

# Remote learning policy

Meare Village Primary School



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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 8.30am and 4.00pm on their working days (if your child has a job-share, please contact the teacher working on that day).

*If teachers 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 procedure (contact the Headteacher by 7am by email or text message).*

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 (there is a **SCENARIO A** and **SCENARIO B** – see below).
- 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 responsible for:

- **SCENARIO A:** this is when the school needs to close at short notice due to e.g. weather events (flooding / snow). In this instance, teachers will:
  - Set work online via Class Dojo Class Story by 10.00am. There will be: 1 x phonics / reading; 1 x writing task (this can be a standalone writing activity that sits outside the writing unit being taught in school); 1 x maths task linking to the unit being studied, or a maths practice (times tables / number bonds); 1 x research-driven foundation task
  - Teachers will: ask completed work to be uploaded via message on Dojo; be available online to answer queries from parents on Class Dojo between 8.30am and 4.00pm

*NB: Scenario A is the one to refer to when a child is preparing for, or recovering from an operation, but is able to learn and can learn remotely*

- **SCENARIO B:** for when school is closed more long-term due to government instruction.

#### **SETTING WORK:**

- *Ensure on the first day of closure that all members of the class have access to Google Classroom, including logins and passwords and that children are adequately resourced with equipment (books, pencils etc.) and devices are loaned as necessary and if possible. Check in with all children and families via Google Classroom on Day 1*
- From Day 2, set work daily that ensures coverage of the subjects (each day should be planned according to the subjects on the normal class timetable on average 3 hours a day KS1 (maximum of 2 hours for EYFS); 4 hours a day KS2).
- Set work by 8.30am on the day you want it complete via Google Classroom, including times of the day children need to remote in for live teaching (this needs to be once a day for maths,

phonics/reading, writing, and foundation subjects for a minimum of 10 minutes of live teaching each)

- Ensure work set is of high-quality, is meaningful and ambitious (all subjects should be taught across the week in accordance with the class timetable)
- Ensure learning outcomes can be completed as independently as possible through supportive scaffolds and resources
- Ensure children with SEND are well-supported, setting work that is accessible and promotes independence
- Some lessons can be set via online teaching platforms, such as Oak Academy if the teaching and learning matches the stage of the children's learning journey (this is only ideal occasionally, as live teaching from the child's teacher is best practice)

#### **CHECKING IN:**

- Complete a live register between 8.45am and 9.00am each day (report to the DSL by 9.15am children who do not respond or families who do not provide a reason for being offline)
- Be available online during the hours of 8.30am and 4.00pm to respond to children and families
- Provide a phone call / individual Google Classroom check-in with children once a week to discuss: pastoral / safety / mental health/wellbeing issues: this can be delegated to Support Staff who have good relationships with the child. Teachers can then refer concerns to the wider team to support (ELSA / DSL)

#### **PROVIDING FEEDBACK:**

- Children will upload all work onto Google Classroom on the same day at the end of each lesson slot. Those that do not will be contacted by the Class Teacher or SLT.
- Teachers will provide feedback for English and maths on an individual basis once a week per child. Teachers can provide more feedback on top of this if required for the child to make better progress. Teachers may provide whole class feedback more regularly once class work is checked. Feedback will be provided on Google Classroom either through online marking or written feedback.

#### **EXPECTATIONS & CONDUCT:**

- All participants will be appropriately dressed for online learning. Children will be dressed in day-clothes and be ready for learning; teachers will adhere to the Staff Handbook and wear professional clothing for all online meetings.
- The school behaviour policy will be followed. We will expect behaviours that we want to see in school online.
- All online participants will ensure their camera background is appropriate for online learning (participants can blur their background or change the background) and their learning environment makes it suitable for learning (quiet).

### **3.2 Teaching assistants**

When assisting with remote learning, teaching assistants must be available between 8.30am and 3.15pm Monday to Friday (or the days they work if they are part-time).

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 by emailing or texting the Headteacher by 7.00am.

When assisting with remote learning, teaching assistants are responsible for:

- Following the guidance of their class teacher (or the teacher they have been assigned to) and supporting remote learning
- Providing support to individuals in interventions (if this is a normal aspect of their job)
- Supporting hearing readers online

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If teaching assistants are required to be in school, they will be assigned to a classroom / role by the Headteacher.

