

Remote and Blended Learning Policy

Academic Year 2026-27

Purpose To secure safe, inclusive and high-quality education when learning is delivered wholly or partly away from the School site.

Document control	Approved position
Policy owner	Headmaster
Operational lead	Headmaster or delegated Remote Education Lead
Safeguarding lead	DSL
Applies to	EYFS to Sixth Form; all staff, pupils, volunteers and contractors involved in delivery
Approval	Proprietor and Governing Body
Effective	1 September 2026
Review	At least annually and after any significant activation, incident or change in guidance
Publication	Staff SharePoint; available to parents on request

1. Policy statement

St Dominic's Grammar School is principally an on-site day school. Remote education is an exceptional or supplementary method of curriculum delivery, not a substitute for regular attendance where on-site education is available and appropriate.

Where it is used, the School will provide an ambitious, coherent and accessible programme that is well integrated with its courses of study, supports progress, safeguards pupils and is recorded correctly. Remote education will never be used simply to manage misbehaviour, staffing convenience or an unlawful exclusion.

Inspection principle Remote education must be well designed as part of curriculum implementation, integrated into the course of study, and supported by accurate attendance recording.

2. Aims

1. maintain continuity of education during disruption or where an individual pupil cannot attend for an agreed reason;
2. set clear approval, safeguarding, attendance and quality expectations;
3. provide developmentally appropriate arrangements from EYFS to Sixth Form;
4. remove or reduce barriers arising from SEND, disability, health, language, technology or home circumstances;
5. protect personal data, privacy, intellectual property and cyber security;
6. support meaningful interaction, assessment, feedback, pastoral care and pupil wellbeing;
7. enable the Proprietor and Governing Body to assure themselves that the policy is effective.

3. Scope and definitions

Term	Meaning
Remote education	Education delivered where teacher and pupil are not in the same physical place. It may be synchronous, asynchronous, paper-based or a planned combination.
Blended learning	A planned combination of on-site and remote delivery within the same course, class or period.
Live lesson	Real-time teaching through a School-approved audio/video platform.
Asynchronous learning	Recorded explanation, reading, tasks, discussion, practice or feedback accessed at a different time.
Temporary remote arrangement	An individually approved, time-limited arrangement, normally supported by medical, safeguarding or continuity planning.
School systems	Accounts, devices, networks, platforms and storage approved and controlled by the School.

This policy applies during whole-school or partial closure, local disruption, major incidents, short-term access problems, and individually approved arrangements. It also applies to remote pastoral or support contact linked to education.

4. Legal and regulatory framework

This policy is informed by the following, as applicable:

8. Education (Independent School Standards) Regulations 2014, as amended, including Parts 1, 3, 4, 5, 6 and 8;
9. Keeping Children Safe in Education 2026 (KCSIE 2026);
10. the statutory EYFS framework applicable from 1 September 2026;
11. Equality Act 2010; Children and Families Act 2014; SEND Code of Practice: 0 to 25 years;
12. School Attendance (Pupil Registration) (England) Regulations 2024 and current attendance/CME guidance;
13. UK GDPR, Data Protection Act 2018 and Data (Use and Access) Act 2025;
14. Human Rights Act 1998; Copyright, Designs and Patents Act 1988; Online Safety Act 2023;
15. DfE guidance on remote education, safeguarding and remote education, emergency planning, digital standards and generative AI;
16. current ISI inspection framework and DfE independent-school inspection guidance.

Related School policies include Safeguarding and Child Protection; Staff Code of Conduct; Low-Level Concerns; Attendance; Missing Pupil/CME; Curriculum; Behaviour; Anti-Bullying; Online Safety/Data Protection/Acceptable Use; SEND; Equality and Accessibility; Medical; First Aid; Educational Visits; Exclusions; AI and assessment; Major Incident and Business Continuity.

