

St Botolph's CE Primary School

Remote learning policy

I get my knowledge from afar; I will ascribe justice to my Maker.

Job 36:3



St Botolph's Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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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

When attending virtual meetings, staff, parents/carers and pupils must:

- be appropriately dressed for online meetings: no nightwear or revealing clothing.
- ensure that there is little/ no background noise and nothing inappropriate or confidential in the background during online meetings.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 8.25am and 3.35pm during term time.

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
- Who they need to provide work for, including if they may need to cover for other classes
- The amount of work they need to provide – note that good practice is considered to be:
 - o 3 hours a day on average across the cohort for Key Stage (KS) 1, with less for younger children
 - o 4 hours a day for KS2

The work should be set by 8am on the day of learning.

The work will be uploaded on a secure cloud based service.

- Making sure work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects by
- Considering the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills.
- This also includes 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 in a timely manner.

Keeping in touch with pupils who aren't in school and their parents/ carers

This will be done in a variety of ways, such as emails, phone calls or home visits

- Staff will only respond to emails withing working hours
- Parents/ carers who wish to raise concerns or a complaint against a member of staff should follow the school's Complaints Procedure which can be found on the website.
- Failure to complete work will be flagged to a member of SLT who will work with the parents/ carers to ensure work is completed.

- The teacher will build opportunities for the child to interact with peers during the day via video links.
- Teachers may plan remote learning outside the school building, but all 'live' interactions with the child and parents/ carers should take place at school.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available within the prescribed hours of their contract.

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 conversing with pupils about their learning. This can be done via phone or video link. If it should take place in person, the child's parent/ carer must be present or a second member of staff must accompany the teaching assistant to a home visit.

3.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need 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 leads 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
- 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 Learning Support Mentor

We are conscious that being away from school often has an impact on a child's mental wellbeing. Our Learning Support Mentor will always be available to work with the child on emotional and mental health matters. The Learning Support Mentor can also offer support to parents/ carers by signposting agencies and offering advice.

3.5 SENDCo

- If the child is on the SEND register at St Botolph's, our Special Educational Needs and Disabilities Coordinator (SENDCo) will be in regular contact with the child and parents/ carers. It is the responsibility of the SENDCo to make sure that specific educational programmes (known as interventions) for the child are accessible to parents and are undertaken regularly. This may include having an online session with the SENDCo or a trained Teaching Assistant.
- The SENDCo will also communicate with parents regarding review meetings and specific information in order to meet the SEN needs of the child.
- At school, the SENDCo will be communicating regularly with the class teacher regarding the child's learning needs. It is the SENDCo's responsibility to organise external agencies to assess or support with the child's special needs.

3.4 Senior leaders

The 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, for example:

- Making sure that children with limited access to online communication devices can access learning e.g. by 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 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 – if you've assigned 1 member of staff to lead on this, highlight them here
- Monitoring the effectiveness of remote learning –through regular meetings with teachers and subject leaders, reviewing work set or requesting feedback from pupils and parents/carers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring staff are trained and confident in their use of online education platforms
- Training staff on relevant accessibility features that your chosen digital platform has available
- Providing information to parents/carers and pupils about remote education via the school's website
- Working with the catering team 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 matters of child protection and will follow all protocols set out in DEMAT's Safeguarding Policy and government guidance on the protection of children.

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

3.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable either by phone, email, in persons (at home) or video link, during the school day – unless we have been made aware and have seen evidence of medical appointments, been contacted by parents/ carers to report sickness or an exceptional circumstance which prohibits the child from studying.
- 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 including online behaviour guidance.

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

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
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

4. Who to contact

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

- Issues in setting work – class teacher or subject leader
- Issues with behaviour – Headteacher or Deputy Headteacher
- Issues with IT – IT staff via email
- Issues with their own workload or wellbeing – line manager
- Concerns about data protection – Headteacher or Deputy Headteacher
- Concerns about safeguarding – DSL (Headteacher) or Deputy DSL

5. Data protection

5.1 Accessing personal data

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

- Use a secure cloud service to set work, communicate electronically and store data regarding the child and his/ her learning needs.
- Only use a laptop which has been provided by DEMAT and has the necessary safeguards including firewalls, encryption and password protection. Staff must never use a personal device such as a mobile phone to communicate with the child or parents/ carers.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses (to set up home learning apps) 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:

www.demat.org.uk/dataprotection.

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

As part of the school's agreement with parents/ carer where devices are lent by the school, the following measures are in place to ensure the devices remain secure.

This includes, but is not limited to:

- Keeping any school-owned devices 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

Staff members using devices to enable a child to work remotely are subject to the same measures and are obliged to follow all additional measures set out in the IT Code of Conduct.

6. Safeguarding

Children who are learning remotely have the same protections as children at school. Child protection protocols will be followed at all times by all staff members, including raising concerns about a child's safety. Please refer to the Safeguarding Policy which can be found on the school's website.

7. Monitoring arrangements

This policy will be reviewed and approved every three years by the Local Governing Body of the school.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding and Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- IT and internet acceptable use policy
- Online safety policy