



The Rosary Trust

A Catholic Education Trust

Remote Learning Policy



Holy Family Catholic Primary School

Contents

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

REMOTE LEARNING POLICY

Remote education should only ever be considered as a last resort where a decision has already been made that attendance at school is not possible, but pupils are able to continue learning.

Mission Statement

This policy has been written in line with the School's Mission Statement.

*'In our Catholic School, with God at the centre of our lives,
we offer every child a high standard of education.
We meet individual needs, in a caring and loving community,
which celebrates our faith'.*

.....Living, Loving, Learning, Together with Jesus.....

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 through use of quality online and offline resources and teaching videos.
- Set out expectations for all members of the school community with regards to high quality remote learning.
- Provide appropriate guidelines for data protection.
- Include continuous delivery of the school curriculum, as well as support the motivation, health and well-being and parental support.
- Ensure effective communication between the school and families.

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.

Resources to Deliver this Remote Education Policy include:

- Google Classroom/SeeSaw/Tapestry as electronic platforms.
- Online tools for Maths (eg: Times Tables Rock Star, nRich, First4Maths, Numberstacks).
- English – Literacy Shed, Spelling Shed/ED Shed, Essential Letters and Sounds, Accelerated Reading, Nessy Spelling and Reading, Busy Things.
- Foundation subjects – Oak Academy & BBC Bitesize, TenTen, Oddizzi, Charanga, KAPOW Art and DT.
- Printed learning packs for individual children unable to access remote learning, to ensure equal access.
- School laptops on loan to children who need them.
- Smoothwall filtering and monitoring service to ensure e-safety, and compliance with KCSIE.

3. Roles and Responsibilities

3.1 Teachers

When providing remote learning, teachers must be available between 8.40am and 3.10pm

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. SLT will provide cover, also providing feedback on learning.

When providing remote learning, teachers should:

- Provide pupils with access to remote education following the usual curriculum 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 includes:
 - All work should be completed and uploaded to class electronic platform e.g. Google classroom. Or if arranged sent into school for marking and feedback.
 - Ensuring that work provided during periods of remote education is of high quality, meaningful, ambitious and covers an appropriate range of subjects based on the usual curriculum.
 - Considering the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills. Teachers should 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 submitted.
- Keeping in touch with pupils who aren't in school and their parents:
 - If there is a concern around the level of engagement of a pupil, parents should be contacted.
 - Any complaints or concerns shared by parents or pupils should be reported to a member of SLT.
 - Any safeguarding concerns, refer immediately to the DSL and recorded onto CPOMs.

3.2 Subject Leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the 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 senior leaders to make sure work set remotely across subjects is appropriate and consistent.
- Alerting teachers to resources they can use to teach their subject remotely.

3.4 Senior Leaders

Senior Leaders 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 including monitoring of engagement.
- Monitoring the effectiveness of remote learning, and initiating any improvements if required.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Setting work and responding in the case of teacher sickness.

3.5 Designated Safeguarding Lead (DSL)

The DSL is responsible for:

- Managing and dealing with all child protection and safeguarding concerns. For further information, please see the Child Protection and Safeguarding Policy.

3.6 The SENCO (Inclusion Lead)

The SENCO is responsible for:

- Liaising with the IT Lead to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans identifying the level of support.
- Making reasonable adjustments as per duties of the Children and Families Act 2014 and the Equality Act 2010.

3.7 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 are experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (DPO).

3.8 The School Business Manager (SBM)

The SBM is responsible for:

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has any necessary insurances and subscriptions in place to cover all remote working arrangements.

3.7 Pupils and Parents/Carers

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers.
- Alert teachers if they're not able to complete work.

Staff can expect parents/carers with children learning remotely to:

- 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 Local Governing Board (LGB)

The LGB is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high 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:

- Issue in setting work – talk to the relevant subject lead or SENCO.
- Issues with behaviour – talk to SLT.
- Issues with IT – talk to IT staff.
- Issues with 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

5.1 Accessing Personal Data

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

- Access data via the secure cloud service (Google Drive).
- Access data on school provided devices e.g. laptops.

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. However, staff are reminded to collect and/or share as little personal data as possible online.

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

This policy is linked to our Safeguarding and Child Protection Policy.

7. Monitoring Arrangements

This policy will be reviewed every 3 years. At every review, it will be approved by Governors.

8. Links with Other Policies

This policy is linked to our:

- Safeguarding and Child Protection Policy.
- Attendance Policy.

- Behaviour Policy.
- Data Protection Policy and Privacy Notices.
- E-Safety Policy.
- Pupil Acceptable Use Policy (LGfL).
- Digital Family Agreement (encouraged).
- Code of Conduct.

9. Appendix: London Grid for Learning Resources to Read

Safe Lessons by Video and live streaming.

- <https://lgfl.net/sites/default/files/LgflNet/downloads/digisafe/Safe-Lessons-by-Video-and-Livestream.pdf>

Safe Remote Learning.

- <https://lgfl.net/safeguarding/safe-remote-learning>

Reviewed: June 2025

Approved by Governors:

To be reviewed next: April 2028