5. Governance and responsibilities

Role	Core responsibilities
Proprietor and Governing Body	Ensure compliance, resources and oversight; approve the policy; receive assurance on activations, safeguarding, access, quality and incidents.
Headmaster	Authorise School-wide or individual provision; appoint the operational lead; ensure curriculum, staffing, attendance and welfare arrangements; report material issues.
DSL	Lead safeguarding risk assessment; remain available or ensure a Deputy DSL is available; oversee concerns, vulnerable-pupil contact, online-safety alerts and escalation.
Remote Education Lead / senior leaders	Coordinate activation, timetables, access, staff guidance, communication, quality assurance, contingency and review.
Heads of phase/subject and SENCO	Sequence learning, monitor quality and engagement, make adaptations and coordinate reintegration.

Role	Core responsibilities
IT lead/provider	Secure and maintain approved systems; configure access, recording, filtering and monitoring; preserve logs; respond to incidents and support users.
Teachers and support staff	Deliver safely and professionally; check understanding; assess and feed back; record engagement; report welfare, conduct, technical and data concerns.
Pupils and parents	Follow agreed routines and acceptable-use rules; protect privacy and accounts; communicate barriers promptly; support attendance and safeguarding expectations.

6. When remote education may be used

The Headmaster may activate provision where on-site education is not reasonably available or an agreed individual arrangement is necessary. Examples include:

17. temporary closure or restricted access caused by weather, utilities, security, public health or another emergency;
18. a class, phase or group unable to attend while the School remains open;
19. a pupil whose attendance is temporarily affected by physical or mental ill health, supported by an individual plan and appropriate professional advice;
20. short-term continuity during an approved transition or exceptional circumstance;
21. a planned supplementary element of a course, intervention or enrichment activity.

Remote education is not automatic for ordinary short-term sickness, family travel, unauthorised absence or term-time holiday. It does not convert an absence into attendance and will not be used to avoid statutory attendance, exclusion, medical or alternative-provision duties.

Individual approval Any arrangement lasting more than five school days should record the reason, intended duration, curriculum, contact, attendance coding, safeguarding controls, reasonable adjustments, review date and reintegration plan.

7. Activation and communication

22. The Headmaster assesses the incident and authorises the scope, start time and review point.
23. The DSL assesses safeguarding implications and identifies pupils requiring enhanced contact.
24. Senior leaders confirm staffing, platform, timetable, curriculum priorities, access support and contingencies.
25. Parents, pupils and staff receive clear written instructions, including how attendance and safeguarding concerns will be handled.
26. Provision is reviewed at least weekly during extended activation and adjusted in light of engagement, learning, workload and welfare evidence.
27. The return to ordinary on-site provision is communicated promptly and supported by curriculum and pastoral reintegration.

8. Curriculum design and quality

Remote education will be part of, and not detached from, the School curriculum. It will:

28. follow the planned curriculum sequence and identify essential knowledge, skills and misconceptions;
29. use clear explanations, manageable chunks, modelling, practice and opportunities for pupils to apply learning;
30. balance live interaction with purposeful independent work and avoid excessive screen time;
31. provide resources before or promptly after lessons where access or time-zone issues require it;
32. include regular checks for understanding, feedback and adaptation;
33. preserve breadth as far as practicable, including creative, physical, practical, pastoral and careers learning;
34. avoid over-reliance on worksheets, passive video or unsupervised internet research;
35. ensure externally assessed work follows current awarding-body and JCQ rules.

Teachers will not be expected to duplicate every on-site lesson live for an absent pupil. The appropriate offer depends on curriculum, age, need, safety, staffing and the reason for absence.

9. Phase-specific provision

Phase	Expected approach
EYFS	Remote activity is exceptional, short, play-based and parent-mediated. Priority is communication, stories, phonics, movement, practical exploration and wellbeing. Screen use is limited and adult supervision is required. Remote contact does not count as attendance or replace statutory EYFS care and welfare requirements.
Prep	A predictable daily structure with concise teacher input, reading, phonics/mathematics where relevant, practical activity, breaks and accessible instructions. Parents support routines but are not expected to teach.
Senior	A timetable broadly reflecting normal subjects, combining teacher interaction, independent study, retrieval, discussion, assessment and feedback. Workload and screen use are monitored.
Sixth Form	Greater independent study with scheduled subject contact, tutorial/pastoral support, examination guidance, careers/UCAS continuity and secure assessment arrangements.
Public examination groups	Curriculum coverage, access arrangements, NEA/coursework authenticity, secure materials and contingency planning receive particular oversight.

