



North London
NHS Foundation Trust

Gloucester House: Remote Learning Policy

NLFT adopted this policy from Tavistock and Portman NHS Foundation Trust (TPFT) in March 2026 ahead of the merger by acquisition. References in the policy to TPFT structures, links, processes and policies will, from 1 April 2026, usually refer to NLFT.

Version Control

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Policy Author	Gloucester House
Email contact	
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Key changes to policy document

Version	Date	Summary of key changes
1	March 2026	TPFT Gloucester House policy adopted by NLFT.

1. Equality Statement

All public bodies have a statutory duty under the Equality Act 2010 to set out arrangements to assess and consult on how their policies and functions impact on equality and fairness.

All policy documents will be equality impact assessed and this will include equality and human rights with regard to the protected characteristics including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (gender) and sexual orientation.

The Trust will make accessible versions of this document available where requested by members of the public, service users or staff.

2. Trauma Informed Statement

To commit to a trauma informed organisational culture, all policies, practices, and decisions must seek to recognise and respond to trauma, reduce the risk of re-traumatisation and take steps to repair any harm the organisation may cause to those who work within it or use its' services.

3. Vision and Values

We are guided in all we do by our **vision** and **values** and all policies and procedures are written in line with them.

Our **vision** is better mental health, better lives, better communities.

Our **values**:





**Gloucester
House**

Working together for
learning and development

Remote Learning Policy

Reviewed by	Roberto Foddai
Policy Updated	March 2026
Next review:	March 2028

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Principles of Remote Education: The underlying principles of remote learning share many of the same principles as for live in the classroom teaching, as determined in the individual school policies, requiring teachers to develop the new skills necessary to transfer what they know to be the characteristics of quality first teaching and apply to delivering the curriculum remotely, and providing pupils with feedback. Best practice will likely include a balance of synchronous (live) and asynchronous teaching and learning that will vary by age group and by subject to meet the needs of all learners.

Aims of this document: To share relevant information with pupils and parents/carers about Gloucester House remote education provision.

What is remote learning?

Remote learning is the process of teaching and learning performed at a distance, where pupils learn remotely from Gloucester House staff, rather than in person. The learning experience provided to pupils mirrors as closely as possible that of a lesson taught in the classroom environment when the staff and pupils are in the same place.

Remote Learning by definition does not require technology or necessarily to take place online; we recognise, however, that online learning will in most cases better support the delivery of the curriculum. By this definition, remote learning can involve a blended approach of live (synchronous), part-live, pre-recorded (asynchronous) and digital/written/paper-resourced lessons; the balance of which will depend on the learning, subject, pupils' age and needs, with schools mindful of their access to hardware/Wi-Fi.

What are our roles and responsibilities?

SLT:

- To monitor engagement of pupils and ensure access as possible
- To monitor well-being of staff and pupils and adjust offer in the light of feedback as indicated
- To ensure protocols are up to date and signed agreements received by admin from staff, parents/carers and pupils
- Co-ordinating the remote learning approach across the school alongside class teachers
- Organise cover for sessions wherever possible in the case of staff absence from sessions
- To complete the off-site register and monitor attendance & engagement
- Monitoring assessment and progress
- SENDCO continues the statutory duties and timescales for undertaking annual reviews

Case coordinators and teachers:

- To have an initial meeting with parent and pupil to go through and sign the home learning agreement and complete a risk assessment where needed.

- To ensure pupils access therapeutic interventions
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- To link with families and networks offering support and moderating levels of contact, modes of delivery as indicated
- To support and challenge where necessary to facilitate children's engagement in the remote offer

Teachers

When providing remote learning, teachers are responsible for:

- Setting a range of appropriate learning activities for their pupils linked to a broad and balanced curriculum.
- Having high expectations for every pupil
- To record and feedback on pupil attendance
- Use appropriate assessment strategies across teaching platforms to collect evidence for learning.
- Leading on feedback and marking within class teams
- Following the curriculum planning and marking policy
- Instructing support staff and providing them with plans linked to lesson carousels
- Being aware of therapeutic plans and coordinating alongside teaching timetables
- To present an individualised timetable to all pupils

Progress Support Workers

- Linking in with their class teacher and to be informed about the learning
- To take instruction from the class teacher on the carousel, resourcing and setting up remote learning platform.
- Sharing evidence from remote learning with the class teacher in the form of session notes, work produced by child or observations.
- Roles outside the classroom linked with SPOT/SALT/Therapeutic Interventions

All staff:

- Link between clinical and education staff to ensure communication and balance of activities are appropriate.
- Monitor own and others' wellbeing and ensure any concerns re well-being are communicated.
- To adhere to protocols for online contact and support the children and parents/carers to adhere to these.

Parents/carers:

- To support and enable their child to access remote sessions.
- To ensure any work from work packs is sent into school by arrangement with class teacher.
- To adhere to protocols for online contact and support their child to adhere to these.

Safeguarding:

All staff have a duty to report any safeguarding concerns to the designated safeguarding lead.

- All parents/pupils and staff have signed agreements for zoom protocols to ensure safeguards for all.
- The Designated Safeguarding Lead is Chilo Graham, and any concerns identified by children and families can be reported to her and will be followed up through Gloucester House Safeguarding policies and procedures.

How does my child access remote education?

- Parents and carers have a responsibility to link with school staff via email to access links to online learning and resources

Gloucester House will circulate links for parents/carers to access additional resources/activities

- Parents and carers can request computer equipment from the school if they require and this will be provided if available. If it is not available, the case coordinator or SLT will link with the relevant Local Authority
- Parents and carers can request additional work packs from school
- Parents and carers have opportunities to feedback their needs to case coordinators and teachers

How will my child be taught remotely?

Teaching will either be delivered one-to-one online or face-to-face off-site in a suitable location such as the home or a local library. Lessons will align with what pupils are currently learning in class, ensuring continuity and consistency.

Sessions will be carefully planned by the class teacher and delivered by either a teacher or a Progress Support Worker. In some cases, there may be opportunities for small group online sessions facilitated by two Progress Support Workers.

The learning offer may include a combination of live teaching, video clips, animations, interactive online platforms, printed work packs, and project-based tasks — all tailored to meet the individual needs of each pupil.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

The staff team have a regular procedure of briefings and debriefs to ensure thorough reporting on engagement. Work will be marked and put into the children's books in school wherever possible. Parents and carers will be contacted by teachers or case coordinators where appropriate. We will also contact parents and carers by phone.

How will you assess my child's work and progress?

The class team will work around your child both on and offsite and collect evidence for assessment in the form of pupil work, observations and a combination of summative and formative assessment. Parents and carers will continue to receive feedback via phone contact and parent/carer meetings when necessary. Teaching staff will also continue to update the solar assessment tool and feedback on a termly basis.

What is the additional support for pupils with particular needs?

All our pupils at Gloucester House have an education healthcare plan (EHCP). All staff have made a commitment to adhere to recommendations of the EHCP, and our school continues to review and evaluate the EHCP as a statutory requirement.

The children also have ICPs (integrated care plans) reviewed on a termly basis. Some of our pupils receive a program of therapies and therapeutic interventions lead by our clinical team and delivered by specialist staff. Our school works closely with our speech and language and occupational therapists to review and assess the varying needs of our pupils in line with areas of need on the EHCP.

