



Remote Learning Policy

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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 Monday – Friday during their normal working hours as per their contract and the school day.

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:

- Children/classes they would be responsible for during the period of remote working.
- Teachers will signpost children to set activities according to their age:
 - 3 hours a day on average across the cohort for Key Stage (KS) 1, with less for younger children
 - 4 hours a day for KS2
- In planned incidents of remote learning, work will be uploaded by 5pm the day before.
- In unplanned circumstances (eg. extreme weather) a learning task will be uploaded by 9:30am on the day with subsequent tasks added as appropriate. Work will have a clear deadline for completion by 4pm that day.
- Set work will be uploaded to google classrooms for all pupils. Children will have access via a unique login that will be sent home.
- Children also have access to a range of online learning programs at all times, as detailed below. These may used to supplement remote learning. Individual logins will be sent home. Pupils will have one unique login to access Mathletics, Times Table Rockstars and Spelling Shed.

Program	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Google Classroom	✓	✓	✓	✓	✓	✓	✓
Evidence Me	✓						
Mathletics		✓	✓	✓	✓	✓	✓
Times Table Rockstars			✓	✓	✓	✓	✓
Spelling Shed		✓	✓	✓	✓	✓	✓

- The school's website will have pre-links to online platforms the school subscribes to and links approved by the DfE to support learning from home
- Staff will ensure that children have access to a range of tasks. On a daily basis this will include one linked to reading, writing, maths and one other foundation subject. These activities will link to current learning where possible or consolidate previous learning. In incidents of longer periods of home learning, a range of curriculum subjects should be covered within a week and all lessons should follow a sequence/theme of learning where appropriate.
- Teachers will consider adapting learning tasks to meet the needs of individual pupils where appropriate such as those with SEND or other additional needs, the level of independent study skills and consider 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:

- Teacher will acknowledge learning and provide feedback in a range of ways, including:
 - Acknowledging work has been completed online
 - Adding comments to the class stream online or the individual work
 - Setting tasks which are self-marking – quizzes and tests
 - Verbal feedback through live lessons or awards, as appropriate
 - Acknowledging work has been received.

Keeping in touch with pupils who aren't in school and their parents:

- Individual contact with pupil and parents will vary depending on the incident of remote learning, and length of time spent learning at home.
- The home learning package that is offered at Chambersbury invites parents to upload work daily by the deadline set or email the office if they have concerns and questions as per our normal policies and procedures.
- Teachers should never use a personal device that shares their personal contact details (e.g. phone number or private email address). All school work and correspondence with parents, should be carried out using the laptop/iPad provided to teachers by the school.
- Parents who upload or submit pupil's work and/or photographs/videos should receive an acknowledgement, whether this be individually or whole class. This will not aim to replicate feedback on strengths and development in learning that parents might expect when the school is open and working normally.
- If an individual is unable to attend school for a longer period of time, staff and parents will agree an appropriate level of contact and arrangement meetings/phone calls based on the needs of the individual.

Attending virtual meetings with staff, parents/carers and pupils

- Teachers may be asked to attend staff meetings or they may hold meetings with other colleagues to discuss school matters using MS teams
- Teachers will make contact with parents as necessary as part of the school's existing planned programme of contact which is as detailed within the school's Child Protection Policy and remains compliant with the Staff Code of Conduct.
- During one off whole school closures, learning will be delivered through a range of tasks for children to respond to as outlined above. This may include accessed prerecorded learning videos from approved educational websites (such as Oak Academy or White Rose).
- In incidents of longer periods of remote learning, pre-planned live lessons may be arranged and details shared with parents as appropriate. All meetings would be with groups of children and be recorded or witness by another member of staff. Please see further details below or expectations of pupils and parents in this instance.

Please be aware, if your child is engaging with remote learning due to personal circumstances and not because of whole school/class closure, teachers will still be working in school and may not be able to respond immediately.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants should be available during their normal working hours on the days they are normally required in school. 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. Teaching assistants may be required to:

- Support with preparing home learning for individuals as appropriate
- Work in school for specific tasks as required by the Headteacher/SLT;
- Undertake remote and/or online CPD training;
- Attend virtual meetings with colleagues.



