Believe, Achieve & Inspire

EVEN SWINDON SCHOOL



Remote Learning Policy

Last Reviewed On: September 2025

Next Review Due By: September 2028

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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 a long term 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.

If remote learning is needed due to unforeseen school closure, teachers will have 24 hours to alter plans from in school to remote learning sessions.

3. Roles and responsibilities

- Safeguarding leads will regularly check in with children who are unable to attend school due to medical reasons.
- SENCO will ensure remote learning is appropriate for any children on the SEN register and support with advice to parents/carers where necessary to ensure children are able to continue making progress.

3.1 Teachers

When providing remote learning to the whole class, teachers must be available between 8:20am and 3:20pm with a 1-hour lunch break between 12pm – 1pm. If there are some children being taught in school and some children at home, teachers will respond to remote learning questions, when possible, throughout the school day.

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 their own classes and supporting the year group team if required.
    - Up to 2 hours a day on average across EYFS phases
    - Up to 3 hours a day on average across the cohort for KS1
    - Up to 4 hours a day for KS2
- All work should be set by 8:40am each morning ready for the children to start
- Work should be uploaded to TEAMs and where appropriate the school website
- Year group teams should work together to ensure children across the year group are having a consistent approach. If remote learning is required for more than 1 week, Teachers will take turns to teach remotely across a whole year group.
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects
- This includes 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 – cover details such as:
    - If required children will share work online either through taking photos or uploading the work. Work may also be shared via the camera if appropriate.
    - Feedback will primarily be completed verbally to pupils or pupils will self-mark the work.
- Keeping in touch with pupils who aren't in school and their parents
- Teachers should register which children are attending the online learning sessions as a class. Teacher should also note which children are returning work that has been set and engaging in the online learning. If there are children who have not been seen for 2 days in a row with no explanation from parents, teachers must call the parents to make contact. If children have not been seen for 3 days, teachers must inform a member of the DSL team.
- Teachers shouldn't answer emails outside of working hours.
- Any complaints from parents via remote learning sessions, teachers must refer the parent to our complaints policy.
- If children are not engaging with the work and behaviour is challenging online, teachers must report this to the Senior Leadership Team and in the first instance arrange to discuss this behaviour with parents/carers.
- Attending virtual meetings with staff, parents/carers and pupils:
    - Teachers should follow the staff code of conduct to ensure they are appropriately dressed during remote learning sessions.
    - Staff and children must all ensure they are in an appropriate location for online sessions – no-one should be in their bedroom. The background should be blurred if at home with quiet surroundings. Ensure there is nothing inappropriate in the background and that no-one can walk behind you.

If teachers are working in school with groups of children, they will not be expected to provide remote learning at the same time – this will be shared with the other year group teachers.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their contracted working 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 assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely:
  - Named children will be provided by the class teacher
  - Deputy Headteacher will liaise with SENCO to timetable staff to join specific teachers during teaching sessions online with guidance in how to support various learners
- Attending virtual meetings with teachers, parents/carers and pupils:
  - Staff should follow the staff code of conduct to ensure they are appropriately dressed during remote learning sessions.
  - Staff and children must all ensure they are in an appropriate location for online sessions – no-one should be in their bedroom. The background should be blurred if at home with quiet surroundings. Ensure there is nothing inappropriate in the background and that no-one can walk behind you.
- If teaching assistants are working in school, they will may still be timetabled to support children at home. This will be directed by the Senior Leadership Team.

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
- Monitoring the remote work set by teachers in their subject through regular meetings with teachers or by reviewing work set
- 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 Senior leaders

Senior Leaders have 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:

- Co-ordinating 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/carers
- 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
- Training staff on relevant accessibility features that your chosen digital platform has available
- 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 (FSM) are provided with good quality lunch parcels or food vouchers

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for:

The safety and welfare for all pupils and staff – the school safeguarding and child protection policy will be followed during remote learning sessions and staff will continue to report any concerns via CPOMS.

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 during the school day
- 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 whilst keeping themselves safe online

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 – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to your line manager
- Issues with IT – raise a ticket to the helpdesk
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the Headteacher
- Concerns about safeguarding – talk to the DSL

5. Data protection

5.1 Accessing personal data

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

- Use the secure cloud access with log in details
- Use work electronic devices only, no personal laptops or devices to be used

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 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.

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)
- 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

6. Monitoring arrangements

This policy will be reviewed every 3 years or before if there is a significant long-term lockdown. At every review, it will be approved by the full governing board.

7. Links with other policies

This policy is linked to our:

- Positive Relationship policy
- Safeguarding & Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy