

# Hormead CE (VA) First & Nursery School



## Remote Learning Policy

Reviewed by Staff: Autumn 2025  
Approved by Governors: Autumn 2025  
Next Review Date: Autumn 2028

***This policy has been written in accordance with our School Vision***

### **School Vision**

A natural home for all children and adults to have the opportunity to flourish within the community, in a unique and happy school rooted in Christian values.

*“Love of learning, love of life itself, and love of God.”*

## 1. Aims

This policy aims to:

- Ensure consistency in the school's approach to remote learning for pupils who are unable to attend in person
- Set out expectations for all members of the school community regarding remote learning
- Provide clear guidance on safeguarding and data protection when using remote learning

## 2. Use of Remote Learning

All pupils are expected to attend school in line with our Attendance Policy. Remote education is not considered an equal alternative to in-person learning. Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

Remote education may be provided in limited circumstances when in-person attendance is not possible or is contrary to government guidance. Examples include:

- When the school is unable to open safely or in line with government advice
- When individual pupils are unable to attend for a limited period but can continue learning (e.g. recovering from illness, injury, surgery, or due to a SEND or mental health issue)

Provision of remote education will be considered on a case-by-case basis. Where used, the school will:

- Gain mutual agreement between the school, parents/carers, pupils, and, if appropriate, medical professionals and the local authority (where a pupil has an EHC plan or social worker)
- Put arrangements in place to review provision regularly and plan for reintegration back into school
- Identify support and flexibility to aid reintegration at the earliest opportunity
- Set a time limit, aiming for the pupil's return to in-person education with appropriate support

Remote learning will **not** be used as a disciplinary measure. Sending pupils home for misbehaviour constitutes a suspension, even if online work is set.

## 3. Roles and Responsibilities

### 3.1 Teachers

Teachers must be available between **8:45am and 4:00pm** unless absent due to illness or other agreed reasons.

When providing remote learning, teachers should:

- Provide access to suitable work as soon as reasonably practicable, proportionate to the length of absence
- Make reasonable adjustments for pupils with SEND, taking into account family circumstances and available resources
- Set work:
  - For pupils in their class cohort
  - In line with government guidance: approx. 3 hours daily for KS1, 4 hours for KS2 (less for younger children)

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- Uploaded by 4pm the day before
- That matches class learning where possible, including use of Oak National Academy online lessons.
- Ensure work is high-quality, meaningful, ambitious, and broad, considering:
  - Pupils' additional needs (e.g. SEND)
  - Independent study skills
  - Family circumstances (level of adult support, access to devices, learning space)
- Provide feedback and maintain contact:
  - Use Class Dojo to recognise work completed and communicate with parents
  - Respond to messages within working hours only
  - Refer safeguarding concerns, complaints, or persistent non-engagement to the headteacher/DSL

Teachers should also, where possible:

- Provide opportunities for interaction with teachers and peers
- Attend virtual meetings, ensuring professionalism and safeguarding standards (appropriate dress, neutral backgrounds, minimal noise)

If teachers are also working in school, remote learning and feedback may not always be possible. Where appropriate, teaching assistants will support with setting and monitoring work.

### 3.2 Teaching Assistants

Teaching assistants are available during contracted hours (usually **8:30am – 3:00pm**). They should:

- Support pupils learning remotely under teacher direction
- Attend virtual meetings with staff, parents/carers, and pupils
- Where working in school, remote learning support may be limited

### 3.3 SENCO

The SENCO is responsible for:

- Ensuring remote learning is accessible for pupils with SEND
- Supporting teachers to adapt work appropriately
- Monitoring provision for pupils with SEND during remote learning
- Liaising with the headteacher regarding adjustments across subjects
- Advising on use of resources such as Oak National Academy

### 3.4 Senior Leaders

The Headteacher has overall responsibility for the quality and delivery of remote learning. The Headteacher will:

- Ensure staff remain trained and confident in using Oak National Academy and other platforms
- Reduce digital barriers by providing devices, connectivity support, or printed materials where needed
- Monitor pupil engagement and work with families where concerns arise
- Review effectiveness of remote learning through staff meetings, work reviews, and feedback from pupils and parents

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- Ensure safeguarding and data protection measures are in place
- Communicate arrangements clearly via the school website
- Oversee provision of FSM vouchers/food parcels in collaboration with the office manager

### **3.5 Designated Safeguarding Lead (DSL)**

The DSL (Headteacher) is responsible for safeguarding and online safety during remote learning. This includes:

- Acting as the main point of contact for safeguarding concerns
- Being available during school hours
- Liaising with families, external agencies, and statutory services where appropriate
- Ensuring staff are aware of reporting procedures

In the DSL's absence, Deputy DSLs will be available during school hours.

### **3.6 Pupils and Parents/Carers**

#### **Pupils learning remotely should:**

- Be contactable during the school day
- Complete work set by deadlines
- Ask for help when needed
- Inform teachers if unable to complete work
- Follow school behaviour and online conduct expectations

#### **Parents/carers should:**

- Support their child's learning and maintain a routine
- Inform the school if their child is unwell or unable to complete work
- Seek support from school when needed
- Communicate respectfully with staff

### **3.7 Governing Board**

The governing board is responsible for:

- Monitoring the quality of remote education
- Ensuring systems are secure, safeguarding pupils and staff, and protecting data

## **4. Who to Contact**

For queries about remote learning, staff, pupils, or parents should contact the headteacher via the school office.

## **5. Data Protection**

### **5.1 Accessing Personal Data**

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- Staff will use information stored on Arbor MIS
- Staff will use school devices, not personal ones

## **5.2 Processing Personal Data**

- Staff may need to share limited personal data (e.g. email addresses) where necessary for education delivery
- The school's Data Protection Policy and Privacy Notice apply
- Staff should collect/share as little data as possible

## **5.3 Keeping Devices Secure**

Staff must:

- Use strong passwords (8+ characters, mixed case, numbers, special characters)
- Enable encryption on school devices
- Ensure devices lock automatically when inactive
- Not share devices with others
- Install antivirus/antispymware software
- Keep operating systems updated

## **6. Safeguarding**

See the school's **Child Protection Policy** for full details (available on the school website).

## **7. Monitoring Arrangements**

This policy will be reviewed every three years by the governing board.

## **Linked Policies**

- Behaviour Policy
- Child Protection Policy
- Data Protection Policy and Privacy Notices
- Home-School Agreement
- ICT and Internet Acceptable Use Policy
- Online Safety Policy

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