



REMOTE LEARNING POLICY

Reviewed by	Head
This Review Date	September 2026
Next Review Due	September 2029
Approved Governing Body	September 2026

Contents

1. Aims	2
2. Use of remote learning	2
3. Roles and responsibilities	3
4. Who to contact.....	7
5. Data protection.....	7
6. Safeguarding	8
7. Monitoring arrangements	8
8. Links with other policies	8

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

- › Early Years Lead (Nursery and Reception): Mrs Parul Patel-Martin

Ppatel-martin@woolenwickinfants.herts.sch.uk

- › KS1 Leader: Jade Marshall

j.marshall@woolenwickinfants.herts.sch.uk

- › Lower KS2 Leader (Year 3 and 4): Miss Emily Stevens
estevens@woolenwickjm.herts.sch.uk

- › Upper KS2 Leader (Year 5 and 6): Miss Jazz Lawrence

jlawrence@woolenwickjm.herts.sch.uk

- › SENCO: Mrs Tracey Brotherton

senco@woolenwickjm.herts.sch.uk

- › Family liaison worker: Ms Jackie Birch

birchj@woolenwickjm.herts.sch.uk

- › Inclusion Lead: Mrs Christina Anderson

C.anderson@woolenwickinfants.herts.sch.uk

3.1 Teachers

When providing remote learning, teachers must be available for their contracted 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: The agreed timetable with staff includes a full 'normal' timetable, where all lessons are covered. There is flexibility with regards to moving lessons around to facilitate onsite and remote learning provision and there may be occasions where subjects are blocked on certain weeks. A minimum of 4 hours of learning should be facilitated.
- Activities: Set tasks should include (but not limited to) live lessons daily for a minimum of 30 mins, pre-recorded lessons, powerpoint with voice overs, videos to support learning, independent tasks for children to work on and there should also be opportunities for children to access 'drop in' sessions to talk and engage with staff, ask questions and connect with the school
- Providing feedback on work –Feedback should be supported using Google Stream, Year group emails, comments on lessons or submissions and/or phone conversations and live interaction. Feedback could also take the form of a pre-recorded lesson where lessons have been adapted to feedback where gaps have been identified and lessons modified.
- Keeping in touch with pupils who aren't in school and their parents: A daily register is to be kept where pupils are to be monitored and tracked. Where a child has not engaged on day 1, this can be followed by an email. If this is repeated a further email should follow. If there is still no response, a phone call by a teacher should be made where they speak to the parents or carers. All calls and emails are logged onto the log and/or on CPOMS. These registers are submitted to the Executive Headteacher every Monday morning for the week before where a decision may be made to follow with a door stop visit. This visit or call can be made earlier where there are vulnerable families involved or concerns.
- Attending virtual meetings with staff, parents and pupils :
 - Dress code- smart casual
 - Locations (e.g. avoid areas with background noise, nothing inappropriate in the background, GDPR considerations should be made where names are visible in classrooms)
- SEND: Pupils with SEND needs who may need differentiation learning opportunities have been mapped out by the school and support put in place. For some this would be ensuring they are able to access and work on the remote provision, for others this may be providing scaffolds, voice overs and for some 1:1 engagement, either

remotely or onsite. All SEND pupils have been tracked and their provision is being monitored by the SENCO.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available for their normal contracted 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 any pupils where possible by being available online

Attending virtual meetings with teachers, parents/carers

- › Adhering to school dress code
- › Making sure they are in an appropriate location for meeting

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
- › Monitoring the remote work set by all year groups
- › Alerting teachers to resources they can use

3.4 Senior leaders

The Executive Headteacher, Richard Pallant, as well as Deputy Heads and Assistant Heads 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:

- › Coordinating the remote learning approach across the school
- › Monitoring the effectiveness of remote learning
- › Monitoring the security of remote learning

- Ensuring staff remain trained and confident in remote learning processes
- Working with HCL/admin to ensure children eligible for FSMs are provided with quality food parcels or vouchers

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for:

Ensuring the same standards of child protection are upheld throughout any remote learning.

DSL: Richard Pallant

Federation DDSL: Jackie Birch

Junior School DDSLs: Tracey Brotherton & Alice Hayhurst

Infant and Nursery School DDSLs: Jade Marshall, Tom Robinson & Christina Anderson

3.6 IT staff

IT staff are responsible for:

- All children have accounts set up on Google classroom
- All staff have google classrooms accounts

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 are not able to complete work
- Adhere to the normal 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 they need it
- Be respectful when making complaints or concerns known to staff
- Be aware that they may be seen or heard in live lessons and act accordingly

3.8 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high a quality as possible.
- Ensure 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 by phone or email:

- Issues setting work- Key Stage leader
- Issues with behaviour- Executive Head or Deputy Head
- Issues with IT- contact office manager and log issues on spreadsheet
- Concerns about safeguarding- DSL or DDSLs

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 data using our remote login server.
- This can be used on school laptop or a personal laptop.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as 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 Woolenwick schools will follow its data protection policy / privacy notice in terms of handling data, which can be found on our 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

Please see our latest child protection policy available on our website.

7. Monitoring arrangements

This policy will be reviewed by the SLT annually. At every review, it will be approved by the FGB.

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