10. SEND, disability, health and equality

The School will make reasonable adjustments and will not assume that a single online model is accessible to all. The SENCO and relevant staff will consider:

36. accessible formats, captions, readable fonts, colour/contrast and assistive technology;
37. reduced cognitive load, explicit routines, chunked tasks, movement or sensory breaks and alternative evidence of learning;
38. speech, language, literacy, EAL and executive-function needs;
39. access to specialist support, teaching assistants and therapies where reasonably practicable;
40. medical limitations, fatigue, anxiety and Individual Healthcare Plans;
41. pupil voice and parents' knowledge;
42. loaned equipment, printed packs or telephone contact where digital access is unsuitable.

A remote arrangement must not become a default means of excluding a disabled pupil from on-site education. For pupils unable to attend because of health needs, the School will work with parents, professionals and the local authority where relevant, keep the arrangement under review and plan reintegration.

11. Digital access and contingency

At activation, the School will identify barriers to devices, connectivity, software, printing, digital skills, quiet study space and adult support. It will make proportionate arrangements such as loan equipment, printed materials, adjusted deadlines or alternative contact.

Only School-approved platforms and accounts may be used. If the main platform fails, the Remote Education Lead will communicate the fallback route through approved School channels. No pupil will be penalised for a verified access failure outside their reasonable control.

12. Live lessons and remote contact

Live interaction can support explanation, relationships and feedback, but requires clear controls.

Control	Required practice
Platform and accounts	Use only School-approved systems and School accounts. Invitations are restricted to authorised participants; meeting controls prevent pupil recording, uncontrolled screen-sharing and unauthorised entry.
Timing and setting	Use published School hours unless a senior leader authorises otherwise. Staff and pupils use a neutral, appropriate location or approved background; household members should not be visible or audible.
Supervision	Normal professional boundaries apply. One-to-one sessions require a recorded educational purpose and proportionate safeguards, such as parental awareness, an open/observable setting, or another authorised adult able to join.
Cameras	Cameras are used only when educationally necessary and proportionate. Pupils are not required to reveal private home circumstances; alternatives must be available where camera use causes risk or disadvantage.

Control	Required practice
Conduct	Participants use appropriate dress, language and behaviour. Staff control chat, microphones, entry, removal and reporting. Private pupil-to-pupil channels are not authorised.
Recording	Recording is not routine. It requires an identified purpose, authorised platform, notice to participants, controlled access and a defined retention/deletion period. Pupils and parents must not photograph, screenshot or record sessions.
Personal contact	Staff do not use personal email, social-media accounts, telephone numbers or unapproved devices/apps to contact pupils. Staff do not arrange home visits or meetings outside approved procedures.
Concerns	Unexpected disclosure, unsafe behaviour, unknown participants, sexualised content, cyberbullying or boundary concerns are stopped or managed immediately and reported under safeguarding procedures.

13. Safeguarding

The Safeguarding and Child Protection Policy and KCSIE 2026 apply without reduction. Staff must remain professionally curious and act on signs of abuse, neglect, exploitation, child-on-child abuse, online harm, domestic abuse, self-harm, radicalisation or unmet need.

43. The DSL or a Deputy DSL will be contactable whenever remote education is operating during the School day.
44. All staff use the School's ordinary safeguarding recording and reporting route without delay; emergencies are referred to 999.
45. A disclosure made online is handled calmly: listen, do not promise secrecy, do not investigate, preserve relevant evidence and report immediately.
46. Vulnerable pupils receive a recorded, risk-based contact plan. Failure to make expected contact is escalated promptly.
47. Concerns about staff conduct, including low-level concerns, are reported through the Staff Code of Conduct and allegations procedures.
48. Remote pastoral support respects boundaries and never becomes informal private contact.
49. The School will liaise with children's social care, police, health, the local authority or other agencies where required.

