

At St Mary's we champion every child to be the **best that they can be**. Our knowledge-led curriculum therefore endeavours to develop our children's **character**, **core skills**, **creativity** and sense of **community**.

Supported by our school's vision, ethos and position as a junior school, we believe that our specialist knowledge of the Key Stage 2 age range ensures **improving outcomes, opportunities and experiences for all our children**. To achieve this, we are aspirational for our pupils, instilling high expectations, the passion, perseverance and stamina to succeed.

Remote Learning Policy

Ely St Mary's CofE Junior School

Written/reviewed by: - Rebecca Gilpin-Davies - **Date:** 1.10.25

Related Documents:

- Behaviour policy
- Demat ICT and internet acceptable use policy
- Online safety
- Demat Safeguarding policy

Approved/Ratified by - -

Next review due by: - October 2027

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not 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 line with the 'Support pupils with medical needs checklist' – available on the Cambridgeshire County Council Learn Together website. (See Appendix 1.)

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 8:40am and 3:20pm (but not over their lunch break.)

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
- Consider the availability of electronic devices available in the home, and adapt work accordingly

They are also responsible for:

- Posting the work using the most appropriate platform, such as Class Dojo.
- Making paper copies available for collection from school
- Ensuring that work provided is meaningful and covers an appropriate range of subjects
- Ensuring that the needs of individual children are covered eg those with SEND
- Offering parents and carers the opportunity to discuss any queries about the work via Class Dojo

Teachers should not be expected to answer emails or Dojo communications regarding remote working outside of normal working hours.

4. Safeguarding

The benefits of online learning when children and staff are unable to be in school are clear. However, there are also implications to consider for the personal safety, health and wellbeing of pupils, families and staff alike. Working remotely can have a negative impact on confidence, it can make people feel isolated, it can be frustrating and many may be concerned about keeping safe online.

The following posters provide useful safeguarding advice with respect to remote learning:

10 TOP TIPS

REMOTE LEARNING FOR TEACHERS

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For school staff and teachers, there is a lot to consider and planning is key to ensuring a smooth transition from classroom to home. That's why we've created these top tips to help school staff ensure they deliver the most secure and safest remote learning experience they can, both for themselves and their students.

1) Familiarise yourself with the relevant policies

Whilst remote learning might be uncharted territory for you and your school, ensure you still adhere with the relevant policies around safeguarding, acceptable use, data protection, student behaviour and online conduct, for example.



2) Consider your surroundings

The use of webcams, video and live streaming must be done with careful thought. Ensure the positioning of any camera is in an open space with a plain background if possible and with no personal information on display. Avoid bedrooms.



3) Create and disseminate a clear distance learning policy and guidance

This is important so that parents and pupils are clear as to what is expected of you, including around behaviour and conduct. It will also provide them with a level of confidence and reassurance.

4) Only use school approved platforms and communication channels

Make sure that you keep to communicating through official outlets, such as your school online portals or assigned email addresses. Never communicate using personal emails or numbers and refrain from communicating outside of school hours.



5) Maintain professional dress at all times

Treat any online lesson the same as delivering a lesson in the classroom. Maintain a professional image and never wear anything inappropriate or revealing. Encourage your students to also wear their school uniform.



6) Distribute a class timetable/schedule for remote learning

This will help to maintain a structure and lesson plan to classes. Include the frequency of lessons, duration, how they will be delivered, times for online and offline learning and any links. This will give parents a sense of structure and reassurance around lesson delivery.



7) Ensure you use the correct/ appropriate technology

Remote learning will mean that you will need to employ the right technology and software to ensure that students are able to access learning in the safest and most secure way. Look to distribute a list of safe apps and software that are secure and won't raise any safeguarding concerns.



8) Protect personal data

Only use appropriate systems and software that require email and password login. It's always best-practice to only use school-provided email addresses.



9) Consider the needs of SEND pupils and vulnerable learners

It's important to try and accommodate all students, including children with SEND or those who are more vulnerable, and take into account different levels of learning.



10) Try to make lessons fun and engaging and encourage regular feedback

Remote learning is a fantastic way to be imaginative with teaching and learning and a great way to encourage independent thinking. Try to encourage a two-way flow of communication with parents and students to help maintain transparency and confidence in the learning process.



10 TOP TIPS

REMOTE LEARNING FOR PARENTS

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For parents and carers, the idea of remote learning isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote learning experience.

1) Take an active interest in your child's learning

As a parent or carer, remote learning will be a new concept for your child and there are bound to be a few teething problems to start with. Take an active interest in their learning and help support them whenever they need a helping hand.



2) Monitor your child's communication and online activity

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.



3) Establish a daily schedule and routine

Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.



4) Encourage screen breaks away from devices

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teachers will invariably advise on screen breaks however it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.



5) Ensure your learning device is in a public space in the home

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.



6) Implement safety controls and privacy restrictions on apps and software

Dependant on how your school implements remote learning, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.



7) Ensure your child only uses official school communication channels

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.



8) Familiarise yourself with relevant school policies

Schools should have a policy on remote learning and direction that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.



9) Maintain feedback with teachers

Engage in communication with teachers where possible and try to feed back progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.



10) Monitor your child's wellbeing and mental health

Remote learning will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as you can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends everyday might take its toll.



Appendix 1

Checklist for supporting students with Medical Needs under Section 19

Name of Student:

School:

Date:

Student has been absent for ----- days

Reasons for Adjustments to mainstream Timetable:
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Details of intervention provided to pupil.

Tier 1 Universal Support – Date of first Plan:

Intervention	Y/N	Outcomes
Meeting with family		
Medical Information request		
IHCP implemented		
Named DMO		
Risk assessment		
Reasonable adjustment		Details:
Reference to EBSA toolkit		
Review		Date:

Tier 2 Targeted Support – Date of Plan:

Intervention	Y/N	Outcomes
Pupil Voice		
SEND Screening		Details:
Input from medical professionals		
Changes to school environment		Details:
IHCP		
Reasonable adjustment		Details:
Adult Support/Mentor		
Small group interventions		Details:
EHA		
Review		Date:

Tier 3 Specialist Support – Date of Plan:

Intervention	Y/N	Outcomes
Exploring medical information		
Specialist Training		
Specialist Equipment		
Temporary Part time timetables		
In school AP Unit		
Referral to CAMH		
Advice from EIO		
1:1 Interventions		Details:
Outreach from school		
Review (inc medical professionals)		Date:

Tier 4 Alternative Provision- Date of Plan:

Intervention	Y/N	Outcomes
Discussion with EIO		
IAEP completed with family		
External Alternative Provision put in place		
Safe and well checks completed		
Reintegration plan in place		
Review (6 weekly minimum)		



Please note schools should keep robust records of types of intervention and their effectiveness. Parent/Carer and student should be involved at each review and student voice must be captured and

responded to.

Please contact your Education Inclusion Officer for further help and guidance.
