Remote Learning Policy.

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Date Agreed	26th March 2026
Signed by Headteacher	N Hirst
Signed (Chair of Governors)	E Worthen
Date Policy to be Reviewed	March 2027
VERSION CONTROL: Annual update	

This document provides a framework to enable us to ensure that all of our children, regardless of background or circumstances, fulfil their potential within our Christian community. The school Christian Values of Respect, Friendship, Perseverance, Forgiveness, Compassion and Trust are applied when following this policy, and we will use this guidance to ensure that our children will be fully prepared for the future, with high self-esteem and having forged strong and respectful relationships with other people.

We want our children to be fully prepared for God's ever changing world.

We have used the Department for Education guidance regarding the provision of remote education, please follow the link below for further information:

https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools

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 in need of care which requires a prolonged (more than 5 days) stay in hospital
- 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 individual 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

The vast majority of remote teaching and learning will take place live on screens. Teachers will use Google Classroom or another secure remote learning platform to deliver lessons. This will be communicated with teachers and parents if and when remote teaching and learning is needed.

When providing remote learning, teachers must be available between 8:45am and 3:20pm - excluding a lunch break. Lunch breaks and learning breaks may vary from the normal school day - exact timings will be communicated with teachers and parents if and when remote teaching and learning is needed.

If a teacher is 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 (including paper based work), 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

Teachers are responsible for:

Teaching

- The live remote teaching of all subject areas. There may be occasions when you need to cover the teaching of classes or children other than your own.

Setting Work

- It may be necessary to provide work on paper e.g. a child *has no access to a suitable device and/or an internet connection*
- When paper-based work is required, the timescales for setting and providing work will be decided on a case-by-case basis. The Planning, Preparation and Assessment time of the teacher will be taken into account when making this decision.
- The following statements are a guide for the volume of paper based work to provide:
  - 3 hours a day on average across the cohort for Key Stage (KS) 1, with less for younger children
  - 4 hours a day for KS2

Quality assurance

- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and covers the entire range of subjects in our curriculum. This includes considering the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills
- When delivering online live teaching and learning - teachers must adhere to the dress code set out in the code of conduct. Avoid areas with background noise with nothing inappropriate in the background.
- Complaints and concerns raised by parents should be shared with your Phase Leader or a DSL as a matter of urgency

Collating completed work

- The teacher will inform children and their parents of any deadlines and arrangements for uploading the work or handing it in to school.

Keeping in touch with the parents of pupils who are not in school*

- Make contact once a week via phone during normal working hours
- Respond to email queries during normal working hours

***This relates to:** *Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning.*
(see section 2 for further details)

3.2 All other academic support staff

When assisting with the delivery of remote learning, all academic support staff must be available for their normal contracted hours. If you are 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, academic support staff are responsible for:

- Supporting pupils who aren't in school with learning remotely
- Supporting teachers in their delivery of remote learning
- Attending virtual meetings with teachers, parents/carers and pupils
- When supporting the delivery of online teaching and learning - all staff must adhere to the dress code set out in the code of conduct. Avoid areas with background noise with nothing inappropriate in the background
- Complaints and concerns raised by parents should be shared with the teacher, Phase Leader or a DSL as a matter of urgency

3.3 Phase Leaders

- Distributing school-owned laptops accompanied by a user agreement

- Make sure staff are confident in the use of all technology required to deliver remote live teaching
- Monitoring teaching and learning to ensure that Teachers and academic support staff are adhering to their responsibilities (see section 3.1 and 3.2)
- Phase Leaders have overarching responsibility for the quality and delivery of remote education in their phase - both remote live teaching and paper-based remote learning

3.3 Senior Leadership Team

- Monitoring the effectiveness of our remote learning methodology and strategies
- 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
- Providing information to parents/carers and pupils about remote education

3.4 Designated Safeguarding Leaders (DSLs)

As stated in our Child Protection policy:

The DSL has overall responsibility for online safety within the school.

Our team of Designated Safeguarding Leads will ensure that remote live teaching or teaching and learning with the use of online technology adheres to the Online Safety aspect of our Children Protection Policy.

Please read our Child Protection Policy for further details:
https://www.st-marys-ashford.kent.sch.uk/docs/policies/Child_Protection_Policy_2025-26.pdf

3.5 I.T staff

I.T 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

3.6 Pupils and parents/carers

Staff can expect **pupils** learning remotely (live teaching) to:

- Be contactable during the school day – if task/work set does not require them to 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 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 (and any specific online behaviour rules where applicable)

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

4. Who to contact

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

- Setting work – Phase Leader or SENCO
- Behaviour – Phase Leader
- IT – IT Support Manager
- Own workload or wellbeing – Phase Leader
- Data protection (GDPR) – Phase Leader, Headteacher and business manager
- Concerns about safeguarding – any DSL

If parents/carers have any questions or concerns about remote learning, they should contact the class teacher via email:

- **admin1@st-marys-ashford.kent.sch.uk**

5. Data protection

5.1 Accessing personal data

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

- access the data, on a secure cloud service or a server in your IT network
- Use school provided devices to access the data rather than their own personal devices

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

The school will follow its data protection policy / privacy notice in terms of handling data, which can be found here: https://www.st-marys-ashford.kent.sch.uk/docs/policies/Data_Protection_and_Freedom_of_Information_Policy.pdf . However, 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)
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends

- Keeping operating systems up to date – always install the latest updates

6. Safeguarding

There is an Online Learning section in our Child Protection Policy which can be found here:https://www.st-marys-ashford.kent.sch.uk/docs/policies/Child_Protection_Policy_2025-26.pdf . Staff should follow the **normal*** safeguarding and child protection procedures that they would in school. There is one difference with remote online teaching and learning:

- Normally, when we have an immediate concern for a child's safety we inform a DSL, face-to-face, immediately and then log it on CPOMs.
- You cannot see a DSL face-to-face if you are delivering teaching and learning from home. Therefore:

***If staff are concerned about the immediate safety of a child whilst delivering live remote teaching and learning they should phone the PHASE LEADER or A DSL without delay.**

STEP 1
TURN OFF YOUR CAMERA AND MICROPHONE

STEP 2	
Phone your PHASE LEADER or a DSL	
PHASE LEADER is a DSL **share all details with them via phone call**	**PHASE LEAD NOT A DSL -** **say *"I need a DSL to phone me urgently regarding a safeguarding concern"***

STEP 3
LOG ALL SAFEGUARDING CONCERNS ON CPOMS ONCE YOU HAVE

7. Monitoring arrangements

This policy will be reviewed annually by the Senior Leadership team. At every review, it will be approved by the full governing body.