



St Anne's Infants' School & Nursery
Reach for the Stars

Remote learning policy

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Approved by:	Anna Sutherland, Headteacher	Date: December 2025
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Contents

1. Aims	
2. Use of remote learning	3
3. Roles and responsibilities	4
4. Who to contact	8
5. Data protection	8
6. Safeguarding	9
7. Monitoring arrangements	9
8. Links with other policies	9

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for children 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 children should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

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

We will consider providing remote education to children 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 children, 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 children 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, children, 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 children 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 – 3.20pm

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.

When providing remote learning, teachers should:

- Provide children 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 children with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that children can access remotely

They are also responsible for:

- setting work for their class and that of the other year group class in the event of teacher absence.
- setting a recommended 3 hours a day (on average) for KS1, less for younger children
- setting work by 3pm the day before it is required to be completed
- ensuring work is uploaded via the school's remote learning platform, Google Classroom.
- providing high quality interactive lessons through a combination of recorded videos, live sessions and other digital means
- considering the needs of all children in the class and adapting learning accordingly
- setting clear expectations for work set and when it is to be completed by
- monitoring children's participation and progress
- Reporting absences or safeguarding issues through standard procedures
- providing timely feedback to children
- assessing learning outcomes remotely
- maintaining regular contact with children and parents / carers (regularity and medium for contact to be agreed in collaboration with Headteacher, Deputy Head, Pastoral Lead and family).
- answering emails from parents in line with the school's communication policy
- offering emotional and academic support, referring to pastoral leads when needed
- upholding professional standards in online interactions
- collaborating with colleagues to share best practices when needed
- the participation in training and policy updates related to remote education
- attending virtual staff meetings
- ensuring the location of remote learning is school appropriate i.e. no background noise, nothing inappropriate in the background

In the event of teachers also working in school, an integrated in-school and remote provision approach will be adopted through live streaming lessons and sharing recorded content to ensure continuity; the delivery of this will be agreed by the school and communicated with parents / carers.

3.2 Pastoral Lead

The pastoral lead plays a critical role in ensuring children's wellbeing, engagement, and safeguarding during remote learning.

In the event of remote learning, the Pastoral Lead will ensure:

- regular communication takes place with vulnerable children
- participation in learning is monitored
- non-attendance and disengagement are addressed swiftly and families are supported where needed
- regular virtual pastoral check-ins or well being calls take place to provide emotional or social support
- the coordination of mental health support and referrals to outside agencies if necessary
- collaboration with teaching staff to identify children needing additional support
- teachers are supported in identifying and responding to pastoral concerns in a remote setting

3.3 The SENDCO

The SENDCO plays a critical role in ensuring inclusive education by adapting support for children with SEND to the digital and remote environment.

In the event of remote learning, the SENDCO will ensure:

- children have access to tailored learning
- adaptations are made to work, Learning Plans and provision maps, in collaboration with the class teacher
- regular communication takes place with parents and carers to monitor progress and address any concerns
- the identification and implementation of assistive technologies (e.g. screen readers)
- all platforms used for remote learning are accessible to all learners
- attendance is tracked and the participation of children with SEND in virtual lessons
- the use of online assessments to evaluate learning outcomes
- the facilitation of virtual social groups or mentoring sessions to reduce isolation
- liaison with the school's Pastoral Lead and external agencies for mental health support
- the offer to staff of CPD on inclusive remote teaching strategies
- the sharing of resources and best practice for supporting SEND remotely
- that safeguarding protocols are upheld in virtual settings, in collaboration with the Designated Safeguarding lead
- the maintenance of documentation and compliance with the SEND Code of Practice

3.4 Teaching Assistants

When assisting with remote learning, teaching assistants must be available during their contracted hours; if they are unable to work for any reason during this time, e.g. due to sickness or caring for a dependent, staff should follow the school's absence reporting procedures.

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

- providing targeted support to children identified by the class teachers
- assisting children in accessing and understanding remote learning materials, as identified by the class teacher
- providing one to one or small group support via virtual platform where appropriate, as identified by the class teacher
- working under the direction of the class teacher to reinforce lesson content and learning objectives
- helping to monitor children's engagement and progress, feeding back to the teachers regularly
- the adaptation of learning materials / learning where needed
- maintaining regular contact with assigned children and families to encourage participation
- supporting the Pastoral Lead to identify and address wellbeing concerns
- participating in virtual meeting or briefings to stay aligned with school priorities
- ensuring the location of remote learning is school appropriate i.e. no background noise, nothing inappropriate in the background

In the event of Teaching Assistants also working in school, an integrated in-school and remote provision approach will be adopted and roles and responsibilities will be communicated to the Teaching Assistant by the Senior Leadership team.

3.5 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- considering whether any aspects of the subject curriculum needs to change to accommodate remote learning
- working with teacher teaching their subject remotely to make sure all work set is appropriate and consistent
- monitoring the remote work set by teachers in their subject and alerting teachers to resources they can use to teach their subject remotely
- making decisions about the use of online video lessons such as the Oak National Academy

3.6 Senior leaders

Rae Fillingham (Teaching and Learning Lead) has 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 children 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 children on track or answer questions about work
- having systems for checking, ideally on a daily basis, whether children 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 through regular meetings with teachers and subject leaders, reviewing work set and children and parent conferencing
- monitoring the security of remote learning systems, including data protection and safeguarding considerations
- ensuring all staff remain trained and comfortable in their use of online digital education platforms
- providing information to parents / carers and children about remote education via the school's management information system, Bromcom and the school's website
- instructing the school's Business Manager to work with the school's catering team to ensure children eligible for free school meals are provided with good quality lunch parcels or food vouchers

3.7 Designated Safeguarding Lead (DSL)

The DSL is responsible for:

- ensuring the school's child protection and safeguarding policy is adhered to in the event of remote learning
- monitoring safeguarding concerns arising from online interactions and remote education platforms
- remaining accessible to staff, children and parents for advice and reporting concerns
- assessing and mitigating risks associated with virtual lessons, live streaming and digital communications
- ensuring staff are trained in online safety protocols and understand how to report concerns
- to promote the safe use of technology among children and families including guidance on privacy and cyber bullying
- maintaining accurate records of safeguarding concerns and actions taken
- liaising with external agencies when necessary
- ensuring timely referrals and follow ups for vulnerable children
- providing ongoing safeguarding updates and training to staff during remote learning periods
- supporting staff in identifying signs of abuse or neglect in virtual settings
- working closely with the pastoral lead to monitor children's wellbeing
- coordinating support for children with known vulnerabilities or emerging concerns
- ensuring all remote learning practices comply with Keeping Children Safe IN education and GDPR regulations
- reviewing and updating safeguarding procedures in response to evolving risks or incidents

3.8 Children and parents/carers

Staff can expect children 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 are unable to complete the work
- act in accordance with normal behaviour rules as set out in the school's Positive Relationships and Behaviour Policy

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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
- 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

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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 SENDCO
- Issue with behaviour – talk to Headteacher
- Issues with IT – contact Trading with Schools
- Issues with workload or wellbeing – talk to your line manager
- Concerns about data protection – talk to the School's Business Manager
- 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:

- access data through the school's IT network
- use provided devices such as laptops and iPad (rather than their own personal devices)

5.2 Processing personal data

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

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

The school's Child Protection and Safeguarding Policy can be found [here](#).

7. Monitoring arrangements

This policy will be reviewed bi-annually. At every review it will be approved by the Headteacher.

8. Links with other policies

This policy is linked to our:

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