No reduced threshold The fact that contact occurs remotely does not reduce safeguarding duties or justify delay. Staff should remember that abuse can occur online and that it could happen here.

14. Online safety, filtering and monitoring

School-managed devices and systems remain subject to age-appropriate filtering, monitoring, access control and audit. The Proprietor and Governing Body will receive assurance that filtering and monitoring are reviewed at least annually, including checks across relevant devices and locations, with findings and actions recorded.

Where pupils use home networks or personal devices, the School cannot apply every on-site technical control. It will therefore provide clear acceptable-use expectations, age-appropriate education and advice to parents. Staff must report harmful content, grooming, bullying, sextortion, sexual harassment, image-based abuse, deepfakes, scams, extremist material or attempts to circumvent controls.

15. Attendance, engagement and children missing education

Remote engagement and statutory attendance are related but not identical. The School will use the attendance register and absence codes required by the 2024 Regulations and current guidance. Completion of remote work does not, by itself, mean that a pupil is legally attending the School premises.

50. Teachers record presence/engagement using the agreed system and report unexplained non-engagement the same day.
51. Administrative or pastoral staff check the attendance register and contact parents through the normal first-day response.
52. Repeated or unexplained non-engagement is referred to the Head of phase and DSL for welfare and safeguarding assessment.
53. Where contact cannot be established or risk is identified, the School follows its Missing Pupil/CME and safeguarding procedures, including home contact, local-authority or police referral as appropriate.
54. Patterns are reviewed for barriers, SEND, mental health, illness, neglect, exploitation, coercive control or technology access, and support is agreed.
55. The School maintains an audit trail of contact, decisions, action and outcome.

16. Behaviour and acceptable use

The Behaviour, Anti-Bullying, Staff Code of Conduct and acceptable-use expectations apply online. Pupils must:

56. join punctually using their own School identity and keep credentials private;
57. follow staff instructions and use respectful, non-discriminatory language;
58. not share links, passwords, recordings, screenshots or another person's work/data;
59. not impersonate others, disrupt sessions, use unauthorised AI, upload harmful content or contact peers through School systems for abuse or harassment;
60. report accidental access, suspicious contact, unsafe content and cyberbullying promptly.

Responses will be proportionate, educational and consistent with safeguarding. Remote education will not be withdrawn in a way that denies education without an alternative, and a pupil will not be sent home to learn remotely as an informal sanction.

17. Assessment, feedback and academic integrity

61. Teachers use regular low-stakes checks and provide timely, proportionate feedback.

- 62. Assessment design accounts for access, assistance at home and the limitations of verifying conditions remotely.
- 63. Access arrangements and reasonable adjustments remain in place where applicable.
- 64. Pupils acknowledge sources and submit their own work. Use of generative AI must follow the School's AI/assessment rules and task-specific instructions.
- 65. Staff do not enter confidential pupil data or protected assessment material into unapproved AI tools.
- 66. Suspected malpractice is handled under School and current JCQ/awarding-body procedures; staff preserve evidence and avoid premature conclusions.

18. Data protection, privacy and cyber security

The School will process personal data lawfully, fairly, transparently and securely. Remote delivery does not authorise staff or pupils to move data outside approved systems.

- 67. use School accounts, approved cloud storage, strong unique passwords and multi-factor authentication where provided;
- 68. apply least-privilege access and remove leavers or unauthorised participants promptly;
- 69. avoid downloading pupil data to personal devices; if unavoidable and authorised, use encryption and delete it securely when no longer required;
- 70. share only the minimum personal data necessary and use BCC or protected groups where appropriate;
- 71. do not display registers, health information, safeguarding records, contact details or another pupil's work during screen-sharing;
- 72. report phishing, account compromise, misdirected messages, lost devices and personal-data breaches immediately;
- 73. retain chat, recording, attendance, assessment and safeguarding records according to the School retention schedule;
- 74. complete a DPIA and supplier due diligence where a new platform, recording practice, monitoring technology or high-risk processing is proposed.

