



Remote Learning Policy

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1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Use of remote learning

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when we decide that opening our school is either:
 - Not possible to do safely
 - Contradictory to guidance from local or central government
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
 - They have an infectious illness
 - They are preparing for or recovering from some types of operation
 - They are recovering from injury and attendance in school may inhibit such recovery
 - Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing pupils with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
- Put formal arrangements in place to regularly review the provision and identify how to reintegrate the pupil back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

3. Provision for remote education

The school will use Office Teams as its main platform for access to remote learning. Staff will use the resources available on this platform and may incorporate resources from other websites including, White Rose and Oak National Academy. Pupils will be trained in how to access and navigate learning using this platform, and will have their own, individual logins. Staff may communicate with parents/carers via email.

The school is committed to identifying families that require additional support to access online curriculum resources and will provide a laptop or equipment in-line with our loan agreement. Where access to the online curriculum is not possible, the school will provide paper-based resources and equipment.

The school will continue to explore additional platforms which may improve the quality of the existing offer.

4. Roles and responsibilities

4.1 Teachers

When providing remote learning, teachers must be available between 08:30 and 16:00. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers should:

- Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners.
- Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely

They are also responsible for:

- Setting work which covers approximately 4 hours or 4 lessons worth of content per day.
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects.
- Providing some form of feedback on the work.
- Coordinating with other members of staff involved in setting/marking the work.
- Communicating with, and supporting, parents/carers and/or the child/ren on how to access and complete the learning.
- Arranging, if appropriate, opportunity for the child to interact with teachers and peers during the school day for longer periods of absence.
- Working with the IT support team to fix any problems which are preventing pupils from completing work.

4.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 08:45 and 15:45 if employed full time or within their contracted hours if employed part time. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

- Working alongside teachers to set, monitor and mark work for pupils who aren't in school.
- Working alongside teachers to communicate with parents/carers and/or the child/ren to provide support.

4.3 SENDCo

The SENDCo has responsibility for:

- Supporting teachers with setting work which is accessible for pupils with SEND, and monitoring this.
- Communicating with parents/carers with pupils with SEND to ensure they are supported during periods of absence and remote learning.

4.4 Senior leaders

Senior leaders have the overarching responsibility for the quality and delivery of remote education.

Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.

They should continue to overcome barriers to digital access where possible for pupils by, for example:

- Distributing school-owned laptops accompanied by a user agreement or contract (if possible)
- Securing appropriate internet connectivity solutions where possible
- Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern

They are also responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through meetings with teachers, reviewing work set and reaching out for feedback from pupils and parents/carers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring staff remain trained and confident in their use of online digital education platforms
- Training staff on relevant accessibility features that your chosen digital platform has available
- Providing information to parents/carers and pupils about remote education
- Working with the catering team to ensure pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

4.5 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day (where possible)
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Act in accordance with normal behaviour rules / conduct rules of the school

Staff can expect parents/carers with children learning remotely to:

- Engage with the school and support their children's learning, and to establish a routine that reflects the normal school day as far as reasonably possible
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

Children are also encouraged regularly to protect their well-being by taking regular screen breaks and to take part on physical exercise wherever possible.

4.6 Governors

The governing body is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains of as high a quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

5. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the relevant member of the senior leadership team
- Issues with behaviour – talk to a member of the senior leadership team and/or SENDCo
- Issues with IT – talk to the school's IT provider or remote platform company
- Issues with their own workload or wellbeing – talk to the phase leader and/or member of the senior leadership team
- Concerns about data protection – talk to a member of the senior leadership team
- Concerns about safeguarding – talk to a DSL

6. Data protection

6.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Access the data via the school's secure cloud service.
- Data will only be accessed using school-based laptops or iPads

6.2 Processing personal data

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.

6.3 Keeping devices secure

All staff members will take appropriate steps to ensure their 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

7. Safeguarding

All normal safeguarding practices and procedures remain in place for pupils absent from school. All staff will follow the school's safeguarding procedures and report all safeguarding or welfare concerns directly to the Designated Safeguarding Leads. This will also be recorded on CPOMS as per normal practice. The school will continue to ensure that:

- The best interests of pupils always come first.
- If anyone in the school has a safeguarding concern about a pupil, they act immediately.
- A DSL or deputy DSL is always available.
- Pupils who remain at home are protected when they are online.

8. Monitoring arrangements

This policy will be reviewed September 2027

9. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- IT and internet acceptable use policy
- Online safety policy