



Allscott Meads

Allscott Meads Primary School and Nursery

Remote Learning Policy

Date of policy creation	May 2026
Policy Lead	Miss K. Parkinson
Frequency of review	Annually
Review due	May 2027

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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 can 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

3.1 Teachers

When providing remote learning, teachers must be available between All schools - directed time 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 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 for children receiving remote education regularly
- Communicating with these children across the school day
- Providing the appropriate amount of work for pupils based on their age group (3 hours a day for KS1, with less for younger children. 4 hours a day at KS2)
- Monitoring the work that has been completed will be monitored by the class teacher via email and feedback will be completed within 24 hours of the work being sent.
- Coordinating with other teachers to ensure consistency across the year/subject and making sure that pupils with limited access to devices can still complete the work
- Making sure that the work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects
- Making sure that individual needs are met, such as for pupils with SEND or other additional needs
- 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
- Keeping in touch with pupils who aren't in school and their parents. As teachers will also be working in school, they will provide short online ('face to face') sessions for pupils accessing remote education throughout the day

3.2 Teaching assistants/ Learning support practitioners

When assisting with remote learning, teaching assistants/learning support practitioners must be available from 8:30 to 3:30. 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, teaching assistants/ learning support practitioners are responsible for:

- Supporting pupils who aren't in school with learning remotely
- Attending virtual meetings with teachers, parents/carers and pupils

3.3 SENCO

Alongside their teaching responsibilities, the SENCO is responsible for:

- Considering whether any aspects of the curriculum need to change to accommodate remote learning
- Working with teachers to make sure that all work set is appropriate and consistent
- Alerting teachers to resources they can use to support learners appropriately

3.4 Senior leaders

The deputy headteacher 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:

- Distributing school-owned laptops accompanied by a user agreement or contract (if 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 regular meetings with teachers, reviewing work set, and gathering feedback from pupils, parents and carers if remote learning continues for more than 3 days
- Ensuring staff remain trained and confident in their use of online digital education platforms
- 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 are provided with good quality lunch parcels or food vouchers.

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for co-ordinating DDSLs and other staff to:

- Maintain contact with vulnerable pupils (LAC, pupils with social workers etc.)
- Ensure that pupils, parents and staff are aware of how safeguarding concerns can be raised
- Ensure that any safeguarding concerns raised are rapidly dealt with

3.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents/carers 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)
- Assisting pupils and parents/carers with accessing the internet or devices
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

3.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day via school platforms or via (MCAS) their parents—although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work
- Act in accordance with normal behaviour rules

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 ill or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when raising any concerns

3.8 Governing board

The governing board is responsible for:

Monitoring the school's approach to providing remote learning to ensure education remains of as high a quality as possible

4. Who to contact

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

- Issues in planning work – contact the SLT
- Issues with behaviour – contact the SLT
- Issues with IT – contact IT staff
- Issues with their own workload or wellbeing – Contact SLT/ access SAS
- Concerns about data protection – contact the data protection officer
- Concerns about safeguarding – contact a DSL- Headteacher/ Deputy

5. Data protection

5.1 Accessing personal data

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

- Use the device provided to them by the school rather than any personal device
- Access data through approved cloud services or secure services within the IT network

5.2 Processing personal data

Staff are reminded to collect and/or share little to no 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. The school will follow its data protection policy / privacy notice in terms of handling data, which can be found on the school website.

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
- Making sure the device locks if left inactive
- Not sharing the device among family or friends
- Keeping operating systems up to date – always install the latest updates

6. Safeguarding

The online safety section of our annual Child Protection and Safeguarding Policy starting with section 292 refers to further information on keeping pupils safe online when teaching them remotely.

7. Monitoring arrangements

This policy will be reviewed annually by the headteacher. At every review, it will be approved by the headteacher.

8. Links with other policies

This policy is linked to our:

- Behaviour for learning policy
- Child protection and safeguarding policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy