Castlemorton CE Primary School

Remote Learning Policy

Approved by:	**LAB**	**Date: March 2026**	
Last reviewed on:	**March 2026**		
Next review due by:	**March 2028**		

Our Christian Vision

Our vision, as a church and community school, is to express the love of God, both in word and action, pursuing compassion, respect for others, courage, perseverance and justice, so that all our pupils may achieve their full potential as students and citizens, and make a difference in the world.

OUR VALUES Compassion Respect Courage Perseverance Justice

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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 and 3:20pm.

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 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:
    - Class teachers will set work for their own class
    - The amount of work set is outlined below
        - 2 hours a day on average for Reception
        - 3 hours per day for Key stage 1
        - 4 hours per day for Key Stage 2
    - In the event of a school closure work will be set by 9:00am on the first day and them by 4:00pm on subsequent days
    - Where school is closed for 1 day, all work completed should be handed to the class teacher the following day. Where school is closed for more than 1 day, completed work should be uploaded to ClassDojo by 4:00pm each day
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and covers an appropriate range of subjects

- This includes considering the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills
- This also includes considering 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:
  - Teachers will access children's work via ClassDojo
  - Feedback will be sent to children/parents via ClassDojo
  - Feedback will be given in a timely manner, core subjects Within 48 hours foundation subjects within five working days and before the next scheduled lesson.
- Teachers will keep in regular touch with pupils and their parents in a range of ways including ClassDojo, Teams, email and via phone if necessary
  - In the event of extended school closure, teachers will contact pupils/families via a live teams call at least once a day
  - Teachers will only be expected to respond to emails during their normal working hours
  - Teachers will pass any complaints or concerns shared by parents and pupils directly to the headteacher
  - If pupils are falling behind with their work, teachers will contact parents/carers to offer support
  - During the school day teachers will arrange whole class Teams calls with pupils to provide regular interaction with their peers
- Attending virtual meetings with staff, parents/carers and pupils:
  - Teachers are expected to wear appropriate smart casual dress
  - All virtual meetings should be conducted from and indoor location avoiding areas with background noise or anything inappropriate in the background

If teachers are also working in school, they will still need to provide remote learning and where possible make links between the in-school and remote provision – for example streaming lessons in school to pupils learning remotely.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their 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 the class teacher to delivery remote learning
- Where possible continue to support pupils identified as vulnerable by delivering a range of online interventions and well being support.

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 leaders and the headteacher 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- through regular meetings with teachers and by reviewing the work set
- Alerting teachers to resources they can use to teach their subject remotely
- Making decisions together with the headteacher about the use of online video lessons such as White Rose maths and Oak National Academy

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for:

- Monitoring Vulnerable Pupils: Identifying and keeping accurate records of the most vulnerable students, ensuring they have a robust communication plan (e.g., regular phone calls, doorstep visits).
- Staff Oversight: Ensuring all staff are aware of how to contact a DSL or Deputy DSL at all times and confirming that they are reporting concerns through official systems.
- External Liaison: Continuing to engage with social workers, attending multi-agency meetings (remotely if necessary), and managing child protection referrals to local authorities.
- Policy & Guidance: Reviewing and updating safeguarding policy addendums for remote learning and providing guidance to staff on safe online practices.
- Welfare Coordination: Coordinating the response to welfare concerns raised during remote learning, whether from daily check-ins or automated alerts.
- Parental Support: Ensuring parents and students know who to contact if they have a safeguarding concern while working from home.

3.7 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:

- Issues in setting work – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to the headteacher
- Issues with IT – use the onscreen Penguin to contact the ICT4 Help Desk
- Issues with their own workload or wellbeing – talk to the headteacher
- Concerns about data protection – talk to the headteacher
- Concerns about safeguarding – talk to the DSL

5. Data protection

5.1 Accessing personal data

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

- Use their school details to log into Arbor, this should be done using their school laptop rather than their own personal devices

5.2 Processing personal data

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

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
- Keeping operating systems up to date – always install the latest updates

6. Safeguarding

Safeguarding and child protection remains as important in this environment as anywhere else, and staff members will apply the school's safeguarding guidance to remote learning, just as they would to classroom working - staff who become aware of any child protection concerns will continue to follow established safeguarding procedures.

- We will adhere to all additional guidance on delivering learning for those children access provision at home
- When working remotely, we will ensure that the current Child Protection & Safeguarding Policy along with any addendums is adhered to at all times.
- Clear reporting routes for pupils, staff, parents and carers to raise any safeguarding concerns in relation to remote online education are outlined in the Child Protection Policy and communicated to all children and staff.

7. Monitoring arrangements

This policy will be reviewed every two years by the headteacher. At every review, it will be approved by the LAB.

8. Links with other policies

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