19. Staff expectations and wellbeing

- 75. Staff follow the published timetable, curriculum plan, professional standards and Staff Code of Conduct.
- 76. They test equipment, use appropriate backgrounds, protect confidential material and ensure other household members cannot access School information.
- 77. They make resources accessible and communicate realistic deadlines, office hours and response times.
- 78. They record attendance/engagement and raise concerns promptly rather than attempting safeguarding investigation.
- 79. They are not expected to be continuously available outside contracted hours. Leaders will monitor workload, isolation, screen fatigue and practical constraints.

80. Lesson observation, coaching and quality assurance may occur remotely with normal professional transparency.

20. Parents and carers

Parents are asked to support routines, punctuality, a suitable learning space, reasonable supervision and prompt communication about barriers. They are not expected to replace the teacher or provide subject instruction.

For younger pupils, particularly EYFS and Prep, adult support may be needed to access activities and maintain safety. Parents should not participate in lessons unless invited, record or publish sessions, contact staff through personal channels, or allow siblings/others to use the pupil's account.

21. Pastoral care, wellbeing and reintegration

Remote periods can increase isolation, anxiety, online risk and inactivity. The School will maintain age-appropriate pastoral contact, signpost support, provide movement and screen breaks, and identify pupils whose needs require enhanced support or referral.

After extended absence or disruption, leaders will review curriculum gaps, attendance, friendships, SEND/medical needs, examination pressures and wellbeing. A staged reintegration plan may be agreed, but remote education will not be allowed to prolong avoidable absence.

22. Practical subjects, PE and enrichment

Activities involving tools, heat, chemicals, animals, food, strenuous exercise or other hazards require a specific risk assessment. Staff must not direct pupils to undertake an activity at home unless equipment, environment, supervision, competence and emergency arrangements are suitable. Safe alternatives will be provided.

Physical activity guidance will be age-appropriate, inclusive and adapted to space and health needs. Pupils must not be required to livestream private changing, bedrooms or unsuitable home spaces.

23. Quality assurance and monitoring

The Remote Education Lead and relevant leaders will sample curriculum plans, lessons/resources, accessibility, assessment, attendance and pupil/parent feedback. Monitoring may include announced or transparent drop-ins to approved class spaces; it will not involve covert recording.

Evidence reviewed	Questions
Curriculum and assessment	Is provision sequenced, ambitious, broad and integrated with on-site learning? Are pupils learning and receiving useful feedback?
Access and inclusion	Who is not accessing provision and why? Are reasonable adjustments and alternatives effective?

Evidence reviewed	Questions
Attendance and safeguarding	Are non-engagement and concerns identified, recorded and escalated promptly?
Technology and privacy	Are systems secure, usable and appropriately filtered/monitored? Have incidents and access reviews been closed?
Workload and wellbeing	Are expectations sustainable for pupils, families and staff?
Governance	Can the Proprietor and Governing Body evidence oversight, challenge, resources and improvement?

24. Incidents, complaints and review

Safeguarding, behavioural, cyber, data, health and safety, attendance or platform incidents will be handled under the relevant School procedure. Material incidents are reviewed for root cause, learning and completion of actions. Complaints are considered under the Parental Complaints Policy; data-protection complaints may also be raised with the School's data-protection contact and, where appropriate, the ICO.

This policy is reviewed at least annually, after any significant activation or incident, and when legislation, KCSIE, the EYFS framework, DfE guidance, ISI requirements or School systems change.

Appendix 1 - Remote education activation checklist

Check	Owner / evidence
Headmaster has authorised scope, start, duration and review point	
Incident/continuity assessment completed and decision recorded	
DSL risk assessment and vulnerable-pupil contact plan completed	
Attendance/register coding route confirmed	
Curriculum priorities, timetable and staffing confirmed	
SEND, medical, EYFS and access adjustments identified	
Approved platform, privacy, recording and meeting settings checked	
Devices, connectivity, printed alternatives and IT support arranged	
Staff, pupil and parent communication issued	
Safeguarding, IT, data and emergency contacts confirmed	
Quality, engagement and wellbeing monitoring scheduled	
Return/reintegration and post-activation review planned	

