



St Matthew's CE Primary School Remote Learning Policy

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1 Aim

This remote learning policy applies for all staff in St Matthew's CE Primary School.

It 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 will be available in normal 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 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 pupils in their own year group – a minimum of 3 hours a day on average across the cohort for Key Stage 1 and 4 hours a day for KS2. In the EYFS, a quantity of work will be set that is reasonable for the child’s age and stage.
- Work will be available for children by 8:45am on the day that the learning is due to take place.
- Work will be presented using Google Classroom.
- Work will be planned consistently across a year group and will be set in such a way that enables pupils to work flexible around demands on household devices.
- Work set will be in line with the usual curriculum for the year group, and will be duly adapted for children with additional needs.
- Work set will be regularly monitored for consistency and quality by school senior leaders.
- Work uploaded to Google Classroom by children will be reviewed by teachers and feedback given via Google Classroom within 2 school days.
- Staff will keep in regular touch with families via Google Classroom, telephone, email and home visits where needed. This will include contact from the teacher, but also from the inclusion team such as family support worker, attendance officer, SENDCo or Inclusion Manager as needed/requested.
- Teachers will respond to emails from parents as soon as possible, and always within 5 working days. Teachers are not available to parents outside of regular school hours.
- Complaints and concerns will follow usual processes and will be escalated to senior leaders as needed.
- Behavioural concerns will follow the usual behaviour policy, and this will be communicated to parents as soon as possible.
- Teaching will not be ‘live’ at all times, however teachers will plan regular opportunities for children to engage with peers and teachers ‘online’ as appropriate. These sessions will take place in living areas, not bedrooms or bathrooms, and all participants will be appropriately dressed and supervised. Children will have a parent or carer in the room at all times.
- When attending virtual meetings, staff will ensure that these take place in neutral locations with blurred backgrounds, and staff will be professionally dressed.

Where possible, teachers will share responsibility of classroom learning and home learning with their year group counterpart. If this is not possible, then teachers will be given sufficient time to carry out both roles.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available in normal 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
- Attending virtual meetings with teachers, parents/carers and pupils

3.3 Curriculum leaders

Alongside their teaching responsibilities, curriculum 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 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
- 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 safeguarding children during periods of remote learning, as per our Child Protection Policy.

This includes:

- Maintaining regular contact with vulnerable families
- Monitoring and auctioning all safeguarding concerns and referrals
- Provide training and support for staff to ensure that they understand updated safeguarding procedures
- Oversee online safety provision
- Liaise with external agencies including social care and the police as needed

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

Staff can expect parents/carers with children learning remotely to:

- Engage with the school and support their children's learning
- 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 The Local Governing Body

The Local Governing Body

- 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 curriculum lead or SENCO
- Issues with behaviour – talk to the relevant phase leader
- Issues with IT – talk to IT staff
- 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

Please see our data protection policy for further information.

6 Safeguarding

Please see our safeguarding policy for further information.

7 Monitoring arrangements

This policy will be reviewed every 3 years by the Headteacher.

At every review, it will be approved by the full governing board.

8 Links with other policies

Remote Learning Policy – May 2025

DOCUMENT UNCONTROLLED WHEN PRINTED

This policy is linked to our:

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