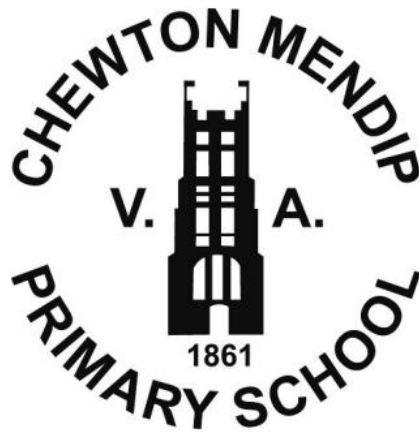


Chewton Mendip Church of England  
Voluntary Aided Primary School



# Remote Learning policy

Last reviewed on: 1<sup>st</sup> September 2025

Next review due by: 1<sup>st</sup> September 2027

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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 8.45am and 3.25pm.

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 learning for the pupils in their class.
- Setting a reading, writing and maths task for their class each day.
- Posting the learning on the classes dojo page.
- Ensuring learning is of high quality, meaningful, ambitious and covers a range of subjects.
- Consider the needs of individual pupils, such as those with additional needs.
- Consider the needs of the pupil's families or carers, such as how much adult involvement is needed and if the pupil has an appropriate place to study.
- Providing details of how pupils can submit their learning for feedback.

Teachers will consider how they will keep in contact with the pupil on a regular basis, such as through emails or telephone calls. There is no expectation for staff to reply outside of working hours.

Should a parent raise a concern or complaint, or a safeguarding concern is highlighted, the headteacher should be informed immediately.

If teachers are required to attend virtual meetings they should ensure they are in a quiet space where others cannot hear the contents of the meetings. Teachers should consider the environment and background that will be displayed during the meeting.

### 3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their 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:

### 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

- Work with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Monitor remote learning in their subject
- Alert teachers to resources they can use to teach their subject remotely
- Make decisions about the use of online video lessons and resources.

### **3.4 Senior leaders**

The headteacher 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:

- Coordinating remote learning across the school
- Monitoring remote learning and its effectiveness
- Monitor the security of remote learning including data protection and safeguarding
- Providing parents and carers with information about remote learning.
- Working with other services where appropriate and necessary.

### **3.5 Designated safeguarding lead (DSL)**

The DSL is responsible for:

- Overseeing any safeguarding concerns that arise
- Ensuring appropriate safeguards are in place for those children who are at risk.

### **3.6 Pupils and parents/carers**

Staff can expect pupils learning remotely to:

Be contactable during the school day.

Complete learning set by teachers.

Seek help if they need it.

Act in accordance with our normal behaviour policy.

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

Engage with their child's learning and support them as required

Make the school aware if their child is unable to complete the learning

Seek support from the school as needed

Be respectful of staff at all times.

### **3.7 Governing board**

The governing board is responsible for:

Monitoring the schools approach to remote learning.

Ensuring staff are certain that remote learning systems are secure, for both safeguarding and data protection reasons.

## **4. Who to contact**

If you have any questions or concerns about remote learning, you should contact the class teacher in the first instance and then the headteacher.

## **5. Data protection**

### **5.1 Accessing personal data**

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

- Use school provided devices to set remote learning where possible.

### **5.2 Processing personal data**

Staff members may need to collect and/or share personal data such as email addresses and telephone numbers 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 schools 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. Monitoring arrangements**

This policy will be reviewed every 2 years. At every review, it will be approved by the teaching and learning committee.

## **7. Links with other policies**

This policy is linked to our:

- Behaviour policy
- Safeguarding policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy