

Girton Glebe Primary School

Remote Learning Policy

Approved by Head Teacher	September 2025
Review cycle	4 yearly

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1. Aims

This remote learning policy aims to:

- Ensure a consistent approach to remote learning for pupils who cannot attend school.
- Clarify expectations for staff, pupils and parents/carers.
- Provide clear guidance on safeguarding and data protection when delivering remote education.

2. Use of remote learning

Attendance at school is expected in line with our Attendance Policy. Remote education is **not** an alternative to school attendance and pupils receiving it are marked absent in accordance with the Pupil Registration Regulations.

Remote education will only be used when attendance is not possible or advised against. Examples include:

- School closure where opening is unsafe or contrary to government guidance.
- Short-term individual circumstances where pupils cannot attend but are well enough to learn, such as:
 - Infectious illness
 - Recovery from surgery, injury, or medical treatment
 - Attendance barriers related to SEND or mental health needs

Remote education decisions will be made **case by case** and will include:

- Agreement between school, parents/carers, pupils and, where appropriate, medical professionals.
- Involvement of the LA where a pupil has an EHCP or social worker.
- A clear plan for regular review and reintegration back to school.
- A time-limited arrangement with appropriate support.

Remote learning **must not** be used as a consequence for misbehaviour. Sending a pupil home to complete remote work constitutes a suspension.

3. Roles and responsibilities

3.1 Teachers

Teachers must be available during normal working hours unless absent following school procedures.

Setting Work

Teachers will provide remote learning for:

- Individual pupils who are well but unable to attend school
- Whole classes/year groups where required (e.g., temporary closure or staffing shortages)

Work should:

- Align with the Girton Glebe curriculum

- Be planned collaboratively where relevant
- Be manageable for families

Learning Time Expectations

- **KS1:** Approx. 3 hours/day (less for younger pupils)
- **KS2:** Approx. 4 hours/day

Sharing Work

- Upload work to **ClassDojo**
- Provide printed materials where needed
- Agree alternative submission methods only when necessary

Curriculum and Quality

Remote learning must:

- Follow current curriculum plans
- Include reasonable adjustments for SEND/EAL pupils
- Be purposeful, clear and appropriately pitched
- Cover a broad range of subjects

Meeting Individual Needs

Teachers must consider:

- SEND/EAL needs and required scaffolding
- Pupils' independence levels
- Home circumstances affecting access or support

Feedback

Teachers will:

- Access completed work via ClassDojo
- Provide feedback within **48 hours** during the school week
- Avoid responding outside working hours

Communication

Teachers must:

- Maintain regular contact with remote learners
- Use only approved platforms
- Respond to messages within working hours
- Escalate concerns appropriately
- Report safeguarding issues immediately to the DSL

Record-Keeping

Teachers will maintain:

- Records of work set
- Records of completed work and feedback
- Engagement information for SLT monitoring

Interaction Opportunities

Teachers will offer:

- Check-ins or learning reviews
- Live or pre-recorded teaching input where appropriate
- Opportunities for interaction with peers and staff

Virtual Meetings

Staff must:

- Dress professionally
- Join from a quiet, appropriate location
- Adhere to safeguarding guidelines

Working On-Site

Where teachers are onsite:

- Roles will be confirmed by the headteacher or phase leader
- Lessons may be streamed or supplemented with equivalent tasks
- Expectations will reflect onsite commitments

3.2 Teaching assistants

TAs must be available during normal working hours unless absent following normal procedures.

Supporting Learning

- Prepare and adapt resources as directed
- Support SEND differentiation with the teacher/SENDCo
- Assist with printed materials when needed

Supporting Pupils

- Provide small-group or 1:1 online support as arranged
- Reinforce routines, model tasks and break down activities
- Use only approved platforms and follow safeguarding protocols

Feedback and Monitoring

- Review and comment on work as directed
- Flag non-engagement or difficulties to the teacher
- Provide feedback only within working hours

Communication

- Contact pupils/families as planned by the teacher
- Record all contact and report concerns immediately

- Never use personal devices

Virtual Meetings

- Follow expectations for dress, conduct and environment

Working On-Site

- Follow teacher/SLT guidance on balancing onsite and remote duties
- Support onsite work aligned with remote tasks

Record-Keeping

- Keep brief records of support, contact and concerns

3.4 Senior leaders

The SLT ensures high-quality, compliant and accessible remote education.

Leadership and Oversight

- Ensure remote learning meets DfE requirements and aligns with the school curriculum
- Coordinate staffing and clarify responsibilities for onsite and remote provision
- Provide staff with training, platforms and resources

Quality Assurance

- Monitor the quality and consistency of work set
- Ensure reasonable adjustments for SEND pupils
- Support staff with workload expectations

Safeguarding and Welfare

- Maintain safeguarding procedures for remote contexts
- Oversee welfare calls and ensure timely DSL involvement
- Ensure staff adhere to professional conduct online

Communication

- Provide clear information to families about remote learning
- Address escalated concerns or complaints
- Hold regular staff briefings and updates

Engagement and Attendance

- Monitor pupil engagement and work completion
- Coordinate follow-up for pupils not engaging
- Support families experiencing barriers to access

Digital Access and Technical Oversight

- Support pupils with devices, connectivity or printed materials where possible
- Ensure consistent use of ClassDojo and other platforms
- Oversee or escalate technical and security issues

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for all safeguarding procedures related to remote education as outlined in the **Child Protection Policy** and any associated addendum. This includes responding to concerns, advising staff, ensuring safe online practice and maintaining records.

3.6 IT staff

IT staff will:

- Resolve technical issues related to remote learning platforms
- Support staff and families with access or device troubleshooting
- Ensure security of systems and report breaches to the DPO
- Assist families with device or connectivity access where possible

3.7 Pupils and parents/carers

Pupils should:

- Be contactable during the school day (not necessarily online constantly)
- Complete work by the deadlines set
- Seek help when needed
- Inform staff if they cannot complete work
- Follow school behaviour and online conduct expectations

Parents/Carers should:

- Support their child's learning and maintain a routine where possible
- Inform the school if their child is unwell or cannot complete work
- Seek help from school when required

3.8 Governing board

The governing board will:

- Monitor the quality and effectiveness of remote learning
- Ensure systems are secure for data protection and safeguarding
- Support leaders in ensuring compliance with statutory guidance

4. Who to contact

For concerns about:

Setting work: Subject Lead or SENDCo

Behaviour: Head of Phase/Year Lead

Technical issues: IT Team

Workload/wellbeing: Line Manager

Data protection: Data Protection Officer

Safeguarding: DSL

5. Data protection

5.1 Accessing Personal Data

Staff must access personal data only through secure school systems (e.g., school devices, secure cloud storage) and not personal devices.

5.2 Processing Personal Data

Staff may process limited personal data as necessary for remote learning. All processing will follow the school's Data Protection Policy and Privacy Notice. Only the minimum necessary personal information should be shared.

5.3 Device Security

Staff must:

- Use strong passwords
- Ensure device encryption
- Enable automatic locking
- Avoid sharing devices
- Use antivirus software
- Keep systems updated

6. Safeguarding

Remote learning must follow the school's **Child Protection Policy** and any related addendum, available to all staff. All concerns must be reported immediately to the DSL.

7. Monitoring arrangements

This policy will be reviewed **biannually** by the **Headteacher** and approved by the **Governing Board**.

8. Links with other policies

This policy is linked to our:

- Positive Behaviour Policy
- Child Protection Policy
- Data Protection Policy and Privacy Notices
- Home Learning Policy
- ICT and Internet Acceptable Use Policy
- Staff Code of Conduct
- Any additional relevant policies