The LETTA Trust

Remote Learning Policy

Approved & adopted on:	Spring 2026	To be reviewed by:	Every 3 years
Reviewed by:	The Trust Board	Signed:	

Contents

1. Aims

To continue to provide an excellent standard of education for all pupils when they are learning at home.

The plan ensures that there is alignment between face-to-face and remote education, so that, should pupils need to learn at home, they can transition smoothly back into the classroom having followed the same curriculum sequence as their in-school peers.

This relationship between face-to-face and remote education will ensure that no child falls behind and will alleviate pressure on teachers due to changes in attendance.

2. Principles

Remote education will be available immediately should pupils require it. We will provide:

- High-quality remote education provision that is meaningful and aligns with the face-to-face delivery of the curriculum on site
- Resources that are high quality, simple and accessible - easy to create and use. They are the same as those used in face-to-face teaching, where possible
- Feedback and assessment of learning take place daily in some form. This could be a phone or video call, interaction on Google Classroom or a live lesson
- A tailored offer to meet pupils' additional needs, including for younger pupils and those with SEND

2.1 Statutory attendance and attendance codes
The LETTA Trust follows the statutory guidance ["Working Together to Improve School Attendance" (DfE, August 2024).](#)

- Remote learning is provided only for pupils who are well enough to learn but cannot attend school due to an unavoidable cause, such as an infectious illness or recovery from surgery
- Any period of remote education will be agreed in advance, have a clear time limit, and include a plan to support the pupil's return to in-person learning as soon as possible
- Pupils receiving remote education will still be marked as absent in the register using the appropriate code from the School Attendance Regulations 2024 (for example, Code I for illness)

This ensures that attendance is accurately recorded and that pupils continue to be supported in their learning even when they cannot be in school.

3. When planning remote learning, consider the following:

- Digital access at home
- Skills of staff, pupils and parents and immediate training that may be required
- Guidelines for screen time, online safety and data protection
- Teacher workload, for example, the frequency of feedback and strategies to effectively use staff

4. How to teach a remote lesson

The key principles of teaching a remote lesson are the same as teaching a classroom lesson:

- Revisit prior learning
- Give a clear purpose for the learning
- Use explanation, demonstration, modelling and scaffolding
- Provide opportunity for guided practice and independent practice
- Feedback

It is essential that what is learned at home aligns with what is taught in school. Pupils could be set work to do at home that gives them opportunities to practise what has been modelled for them in the classroom.

Live teaching could be used effectively to introduce new content. Remember to introduce new content in small, bite-sized chunks. It is also a useful platform for providing group or class feedback.

1-1 conversations via phone or Google Meet are an effective way to provide feedback to pupils on their learning.

5. Features of remote learning:

- Pupils who are learning at home follow their normal timetable each day. This will be sent to pupils and/or parents as soon as the class teacher is aware that a pupil requires it
- All resources will be accessible on the website, through Google Classroom or they will be emailed to parents. Each year group will clarify this with pupils and parents and ensure that everyone has accurate login information
- Pupils may be allowed to join live lessons. Teachers will need to invite pupils and/or parents as required

Remember to:

- Clearly name documents or clips, including the date and the lesson subject. The name must match the information on the timetable, e.g. Monday 4 Oct Science
- Keep lesson activities and instructions simple and clear
- Pupils may take longer to complete the work when on their own. Where necessary, adjust the length of the lesson following feedback from pupils.
- Includes timing in the instructions, e.g. this activity should take 20 minutes
- Review relevant prior learning
- Explain the purpose of the lesson and give clear success criteria
- Explain key vocabulary (not too many words) and give pronunciation via recordings
- Provide worked examples for pupils to see before they complete an activity
- Allow pupils to put the learning into practice, e.g. in a quiz
- Provide feedback, this might be whole class email, individual emails, or via Google Meet with targeted groups or individuals

Strategies for different year groups:

YN & YR:

- Clear timetable including activities and vocabulary
- Live Teaching, including story time
- Bank of videos for story time
- Phonics recording every phase and sound
- Parents in the role of teacher — instructional videos for parents when needed, and context of weekly learning included on the timetable.
- Making sure there are resources at home
- Big Cat books available online

Y1:

- Clear timetable including activities and vocabulary
- Live Teaching including story time
- Mathletics
- Purple Mash
- Bank of videos for story time
- White Rose
- Phonics recording every phase and sound
- Some use of Google classroom as appropriate
- Phonetically decodable books made available online and/or a borrowing service
- MyOn

Y2:

- Clear timetable including activities and vocabulary
- Phonics recording every phase and sound

- Live teaching including story time
- Mathletics
- White Rose
- Google Classroom
- Mathletics
- Purple Mash
- Phonetically decodable books made available online and/or a borrowing service
- MyOn

Y3-Y6:
- Clear timetable including activities and vocabulary; *including times of expected log-in for live teaching*
- Live teaching including story time
- Record videos
- White Rose - links to videos
- Mathletics
- Google Classroom
- Google Meet
- Purple Mash
- Accelerated Reader
- MyOn
- Oak National Academy resources

5.1 Minimum Daily Teaching Hours

- Key Stage 1: Pupils should receive an average of 3 hours of learning per day.
- Key Stage 2: Pupils should receive an average of 4 hours of learning per day.

These minimum expectations help ensure that pupils learning from home continue to receive an education that is equivalent in length and ambition to their peers attending school in person.

5.2 Remote Education for Suspended Pupils

We are committed to ensuring that pupils who are formally suspended from school continue to access education and do not fall behind in their learning, in line with DfE statutory guidance (2024 - 25).

- Remote education will be provided from the first day of a formal suspension. The work set will be meaningful, high-quality, and aligned with the curriculum delivered to the pupil's peers in school

- Pupils receiving remote education during a suspension will be marked with the appropriate absence code in the register (typically Code E or the 2024 equivalent) to reflect that they are engaged in education but not on-site
- For suspensions exceeding five school days, LETTA (or the Local Authority for permanent exclusions) will ensure that suitable full-time Alternative Provision is arranged by the sixth day
- Remote education is a short-term measure, and formal arrangements will be made to support the pupil's return to in-person learning

6. Data protection

Staff members may need to collect and/or share personal data such as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. The school will follow its data protection policy/privacy notice in terms of handling data.

However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

6.1 Keeping devices secure

All staff members and pupils will take appropriate steps to ensure school devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates
- All staff and administrator accounts accessing Google Classroom or any school data remotely must use MFA. This provides an extra layer of protection and helps prevent unauthorised access.

6.2 Misinformation and generative AI

At LETTA, we are committed to keeping pupils safe and helping them navigate the digital world confidently.

- In line with KCSIE 2025/2026, staff will teach pupils to critically engage with online content, including recognising misinformation, disinformation, conspiracy theories, "fake news," and biased information

- Pupils will be guided on the safe use of Generative AI tools. They will learn that AI-generated content can sometimes be inaccurate, misleading, or biased, and how to approach it responsibly

Our approach supports pupils to develop digital resilience, ensuring they can make safe and informed choices online.

7. Monitoring arrangements

This policy is reviewed every 3 years by the CEO. At every review, it is approved by The Trust Board.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety policy, including internet acceptable use