



**Park Brow  
Primary School**

Happy - Respect - Pride - Caring - Potential



# Remote learning policy

Park Brow Primary

2025-2026

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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 8:50am-3:20pm. 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 including log in information and resources packs.
- 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
- Identify who they need to provide work for, including if they may need to cover for other classes
- Provide the amount of work appropriate for their year group:
  - 3 hours per day on average across KS1
  - 4 hours per day for KS2
- Home packs to be created for those unable to access online platforms.
- Share information of expectations including where work should be accessed and uploaded – Class Dojo, Spelling Shed, TTRS, school website.
- Teachers should be following long term plans when planning for remote learning to ensure consistency for all pupils. Making sure that work provided during periods of remote education is of a high quality, meaningful, ambitious and cover an appraise range of subjects including:
  - Considering the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills.
  - Considering the needs of pupils' families or carers, inducing how much adult involvement is needed in each activity and whether pupils have a suitable place to study.
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- Providing feedback on work:
  - Make a voice note or written comment on the child's work
  - Address misconceptions and model methos via videos that can be attached to the comments/work.
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- Keeping in touch with pupils who aren't in school and their parents:
  - Regular contact should be made via phone call or Class Dojo.
  - Teachers will not be expected to open and respond to emails from parents outside of their normal school day.
  - If a child is failing to complete work, parents will be contacted and expectations will be shared
- Attending virtual meetings with staff, parents/carers and pupils:
  - Dress code – inline with school staff conduct policy.
  - In a calm and quiet environment to avoid distractions.

Year group partners will work together to ensure those pupils in school and those out of school both receive high quality teaching and resources to support their learning.

### **3.2 Teaching assistants**

When assisting with remote learning, teaching assistants must be available 8:50am-3:20pm.

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 ensuring paper packs of work are readily available.
- Contacting parents to do welfare calls when appropriate.
- Attending virtual meetings with teachers, parents and pupils
- Dress code – inline with school staff conduct policy.
- In a calm and quiet environment to avoid distractions.

### **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
- 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

### **3.4 Senior leaders**

SLT 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:

- 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 – explain how they'll do this, such as 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 – specify if you will do this on your website or via email

- 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

#### **Designated safeguarding lead (DSL)**

The DSL is responsible for:

- Welfare calls (phone and home visits) are made to pupils accessing remote learning.

#### **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

#### **Pupils and parents/carers**

- 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/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 – 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 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:

- For pupils with SEND please contact our SENCO, Mrs C Aplin
- For behaviour and SEMH support, contact Mrs T Forsyth
- For ICT issues or concerns, please contact Mrs K O'Neil
- Work load and Well Being issues staff should contact their Phase Leader
- Concerns about data protection should be shared with A Burke or J Owens
- Concerns about safeguarding should be shared with A Burke or L Casey

#### **5. Data protection**

##### **5.1 Accessing personal data**

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

How they can access the data, such as on a secure cloud service or a server in your IT network on their work device.

##### **5.2 Processing personal data**

Staff members may need to collect and/or share personal data such as names and contact information including email address and phone numbers, 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 our 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. Safeguarding**

Refer to the school's Safeguarding Policy on the school website.

#### **7. Monitoring arrangements**

This policy will be reviewed every two years by Senior Leadership Team.

## **8. Links with other policies**

This policy is linked to our:

Behaviour policy

Child protection policy and coronavirus addendum to our child protection policy

Data protection policy and privacy notices

Home-school agreement

ICT and internet acceptable use policy

Online safety policy