



Keep Hatch Primary School Remote Learning Policy

Date Ratified: May 2025

Review Date: May 2028

Contents

1	Aim.....	2
2	Use of remote learning.....	2
3	Roles and responsibilities	2
	3.1 Teachers	2
	3.2 Teaching assistants.....	3
	3.3 Subject leads.....	4
	3.4 Senior leaders.....	4
	3.5 Designated safeguarding lead (DSL).....	4
	3.6 IT staff.....	5
	3.7 Pupils and parents/carers.....	5
	3.8 The Local Governing Body	5
4	Who to contact.....	5
5	Data protection	6
6	Safeguarding.....	6
7	Monitoring arrangements	6
8	Links with other policies	6

1 Aim

This remote learning policy applies for all staff in Keep Hatch Primary School.

It 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 will be available in 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 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 for the children in their year group, in liaison with year group partner where appropriate/ possible.
- Planning work to cover 3 hours a day on average across the cohort for Key Stage 1 (KS1) and 4 hours a day for Key Stage 2 (KS2)
- Setting work in advance of the school day (before 4pm the previous day)
- Setting work on MS Teams and ensuring all children have access
- Ensure communication with year group partners/ other colleagues allows for consistency across classes
- Ensuring work provided during periods of remote education is of high quality, meaningful, ambitious and cover 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 submitted by the children via MS Teams
- Keeping in touch with pupils who aren't in school and their parents. If children are absent from learning, contact should be made by the parent via the school absence email: (absence@keephatch.wokingham.sch.uk)
- Responding to emails where appropriate, within school working hours only
- handle any complaints or concerns shared by parents in liaison with the school's leadership team (for any safeguarding concerns, refer teachers to the section below)
- Set expectations for pupils to complete work and follow up in line with school policy if work is incomplete
- Provide opportunities for pupils to interact with teachers and peers during the school day
- Attend virtual meetings with staff, parents/carers and pupils, ensuring dress code is in line with in-school expectations, and the location of video calls is appropriate (e.g. avoiding areas with background noise, ensuring nothing inappropriate is in the background)

If teachers will also be working in school, there may be the need for still providing remote provision and/or streaming lessons in school to allow all children to access the learning.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available in 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 pupils who aren't in school with learning remotely
- Attending virtual meetings with staff, parents/carers and pupils, ensuring dress code is in line with in-school expectations, and the location of video calls is appropriate (e.g. avoiding areas with background noise, ensuring nothing inappropriate is in the background)

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 – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- 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 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:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leads, 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 via email
- 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)

3.5.1 Ensure Online Safety and Safeguarding Protocols Are in Place

- Ensure that all remote learning platforms and tools comply with safeguarding standards.
- Provide guidance to staff, pupils, and parents on safe online behaviour, including the use of webcams, chat functions, and digital communication.

- Monitor and respond to online safety concerns as a priority, even when pupils are learning from home.

3.5.2 Maintain Contact with Vulnerable Pupils and Families

- Coordinate regular check-ins with vulnerable pupils, including those with child protection plans or known to social services.
- Ensure that any concerns raised during remote learning are logged and acted upon promptly.
- Liaise with external agencies (e.g. social workers, early help services) continues as part of their duty of care.

3.5.3 Support Staff in Recognising and Reporting Concerns

- Ensure all staff are trained and confident in identifying signs of abuse or neglect in a remote context (e.g. changes in behaviour, lack of engagement).
- Reinforce clear reporting procedures, and be accessible for advice and referrals.
- Support staff wellbeing, recognising the emotional toll of safeguarding responsibilities during remote learning.

3.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents/carers with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (DPO)
- Assisting pupils and parents/carers with accessing the internet or devices

3.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day via telephone or on screen
- 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

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 The Local Governing Body

The Local Governing Body are 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 phase leader or deputy head
- Issues with behaviour – talk to the relevant phase leader or SENDCo or year

- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

5 Data protection

Please see our data protection policy for further information.

6 Safeguarding

Please see our safeguarding policy for further information.

7 Monitoring arrangements

This policy will be reviewed every three years.

At every review, it will be approved by the central team and local governing body.

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