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 leads and senior leaders 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
- Alerting teachers to resources they can use to teach their subject remotely
- Making decisions about the use of online video lessons such as Oak National Academy

3.4 Senior leaders

The Senior Leadership team 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 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:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning including meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents/carers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring staff remain trained and confident in their use of online digital education platforms
- Training staff on relevant accessibility features that your chosen digital platform has available
- Providing information to parents/carers and pupils about remote education
- Working with the catering team to ensure pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

3.5 Designated safeguarding lead (DSL)

The DSL's responsibilities are identified within the school's Child Protection Policy. Chambersbury recognizes the need to promote engagement of learning at home and to ensure the school has 'eyes' on children to meet safeguarding requirements. Therefore, during longer periods of remote learning, the school will log participation on live lessons and through work returned to school. The school will feedback to parents by telephone to explore ways to re-engage and support learning from home after 2 or 3 days of no contact.



3.6 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Dedicate appropriate time to learning.
- Make sure you understand your teacher's expectations of what you are learning and what you need to produce.
- Try your best to complete at some of the activities provided on a daily (weekday) basis and to the best of your ability.
- When you are working at home make sure you choose a quiet space free from distractions (such as TV).
- Remember you should still do your own work! Parents/helpers/staff can help but not do the work for you.
- Keep healthy habits and take breaks away from devices between assignments.
- Be at a table or appropriate working space (depending on your age) where possible.
- When participating in live learning, be dressed in your clothes not your pyjamas.
- When participating in live learning, put your mic on mute until your teacher asks you a question and keep your camera on.
- Only use the learning platform between 8am and 4pm.
- Complete a range of activities daily including being active and having fun!
- Act in accordance with normal behaviour rules / conduct rules of the school, especially regarding online safety responding to each other online.

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 which allows children to complete a balance of set educational work, emotional need and physical activities
- 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
- Provide an environment conducive to learning by creating a 'space' for the children to access their learning.
- Respect that teachers will respond in a reasonable time frame but will not be instantly available and will be only working during normal expected working hours.
- Engage in conversations with their child(ren) on posted materials and assignments.
- Monitor time spent engaging in online and offline learning, including variables like that of preferred learning times (morning or afternoon).
- Monitor their online access especially to chatrooms and online sites not controlled by the school.

3.8 Governing board

During periods or remote learning, 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.
- Supporting staff and pupil wellbeing.
- Being pragmatic about what is covered in virtual meetings by prioritising urgent, time bound decisions.
- Keeping monitoring to a minimum by focusing on safeguarding, health and safety.
- Directing any approaches by parents made to them directly or indirectly to the school via email to admin@chambersbury.herts.sch.uk.
- Determining how to handle statutory procedures during a period of enforced closure such as grievance and disciplinary panels, exclusions, complaints and admission appeals, noting that: Exclusions – the DfE has clarified that the statutory timeframes for considering exclusions are still in effect but that the regulations already anticipate that these timeframes cannot always be met.



4. Who to contact

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

- Issues in setting work – contact the Subject Lead, Key Stage Lead, SENCO or Headteacher
- Issues with behaviour – contact the SENCO or Headteacher
- Issues with IT – contact the Headteacher or contact Beebug on support@beebug.co.uk
- Issues with their own workload or wellbeing – contact their line manager or Headteacher
- Concerns about data protection – contact the Headteacher who will liaise with the data protection officer
- Concerns about safeguarding – contact the DSL or DDSLs as set out within the school's Child Protection Policy

If parents have any concerns above and beyond the acknowledgement of work by the class teacher, then they should contact the Headteacher or a member of her SLT at school via admin@chambersbury.herts.sch.uk

5. Data protection

5.1 Accessing personal data

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

- Only use their official school email account and never use personal messaging systems;
- Connect to the school network using only the school remote desktop

5.2 Processing personal data

Staff members may need to collect and/or share personal data such individual pupil logins 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
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

6. Safeguarding

The school's safeguarding policy is up to date and can be found on the school website.

Every school newsletter reminds parents about online safety and up to date information is available of the school's website.



7. 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