Appendix 2 - Live lesson safety checklist

Before / during / after	Check
Before	Approved platform and School account; correct class membership; lobby, chat, screen-share and recording settings checked.
Before	Educational purpose, materials, reasonable adjustments and contingency clear; background and confidential information secure.
Start	Confirm expectations, participants and reporting route; remove unknown or unauthorised users.
During	Maintain professional boundaries; monitor conduct and welfare; avoid exposing personal data or household information.
Concern	Stop or manage the risk; preserve evidence; report immediately to the DSL, senior leader, IT or data lead as appropriate.
End	Close the session for all; record attendance/engagement and concerns; store/delete any authorised recording according to schedule.

Appendix 3 - Individual remote education plan

Field	Record
Pupil / year / start date / review date	
Reason and decision-maker	
Expected duration and on-site alternatives considered	
Attendance/register coding and daily contact	
Curriculum, timetable and feedback	
SEND/disability/medical/EAL adjustments	
Safeguarding risk assessment and DSL oversight	
Device, connectivity, materials and technical support	
Pastoral support and pupil voice	
Parent responsibilities and communication	
Success criteria and reintegration steps	
Review outcome / signatures / date	

Appendix 4 - Non-engagement escalation card

81. Check the agreed lesson/task and rule out a known technical or authorised reason.
82. Record the missed contact and alert the agreed attendance/pastoral lead the same day.
83. Contact the parent using School details; establish safety, location and barriers.
84. Refer repeated, unexplained or concerning non-engagement to the DSL without delay.
85. Follow Missing Pupil/CME, early help, children's social care or police procedures according to risk.
86. Record decisions, contacts, support and outcome; review the individual plan.

Appendix 5 - Remote learning risk review

Hazard / question	Control / action / owner
Safeguarding disclosure, abuse, exploitation or unsafe home context	
Unexplained absence or loss of contact	
Child-on-child abuse, bullying or sexual harassment online	
Inappropriate one-to-one contact or staff boundary concern	
Unauthorised participant, recording, screenshot or data disclosure	
Platform failure, account compromise, phishing or malware	
Lack of device, connection, study space or digital confidence	
SEND, disability, EAL, medical or accessibility barrier	
Poor curriculum quality, assessment validity or AI misuse	
Isolation, anxiety, excessive screen time or workload	
Unsafe practical, PE or home activity	
Return to site and reintegration risk	

Appendix 6 - Annual governance assurance

Assurance question	Evidence / action
Is remote education used only for a lawful, educationally justified purpose and never as informal exclusion?	
Is it integrated with the curriculum and is quality evaluated?	
Are attendance and non-engagement recorded and escalated correctly?	
Are DSL availability, vulnerable-pupil contact and live-lesson safeguards effective?	
Are EYFS, SEND, disability, medical and access needs met?	

Assurance question	Evidence / action
Are filtering, monitoring, access control and cyber arrangements reviewed and evidenced?	
Are privacy, recording, retention, DPIA and supplier controls effective?	
Are assessment authenticity, AI and examination controls understood?	
Are staff trained and workload/wellbeing reasonable?	
Have incidents, complaints and pupil/parent feedback led to completed improvement?	

Appendix 7 - Key references

87. Education (Independent School Standards) Regulations 2014, as amended.
88. DfE, The independent school standards: guidance for independent schools (April 2026).
89. DfE, Keeping Children Safe in Education 2026.
90. DfE, Providing remote education: guidance for schools.
91. DfE, Safeguarding and remote education.
92. DfE, Working together to improve school attendance and Children Missing Education guidance.
93. School Attendance (Pupil Registration) (England) Regulations 2024.
94. Statutory Framework for the Early Years Foundation Stage applicable from 1 September 2026.
95. DfE digital and technology standards, including filtering and monitoring; generative AI guidance.
96. UK GDPR, Data Protection Act 2018 and Data (Use and Access) Act 2025.
97. Current ISI inspection framework and DfE inspection operating guidance applicable from September 2026.

References, School systems and operational contacts must be checked at least annually and whenever provision is activated.