



St Mary's Catholic Primary School

Remote Learning Policy

APPROVED BY: SENIOR LEADERSHIP

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DATE REVIEWED: JANUARY 2026

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Addition November 2024

School Closures:

The school will not deliver remote learning for the first day of a school closure. Examples include, snow, boiler breakdown. It will, however aim to deliver remote learning from Day 2 and details of this can be found on the school's website under Class Pages

1. Preamble and Aims

Prioritising attendance

Attendance is essential for pupils to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances. Remote education should not be viewed as an equal alternative to attendance in school. For this reason, we will consider it only as a last resort when the alternative would be no education, and only after it has been established that the pupil is, or will be, absent from school. In such cases, remote education can have the benefit of allowing absent pupils to keep on track with their education and stay connected to their teachers and peers.

Pupils absent from school and receiving remote education will be marked as absent in the register. Schools should continue to record pupil absence in the register in line with the Education (Pupil Registration) (England) Regulations 2006 and attendance guidance, using the most appropriate code.

Scenarios where remote education will be considered

Circumstances where it might not be possible for pupils to receive in person education will fit into two broad categories:

- School closures or restrictions on attendance, where school access for pupils is restricted
- Individual cases where a pupil is unable to attend school but is able to learn

After exploring all options to ensure the school remains open to all pupils, there may still be some exceptional occasions when our school leaders or the local authority decide that it is not possible to open safely, or where opening would contradict guidance from local or central government. If restricting attendance for pupils is the only viable option, we will consider providing remote education to help pupils stay on track with the education they would normally receive.

The Schools will consult DfE Emergency Planning guidance in the event of school closures or restrictions on attendance

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.

This policy also sets out the expectations for all members of the school community with regards to remote learning. It will also provide appropriate guidelines for data protection.

2. Roles and responsibilities

The Executive Headteacher and senior leadership team are responsible for ensuring that there is continuity of education for children who are unable to attend school.

In these circumstances, and after the pupil's absence from school has been established, leaders will consider providing pupils with remote education on a case-by-case basis. This should be part of a plan to reintegrate back to school, and only when it is judged that providing remote education would not adversely affect the pupil's return to school.

The SENDCO is responsible for ensuring that the learning on offer to children with SEN suits their emerging needs in so far as it possible to provide learning at a distance.

The School Safety Manager will be responsible to support pupils and speak to parents who it has been reported are not accessing online learning

Working with the local authority

Under section 19 of the Education Act 1996 (s.19 duty) local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health or other reasons, would otherwise not receive a suitable education. Statutory guidance sets out that local authorities should provide education as soon as it is clear that the child will be away from school for 15 school days or more during the school year, whether consecutive or cumulative

2.1 Teachers

When providing remote learning, teachers must be available between 8am and 4pm, Monday to Friday. 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

Teachers will:

- Set work for their pupils each day:
 - Work provided during periods of remote education will aim to be high quality, meaningful, ambitious, and cover an appropriate range of subjects to enable pupils to keep on track with their education.
 - Where pupils have access to appropriate devices, remote education might include recorded and / or live direct teaching time, as well as time for pupils to complete tasks, reading, and assignments independently, depending on their age and stage of development.
 - Online video lessons do not necessarily need to be recorded by teaching staff at the school. If preferred, high quality lessons developed by external providers such as [Oak National Academy](#) can be provided instead of school led video content.
 - Providing remote education that is equivalent in length to the core teaching time pupils would receive in school where possible, but being mindful of the individual needs and circumstances of the pupil and their families.
 - These include, but are not limited to:
 - Consideration of age, stage of development, and independent study skills.
 - Any SEND or other additional needs the pupils might have.
 - The pupils' home environment, which includes having a suitable place and opportunity to study.
 - Screen time, making reasonable allowances for adequate breaks for pupils and staff during digital remote education.
 - Any significant demands on parents' or carers' help or support. Younger children, especially pupils in primary schools and some children with SEND, might require high levels of adult involvement to support their engagement with remote education, which

can make it a particular challenge for these groups.

➤ Providing feedback on work:

- Pupils will submit their work if requested and teachers will provide feedback for their pupils which will then be reviewed again by the teacher for assessment purposes.
- Pupils will be expected to make the deadlines given by teachers, if feedback is to be effective.

➤ Attending virtual meetings with staff, parents and pupils:

- Dress code – teachers must uphold the staff dress code when online, and pupils are not expected to be in uniform, but need to be dressed appropriately for learning.

2.2 Locations should avoid areas with background noise, nothing inappropriate in the background. If teachers are also working in school, and pupils are at home, live streaming to pupils will be investigated.

2.3 Teaching Assistants

When assisting with remote learning, teaching assistants must be available between 8:30am and 3:30pm, Monday to Friday.

If teaching assistants are unable to work for any reason during this time, for example, due to sickness or caring for a dependent, they should report absence using the school's normal sickness absence reporting procedure.

When assisting with remote learning, teaching assistants, as instructed by class teachers or the SENDCO, are responsible for:

- Supporting pupils who aren't in school, as required by the class teacher, and subject to a risk assessment, and WiFi capabilities.
 - If a child has an EHCP.
- If directed by a class teacher to provide support for a specific target on a child's provision map.
- Attending virtual meetings with staff, parents and pupils:
 - Dress code – teaching assistants must uphold the staff dress code when online, and pupils are not expected to be in uniform, but need to be dressed appropriately for learning.
 - Locations should avoid areas with background noise, nothing inappropriate in the background.
 - If required, ensuring equal access through the provision of printed resources, supplemented with other appropriate forms of communication between the school and pupils

2.4 Subject leaders and SENDCO

Alongside their teaching responsibilities, subject leaders are responsible for:

- Considering whether any aspects of the subject needs to change to accommodate remote learning.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Working with other subject leaders 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 subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set.
- Alerting teachers to resources they can use to teach their subject remotely.
- The SENDCO will provide support for teachers, in matters pertaining to children's SEND.

2.5 Senior leaders

The Head of School has 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:

- coordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Monitoring the quality of remote teaching and learning and have systems for checking daily that pupils are accessing online learning and are safe at home
- If required, ensuring equal access through the provision of printed resources, supplemented with other appropriate forms of communication between the school and pupils

2.6 Designated safeguarding lead

The DSL is responsible for all safeguarding concerns, arising from remote learning.

2.7 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents 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.
- Assisting pupils and parents with accessing the internet or devices.

2.8 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – 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 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 with children learning remotely to:

- › 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.

2.9 Governing board

The governing board is responsible for:

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

3. Who to contact

If parents or children have concerns about remote learning or the learning tasks, they should contact their class teacher, or the School Safety Manager

If staff have any questions or concerns about remote learning, they should contact the Head of School.

4. Data protection

4.1 Accessing personal data

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

- › Access the data on a secure cloud service provided by Google or via the school's protected server.

4.2 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 on the school website.

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. Staff must not share their own personal information such as personal emails, or mobile phone numbers. Calls must be made through the school's phone systems

4.3 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.
- Auditing access to devices and connectivity across the school as part of wider emergency planning
- Distributing school-owned devices accompanied by a user agreement or contract if and where necessary and possible.
- Supporting families to find appropriate internet connectivity solutions if and where necessary and possible.

5. Safeguarding

Please refer to our policy for Safeguarding and Child Protection