### **3.3 Subject leads**

Alongside their teaching responsibilities, subject leads are responsible for:

- Ensuring their subjects are planned well, and are made accessible to all, including SEND
- Ensuring the curriculum coverage is ambitious and that no subjects are reduced unnecessarily – considering this, making sure that content is able to be accessed independently by children in the main
- Researching resources to use remotely that enhance the learning for children, and sharing these with teachers in a timely manner

### **3.4 SENDCO**

- To liaise with teachers and work with them on planning effective lesson for SEND
- To hold regular meetings with families of SEND children to check learning is accessible
- To ensure physical resources are made available that promote independence in children

### **3.5 Senior leaders**

The Headteacher, along with 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:

- Checking the quality of remote learning on a fortnightly basis across the school
- Monitoring uptake in lessons, registration and outcomes submitted and following up concerns immediately
- Monitoring safeguarding and data protection so that children and families are safe in their use of the internet
- Checking on the wellbeing of staff with regards to workload and their own work-life balance
- Ensuring staff are well-trained in developments in remote learning
- Communicating effectively with families via email, text and whole-school Dojo (when appropriate) about remote education, national developments etc.
- Ensuring families who are in receipt of Free School Meals are adequately provided for through vouchers or meals

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

The DSL is responsible for:

- Following the school's Safeguarding Policy
- Monitor filtering systems and alerts from school devices
- Respond to concerns raised by staff and / or parents about safeguarding quickly

### **3.7 IT staff**

IT staff (our school Computing Lead and our IT support Zen Computers) are responsible for:

- Fixing issues with systems used for remote learning
- Providing support to families who are experiencing challenges in accessing remote learning
- Enabling access to the internet for families who do not have access
- Reviewing the security of remote learning systems and flagging any data protection breaches to the Data Protection Officer

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

Staff can expect pupils learning remotely to:

- Complete the work set by the teachers by the deadline given
- Ask for help if they require it, or need more time to complete
- Go online for 'live' teaching sessions
- Register on time
- Behave according to the school behaviour policy, remembering the behaviour we expect at all times

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

- Support their children as best as possible with the learning
- Ask for help if they require it, or need more time to complete

- Provide a space that is conducive to learning at home – ideally quiet with a table (although this may not always be possible)
- Raise concerns in a respectful manner with the appropriate person at school (classroom issues with class teacher, safety issues with Headteacher/DSL, IT issues with computing lead)
- Provide explanations if a child is not able to complete the learning or is unable to do so due to sickness

### 3.9 Governing board

The governing board is responsible for:

- Monitoring the school's remote learning provision, ensuring all children can access the learning and receive timely support from school staff
- Ensure that safeguarding and data protection systems provide secure access for children, families and members of staff

## 4. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues setting work: talk to relevant subject leaders/class teachers
- Issues with behaviour online: talk to the Headteacher / DSL or DDSLs
- Issues with IT: talk to Computing Lead or contact Zen Computers (to log a computing issue email [zencomputers@reply.repairshopr.com](mailto:zencomputers@reply.repairshopr.com) to issue a ticket)
- Issues with workload and wellbeing: talk to the Headteacher
- Concerns about data protection: contact the DSL / DDSL or contact Amy Brittan at Somerset County [amy.brittan@somerset.gov.uk](mailto:amy.brittan@somerset.gov.uk)
- Concerns about safeguarding: contact the DSL or DDSLs

## 5. Data protection

### 5.1 Accessing personal data

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

- Access data through our IT network which is secure
- Use the laptops provided by school which have security and filters built in

### 5.2 Processing personal data

Staff members may need to collect and/or share personal data such as emails to invite families to Class Dojo or Google Classroom 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 our data protection policy / privacy notice in terms of handling data.

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
- School will continue to filter and report use of the internet that goes against our code of conduct

## **6. Safeguarding**

See our Safeguarding Policy

## **7. Monitoring arrangements**

This policy will be reviewed annually by the Headteacher. At every review, it will be approved by the Full Governing Body.

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

This policy is linked to our:

- Behaviour policy
- Safeguarding 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