

Remote Learning Policy

Newfield Primary School



Approved by: Governing Board

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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 are not 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

The school is committed to ensuring that every child attends school on a regular basis and benefits fully from in-person education. Attendance at school is the expectation for all pupils, and face-to-face learning remains the school's default position.

Arrangements for remote learning are made only in **exceptional and vanishingly rare circumstances**. Such arrangements will be considered solely following **close discussion with, and formal agreement from, the school**, and where it is deemed to be in the best interests of the child. Remote learning is not an alternative to regular attendance and will not be offered as a routine provision.

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

Remote education will be considered in the following cases:

- 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. For our pupils with SEND, the SENDCO will collaborate closely with families and Class Teachers to put in place an appropriate curriculum and the teaching and support that will enable the pupil to continue learning effectively. For pupils with an Education, Health and Care Plan, where it may be challenging or impossible for the school to deliver remote learning, then the school will consider, in cooperation with the local authority and working closely with parents and carers, other ways in which it can meet its statutory duties.

- 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. Good Practice

When providing remote learning we will endeavour to do the following:

- provide remote learning that is high quality, meaningful, ambitious, and covers an appropriate range of subjects to enable pupils to keep on track with their education.
- provide remote learning that is ready for pupils to access as soon as is reasonably practicable and in proportion to the length of absence and expected disruption to their education.
- work to overcome barriers to digital access where possible for pupils by, for example:
 - providing school laptops/devices to pupils where necessary.
 - supporting families to find appropriate internet connectivity solutions where necessary and possible.
- provide remote education that is equivalent in length to the core teaching time pupils would receive in school where possible and being mindful of the individual needs and circumstances of the pupil and their families. These may include consideration of the age, stage of development, and independent study skills. Examples include:
 - any SEND or other additional needs the pupils might have.
 - the pupils' home environment, which includes having a suitable place and opportunity to study.
 - screen time and making reasonable allowances for adequate breaks for pupils and staff during digital remote education.
 - the demands placed on parents and carers to help or support their children with remote education.

4. Providing Information about Remote Education

Parents, carers and pupils are kept informed about remote education in the following ways:

- For individual pupils learning remotely – the DHT, SENDCo or class teacher will communicate regularly with both the parents/carers and the pupil to establish routines and provide support.
- For classes or year groups learning remotely – where possible, the school endeavours to inform families in advance and this is done using the school's parent mail and texting systems. Where classes/year groups are learning remotely for a sustained period and before the onset of any timetabled learning, children and parents/carers will be invited to attend a meeting (either face to face or online) to communicate expectations and support with troubleshooting.
- The school website is updated regularly.

5. Roles and responsibilities

5.1 Headteacher and DSL

- Monitor the effectiveness of remote learning via feedback from SLT, teachers, pupils and parents.
- As Designated Safeguarding Lead, set out measures for keeping the school community safe; see the school's Safeguarding and Child Protection Policy, and Online Safety Policy.
- Monitor the security of remote learning systems, including data protection and safeguarding considerations.

5.2 Deputy Headteacher

- Co-ordinate the remote learning approach, with support from the headteacher, Computing Lead, SENDCO and Class Teacher.
- Share information with parents/carers and pupils about remote education via the school website, letters and face to face/ online meetings.
- Continue to overcome barriers to digital access where possible by: liaising with Class Teachers/Headteacher/SENDCO/Computing Lead/ICT Technician to help distribute school-owned laptops accompanied by a user agreement and securing internet connectivity solutions where possible.
- Liaise with Class Teachers/SENDCO to provide any printed resources to support remote learning.

Monitor the effectiveness of remote learning (alongside the SLT) by:

- meeting with Class Teachers and Learning Support Assistants regularly to evaluate outcomes and planning of next steps.
 - dropping into live lessons to observe practice and provide feedback to staff.
 - reviewing the quality of pupils' work.
 - seeking feedback eg. pupil/parent voice
- Liaise with the Computing Lead to ensure that staff remain trained and confident in their use of online digital education and the use of Microsoft Teams.
 - Liaise with the Computing Lead, IT Technician and DSL to monitor the security of remote learning systems, including data protection and safeguarding considerations.
 - Have systems for checking whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern.
 - Provide support and guidance for families where needed. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed.

5.3 Teachers

When providing remote learning, teachers must be available during normal working hours to respond to any messages from the parent or pupil on Microsoft Teams.

