific learning enhancement needs

Teachers should ensure that work is adapted as required for all pupils when setting online tasks.

In addition, the Headteacher will ensure staff maintain contact with pupils on their lists requiring regular support, by email or phone with parents/pupils and feed back to other teachers if required. Any regular support a child receives e.g. overlays and readers will be sent out via work packs as well as information shared on how to download these if working electronically.

Pastoral care during a school closure/partial closure

In the event of a school closure, the primary responsibility for the pastoral care of a pupil rests with their parents/carers. However, teachers, TAs, HLTAs, tutors and administrative staff (under the guidance of the Senior Leadership Team) should check in regularly to monitor both academic progress and their general wellbeing. Staff will be expected to pass on feedback to the Senior Leadership Team, particularly if there are any concerns or a lack of communication relating to a pupil. Key staff in this process are the Pastoral and Safeguarding teams.

Safeguarding during a school closure/partial closure

In the event of a school closure, pupils, parents/carers and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school. The safeguarding team will continue to attend multi-agency or SEND meetings during this time via remote connection.

Behaviour Support Service Support during a school closure/partial closure

In the event of a school closure, staff will maintain pastoral support or interventions with children and young people through remote meetings on Teams or Google Meet and dialogue with schools and parents via telephone/email.

Review of implementation

The implementation of this policy is reviewed annually by the school's Senior Leadership Team in consultation with staff and a report is made to the Governance Body. The school may submit to Helm Academy Board proposals for amendments to this policy.

Appendix 1 – Remote Learning Agreement

1. I will only use school ICT equipment in school/home, including the internet, e-mail, digital video, mobile technologies, for school purposes.
2. I will only use my school e-mail address for school related things.
3. I will not attempt to bypass any computer or user account restrictions to access confidential or otherwise restricted information on the school network.
4. I will not try to bypass the internet filtering system.
5. I will make sure that all electronic communications with pupils, teachers or others are responsible and sensible.
6. I will be responsible for my behaviour when using the Internet. This includes resources I access and the language I use.
7. I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material, I will report it immediately to my teacher.
8. I will ensure that my online activity, both in school and outside school, will not cause my school, the staff, pupils or others distress or bring them into disrepute.
9. I will follow the school approach to online safety and not deliberately record/video upload or add any images, video, sounds or text that could upset or offend any member of the school community.
10. I will respect the privacy and ownership of others' work on-line at all times.
11. I understand that all my use of the internet and other related technologies will be filtered, and can be monitored, logged and made available to teachers, to protect me and others and the integrity of school systems.
12. I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied and my parent/carer will be contacted.

Pupil Name:	
Signed Pupil	
Signed Parent/Carer	
Signed Staff Member:	

Appendix 2 - Online Lessons (Secondary pupils)

During online lessons with your teachers, it is really important that you stick to these rules:

1. An adult is present in the home during the online lesson.
2. You are in either your dining room, living room or kitchen and not your bedroom.
3. You must be dressed and ready – not in pyjamas.
4. Please remember that online lessons are still part of school. You must be respectful to staff and other pupils. School rules still apply. No swearing.
5. Stay safe online – keep yourself, your classmates and your teacher safe.
6. Do not record or take pictures of your teacher or classmates during your online lessons.
7. Please try to be in a quiet area where you are able to concentrate. Any background noise will be a disturbance to you, your classmates and your teacher.
8. Where possible there will always be two members of staff present on the online call.

Joining the online lesson

- Your teacher will send you an invitation to join a meeting on Teams which will come through in an email.
- Open the invitation and click on 'Yes'.
- Go onto the calendar; you should be able to see the meeting on the calendar.
- Click on 'Join'.
- You will have the option to join via the app or to join using the browser.



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OfSTED and Safeguarding Assurance Summary – For Governance

Purpose:

This summary provides governors with a concise safeguarding assurance overview of the Remote Education and Learning Policy. It does not replace the policy and should be read alongside the fully approved Word/PDF version.

Statutory Alignment:

Governors are assured that the policy aligns with statutory safeguarding guidance, including Keeping Children Safe in Education and Working Together to Safeguard Children. Safeguarding duties apply equally to on-site, blended and remote education arrangements.

Risk, Vulnerability and Inclusion:

Remote education decisions are informed by risk assessment and consideration of pupil vulnerability, including SEND, EAL, medical needs, EBSA and EOTAS arrangements. Digital access, engagement and attendance are recognised as safeguarding indicators and monitored accordingly.

Safeguarding Practice and Controls:

Safeguarding controls are in place for online safety, professional conduct, live online sessions, reporting and escalation. Pastoral oversight continues during remote education, with clear routes for concerns to be raised and managed in line with safeguarding procedures.

Leadership and Governance Oversight:

Senior leaders retain operational responsibility for safeguarding implementation. The Governing Body provides strategic oversight and challenge, receiving assurance through monitoring, review and evaluation of safeguarding effectiveness.

Review and Continuous Assurance:

Safeguarding arrangements within remote education are reviewed regularly. Findings inform improvement actions and governance assurance. Oversight is continuous and not limited to inspection cycles.