

Remote Learning Policy

Green Fold School



Approved by: Lisa Walker
Headteacher

Date: September 2025

Last reviewed on: Spring 2023

Next review due by: September 2026

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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 it 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. Roles and responsibilities

- Deputy Headteachers – in ensuring curriculum adaptations are made for the areas in which they lead for example Autism and PMLD, this may for example mean particular resources are loaned for home use or that SEND specific platforms are made available to parents dependent on period of absence
- Assistant Headteachers – in ensuring curriculum content adaptations are made
- Key Stage Leaders – in ensuring curriculum content adaptations are made and there is consistency across the Key Stage
- Classroom Teachers – by
 - adapting content specific to pupils need
 - delivering where appropriate virtually for example via TEAMS or Zoom to provide pupils with opportunities for regular interaction with teachers and peers during the school day
 - directing parents to online resource sessions such as the Oak Academy.
 - keeping in regular contact with families.
 - sharing Individual Education Plans (IEPs) with families and ideas on how these may be worked on at home
 - identifying resources that can be used at home, communicating this to parents and providing resources where possible
 - providing a suggested schedule for parents
- Teaching Assistants – by
 - creating and distributing resources under the direction of the teacher for example visual communication aids
 - delivering where appropriate virtually for example via TEAMS or Zoom
 - keeping in regular contact with families under the direction of the class teacher
- Multi Disciplinary Team including Speech and Language Therapists, Physio Therapists and Occupational Therapists. – by
 - Sharing advice and strategies
 - Keeping in regular contact with families
 - Completing home visits if appropriate

3.1 Teachers

When providing remote learning, teachers must be available between 9am and 3pm.

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 – work for their own class and other classes with a similar cohort if teacher is absent. Typically the amount of work set should be as follows, however this is dependent on the child's SEND
 - 2.5 hours a day on average across the cohort for Key Stage (KS) 1, with less for younger children - this should include development lifeskills such as eating, communication, social skills and personal care
 - 3 hours a day for KS2
 - The work must be set prior to 3pm the day before
 - The work should be sent to parents via Class Dojo
- Under the direction of the Deputy Headteachers, Key Stage Leaders and Assistant Headteachers will use teachers meetings directed time to ensure consistency between cohorts of pupils
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects
- Considering the needs of pupils' families or carers, including how much adult involvement is needed in each activity and whether pupils have a suitable place to study
- Providing feedback on work by regularly meeting with parents via telephone call, TEAMS or Zoom
- Keeping in touch with pupils who aren't in school and their parents by daily DoJo message and weekly phonecall , TEAMS or Zoom meeting. Teachers are not expected to answer messages from parents after 3.45pm.
- Any complaints or concerns shared by parents should be directed to the Headteacher – for any safeguarding concerns, refer teachers to the section below
- Attending virtual meetings with staff, parents/carers and pupils as required. Teachers should remember to adhere to the school dress code and consider location (e.g. avoid areas with background noise, nothing inappropriate in the background)

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their normal working hours.

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:

- Supporting pupils who aren't in school with learning remotely by creating and providing resources under the direction of teacher
- Attending virtual meetings with teachers, parents/carers and pupils whilst adhering to the school dress code and considering location (e.g. avoid areas with background noise, nothing inappropriate in the background)

3.3 Key Stage Leaders/ Assistant Heads

Alongside their teaching responsibilities, Key Stage Leaders and Assistant Heads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching in their Key Stage remotely to make sure all work set is appropriate and consistent
- Working with other teachers and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their Key Stage

- Alerting teachers to resources they can use to teach their subject remotely
- Making decisions about the use of online video lessons such as Oak National Academy

3.4 Senior leaders

Deputy Headteacher Terrill Longworth has 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 and physical resources
- 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 regular 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 fir example HelpKidzLearn
- Providing information to parents/carers and pupils about remote education
- Working with the Children & Families Officer to ensure pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for ensuring the child protection and safeguarding policy is adhered to for pupils accessing remote education.

3.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (DPO)

3.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day and try to access learning as much as possible with support of their parents and carers

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

- Engage with the school and support their children's learning as much as they are able to do so
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here

- Be respectful to staff

4. Who to contact

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

- Issues in setting work – DHT Terrill Longworth, Key Stage Leader or Assistant Head
- Issues with IT – complete IT Log
- Issues with their own workload or wellbeing – alert Headteacher
- Concerns about data protection – talk to the data protection officer Kirstin Middleton
- Concerns about safeguarding – talk to the DSL or Children and Families Officer Jeanette Horrocks

5. Data protection

5.1 Accessing personal data

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

- Only send information to parents using Class Dojo
- Only use school devices such as school laptops and ipads, not personal devices

5.2 Processing personal data

The school will follow its data protection policy / privacy notice in terms of handling 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.

5.3 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

6. Safeguarding

Refer to the Federation Safeguarding Policy

7. Monitoring arrangements

This policy will be reviewed annually by Terrill Longworth. At every review, it will be approved by the Headteacher.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Curriculum policy