If they are 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 reporting 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
- 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
- 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
- In the case of individual pupils, teachers will liaise with the Deputy Head to ensure that the pupil has access to the remote learning timetables.
- In the event of whole classes/year groups, teachers will plan and deliver lessons and learning assignments for children on a weekly basis using Microsoft Teams.
- Teachers will set the following amount of work in line with the age and stage of pupils:
 - 3 hours a day on average in KS1, with less for younger children
 - 4 hours a day for KS2.
- Make sure that work provided during periods of remote education is of high quality, meaningful, ambitious and covers an appropriate range of subjects. This involves taking into account the needs of individual pupils, the levels of independent study skills and the needs of pupils' families or carers.
- Co-ordinate with other teachers to ensure consistency across the school and to make sure that pupils with limited access to devices can still complete the work.
- Keep in touch with pupils who are not in school and their parents

- In the event of whole class remote learning, record attendance at live sessions. Where individual children are learning from home, the school office will mark the child as learning offsite and record registration on SIMS.
- Report any absences/concerns to the headteacher or Deputy Headteacher.

Providing feedback on work:

- Completed online work will be submitted using Microsoft Teams. In the case of physical copies, the parent will hand in work to the school office on a weekly basis.
- Class teachers and teaching assistants will provide oral or written feedback on completed work in line with the school's marking and feedback policy.
- Class teachers will be available to respond to questions from pupils and parents during normal school hours.

5.4 Teaching assistants/ Learning Support Assistants

When assisting with remote learning, teaching assistants must be available during normal working school 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 reporting procedure.
- When assisting with remote learning, teaching assistants are responsible for:
 - Supporting pupils who are not in school with learning remotely to individual pupils/groups of children as directed by the Class Teacher/SENDCO/SLT.
 - Attend Microsoft Team calls with allocated year group colleagues/class/group.
 - Responding to online registration/feedback to pupils and provide live reading lessons as directed by the Class Teacher/SLT.
 - Liaising with SENDCOs and Class Teachers to differentiate remote learning for any SEND pupils, or compile tailored remote learning packs.
 - Adhering to the school's Acceptable Use Policy.
 - Reporting any absences/concerns in the first instance to the Class Teacher/SLT. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed.

5.5 SENDCOs

- Ensure welfare checks are made regularly for pupils with SEND.
- Ensure that pupils' medical needs are factored into the remote learning timetable and that appropriate learning activities have been set.
- Liaise with Learning Support Assistants to ensure that alternative work has been provided for pupils with SEND where necessary.
- Make weekly phone calls home to targeted individual children. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed.

5.6 IT staff, including Computing Lead

IT staff are responsible for:

- Fixing issues with systems to set and collect work
- Helping staff and parents/carers with any technical issues they are experiencing
- Review the security of remote learning systems and flagging any data protection breaches to the data protection officer.
- Distribute school-owned laptops accompanied by the user agreement or contract (if possible)
- Securing appropriate internet connectivity solutions where possible
- Assisting pupils and parents/carers with accessing the internet or devices

5.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Engage with the online learning in accordance with the agreed timetable

- Complete any physical copies of work or activities that have been set.
- 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 are not able to complete work
- Act in accordance to the school's behaviour expectations, in line with the school behaviour policy.

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 unable to complete work.
- Seek help from the school if needed
- Refer to the school website for additional resources
- Be respectful when making any complaints or concerns known to staff

5.8 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 systems are appropriately secure, for both data protection and safeguarding reasons

6. 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 SENDCo

Issues with behaviour – talk to the SLT

Issues with IT – talk to IT Technician and Computing Lead

Issues with their own workload or wellbeing – talk to the line manager

Concerns about data protection – talk to the school's GDPR lead (Deputy Headteacher) or the school's data protection officer (Deepti Bal dpo.bal@bsp.london)

Concerns about safeguarding – talk to the DSL

7. Data protection

7.1 Accessing personal data

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

- Have access to pupils' Microsoft login information to share with pupils and parents
- Login data will be accessed using the school computers or laptops **only. No personal devices will be used to access any pupils' data.**
- The school IT network has secure filtering and monitoring processes to avoid any data being leaked

7.2 Processing personal data

Staff members may need to collect and/or share personal data such as emails and home addresses of the pupils as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not 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.

7.3 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

8. Safeguarding

- The school provides clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote online education: staff act immediately and follow the school system for reporting any concerns they may have about a child's welfare. As part of the Computing and PSHE curriculum, children are encouraged to speak up if they come across something worrying online.
- Our Child Protection and Safeguarding Policy has been updated to reflect the outcomes of online safety audits and the use of online and mobile technology.
- Where school devices are sent home to access remote learning, filtering has been applied and Parents and Carers are kept informed and reminded about the practical support available for reporting harmful or upsetting content, bullying, online risks and setting parental controls using the following link. <https://parentsafe.lgfl.net>

9. Monitoring arrangements

This policy will be reviewed by the Headteacher and Deputy Headteacher. At every review, it will be approved by the governing board.

10. Links with other policies

This policy should be read in conjunction with the following DfE Guides and Newfield Primary School policies. Please refer to the school website for up-to-date policies.

- Providing Remote Education Non-Statutory Guidance for Schools
- 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