LEAFSTUDIO
ACADEMIES OF SPORT & PERFORMING ARTS
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Remote Learning Policy 2026/27

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1. Introduction and Scope

This policy sets out how LEAF Studio School provides appropriate remote education when normal attendance is disrupted by a partial or full school closure, or where an individual pupil has an agreed period of absence for professional commitments within their sporting or performing arts specialism, or because of illness or medical needs. Remote education complements, but does not automatically replace, face-to-face education. Arrangements are proportionate to the circumstances, duration of absence, pupil needs and staff capacity. The school retains responsibility for safeguarding, curriculum oversight and appropriate communication.

2. Aims

To maintain access to an ambitious, sequenced curriculum; minimise gaps in learning; enable pupils to continue making progress during authorised absence; support equitable access, including for pupils with SEND and those without reliable digital access; provide clear responsibilities and expectations; and support reintegration into on-site education.

3. Circumstances in which remote learning may be used

3.1. Partial or full closure: Remote education may be activated by the Executive Principal or delegated senior leader where premises, staffing or safety circumstances prevent normal provision, for example severe weather, utilities failure, critical incidents or public-health-related disruption. Arrangements may differ for pupils remaining on site and those learning at home. The school will communicate the applicable timetable and arrangements to families.

3.2. Approved professional leave: Where a pupil is granted authorised absence for an established sporting or performing arts specialism (for example training, competition, rehearsals, performances, auditions or related professional opportunities), the school may agree a planned remote learning package. The pupil and family must request leave in advance where practicable and supply dates and commitments. Approval of absence is separate from the provision of remote learning and remains subject to the school's attendance procedures.

3.3. Illness or medical needs: Where a pupil cannot attend because of illness, injury, treatment or recovery but is sufficiently well to learn, the school will consider suitable remote learning in consultation with the pupil, family and relevant staff. Expectations must reflect medical advice, wellbeing and capacity. Pupils who are too unwell to study will not be expected to complete a full timetable. For prolonged or complex medical absence, the school will liaise with appropriate agencies and consider statutory education arrangements; remote tasks alone may not meet every pupil's needs.

4. Agreeing Individual Arrangements

For planned professional leave, the pupil or parent/carer should contact the relevant pastoral or sixth-form team in advance. The school will confirm the period covered, subjects, learning platform, priority tasks, submission expectations and a named point of contact. Subject teachers will identify essential knowledge and assessments where feasible, rather than simply supplying an unmanageable volume of work. For medical absence, arrangements will be reviewed as needs

change, with reasonable adjustments and a reintegration plan where appropriate. Remote learning does not itself authorise an absence.

5. Curriculum delivery and platforms

Microsoft Teams is the principal platform for distributing resources, assignments, communications and collecting work. Teachers may use workbooks, presentations, recorded explanations, subject-specific resources and suitable materials such as Sparx. Paper-based work packs or other accessible alternatives will be arranged where online access is unsuitable. Teachers should ensure that tasks follow the planned curriculum, include clear instructions and allow pupils to practise and apply learning.

During whole-school or cohort closure, the school will aim to provide a structured learning day broadly aligned to the usual curriculum and age-appropriate expectations. Live teaching may be used where practical but is not guaranteed for every lesson. Where a pupil is absent individually for professional leave or illness while classes continue on site, teachers are not ordinarily expected to deliver simultaneous live lessons or replicate each classroom activity; planned resources and agreed catch-up work may be more appropriate.

6. Roles and responsibilities

6.1. **Executive Principal / SLT:** decide when closure arrangements apply; communicate expectations; coordinate staffing, safeguarding, accessibility and quality assurance.

6.2. **Curriculum leaders:** oversee suitable subject materials, sequencing and proportionate arrangements for missed practical or assessed content.

6.3. **Teachers:** set purposeful, accessible work in line with agreed arrangements; provide reasonable opportunities for questions and feedback; identify concerns about non-engagement. During closure, staff availability and any timetable variations will be communicated by SLT. Staff who are themselves ill are not expected to teach or set work beyond normal absence-management arrangements.

6.4. **Pupils:** access assigned learning when able, follow conduct and online safety expectations, submit work as agreed and communicate difficulties promptly.

6.5. **Parents/carers:** support routines and communication as appropriate, advise the school of barriers, and keep the school informed about changes in the pupil's availability or health.

7. Engagement, feedback and assessment

Teachers will monitor work submission and understanding through Teams, questions, quizzes, written tasks or other suitable approaches. Feedback will be proportionate to the activity and duration of absence; it need not be individual written feedback on every task. Where engagement is low, staff will follow the school's usual pastoral and attendance escalation processes while taking account of illness, disability, access difficulties and the demands of approved professional commitments. Missed practical work, controlled assessments and examinations will be considered individually under applicable awarding-body rules.

8. SEND, inclusion and digital access

Teachers will make reasonable adjustments and use pupils' known support strategies, including accessible instructions, adapted materials, manageable task sizes and alternative formats where appropriate. The SEND team will advise on suitable support for pupils with EHCPs or additional needs and work with families where remote provision presents barriers. The school will identify digital-access difficulties and, where feasible, arrange paper materials or other appropriate support. No pupil should be disadvantaged solely because a live lesson or a particular device is unavailable.

9. Safeguarding, online conduct and data protection

All remote activity remains subject to the school's safeguarding, child protection, behaviour, acceptable-use and data-protection policies. Staff and pupils should use school-approved accounts and platforms. Staff must maintain professional boundaries and report concerns through normal safeguarding channels. Live or recorded sessions, where used, must follow school guidance on supervision, privacy, appropriate environments and recording; recording or sharing images or sessions without authorisation is prohibited. Families will be informed how to report safeguarding or technical concerns during closures.

10. Communication, review and return to school

For a closure, the school will communicate the expected duration where known, access arrangements, timetable or workload, key contacts and updates through established school channels. For individual leave or medical absence, the agreed contact will coordinate any necessary review. On return, teachers and pastoral staff will identify essential gaps, prioritise catch-up and consider a phased or supported reintegration where appropriate. The policy will be reviewed at least annually and earlier if relevant DfE guidance or school/Trust procedures change.

11. Related documents and guidance

This policy should be read alongside the school's Attendance Policy, Safeguarding and Child Protection Policy, SEND Policy, Behaviour Policy, Acceptable Use / Online Safety arrangements, Data Protection Policy, and Critical Incident and Emergency Management Plan, together with current Department for Education guidance on remote education and education for children who cannot attend school because of health needs.