



Remote Learning Policy
May 2026

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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 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 8.30 and 3.30

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:

- Work needs to be provided for all pupils in the class, and pupils in year groups if year group partner is absent
- KS1 - Teachers will set work for 3 sessions a day (this may vary dependent on child's specific circumstances).
- KS2 – Teachers will set work for 4 sessions a day (this may vary dependent on child's specific circumstances).
- The work should be set by 4.00pm of the day before.
- In individual cases, an agreement will be made with the parents of how the work will be provided. In whole class or group cases, work should be uploaded to the Dojo platform.
- Teachers are expected to coordinate with their year group partner to ensure consistency in the work provided and to make sure that pupils with limited access to devices, are still able to complete the work.
- EYFS – 2 sessions will be provided. However, further informal activities, that support the development of the whole child, may be set.

- Whilst remote learning is not a substitute for high quality teaching, teachers should ensure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects
 - When setting work, teachers must consider the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills
 - Teachers must also consider 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
 - It is the responsibility of parents to ensure that work is returned to school
 - Teachers must provide feedback to the pupil. This can be done verbally or via a message to the parent on Dojo.
- Keeping in touch with pupils who aren't in school and their parents (dependent on age and stage of learning):
 - Teachers must ensure regular contact with the family or pupils (dependent on age and stage). This should be carried out via a weekly phone conversation. Dojo can also be used if more frequent communication is required.
 - Where communication is via Dojo, teachers must respond within 24 hours. Teachers should only respond inside of working hours and are not expected to do so outside of working hours.
 - If parents have any complaints or concerns, then the PHMAT complaints policy must be followed. Where the concern is around safeguarding, then the teacher must follow Woodthorne's safeguarding procedures and report this to a DSL immediately.
 - If pupils fail to complete work, the teacher should establish a reason for this – e.g. is it defiance, was the work too hard, or illness. Teacher's will work with the parent to support with any behavioural issues.
- Attending virtual meetings with staff, parents/carers and pupils:
 - If virtual meetings are required to support the pupil, then this must be carried out within the school day. Staff must dress professionally and appropriately, and the pupil must be fully dressed (not in pyjamas or dressing gowns).
 - When liaising with parents, children or external visitors, staff must dress professionally and appropriately.
 - The pupil should be in a quiet location where they are able to listen freely.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.30 – 3.30pm.

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:
 - Which pupils they'll need to support
 - How they should provide support
- Attending virtual meetings with teachers, parents and pupils:

- If virtual meetings are required to support the pupil, then this must be carried out within the school day. Staff must dress professionally and appropriately, and the pupil must be fully dressed (not in pyjamas or dressing gowns).
- When liaising with parents, children or external visitors, staff must dress professionally and appropriately.
- The pupil should be in a quiet location where they are able to listen freely.

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 – 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
- › Making decisions about the use of online video lessons such as Oak National Academy

3.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- › Phase leaders will co-ordinate the remote learning approach for their phase and monitor 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
- › The Headteacher will monitor the security of remote learning systems, including data protection and safeguarding considerations
- › Senior leaders should continue to overcome any barriers to digital access where possible 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, 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 holding 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

The responsibilities of the DSL and Deputy DSLs are outlined in the school's safeguarding policy.

3.6 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

3.7 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 (and any specific online behaviour rules where applicable)
- ›

Staff can expect parents 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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- › 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 as high 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 the relevant phase leader
- › Issues with IT – contact Flywheel IT Services
- › Issues with their own workload or wellbeing – talk to phase leader
- › Concerns about data protection – refer to the Headteacher
- › Concerns about safeguarding – make the DSL aware

5. Data protection

5.1 Accessing personal data

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

- › Access data and resources on the school's secure cloud based service
- › Only use PHMAT provided laptops and iPads and no personal devices or computers

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as phone numbers or 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.

However, staff are reminded to collect and/or share as little personal data as possible online.

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. Safeguarding

Staff can find all the appropriate arrangements for safeguarding in the safeguarding and child protection policy, which are updated to reflect the current school dynamic.

7. Monitoring arrangements

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

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
- ICT and internet acceptable use policy
- Online safety policy
- Curriculum policy
- Teaching and learning policy