

Remote Learning Policy



St Pius X Catholic School
September 2025

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
- Adverse weather conditions do not allow
- Flooding/building issues prevent safe opening to all or some pupils.

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 8.55a.m 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 work – cover details such as:

- Who they need to provide work for, including if they may need to cover for other classes
- The amount of work they need to provide (note that good practice is considered to be hours a day on average across the cohort for Key Stage 1 and 4 hours a day for KS2.
- When this work needs to be set (e.g 3pm the day before)
- Where work should be uploaded (e.g. school website, remote learning platform) – cover any instructions for doing this if your staff are unfamiliar with the system
- How they should co-ordinate with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and covers an appropriate range of subjects (this may fall under the responsibility of someone else in your school)

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 – cover details such as:

- How they will get access to complete work from pupils
- How they are expected to share feedback with pupils
- When they need to finish sharing feedback on completed work

Keeping in touch with pupils who aren't in school and their parents (note you should consider pupils' age and stage of development or need here, for example, children in KSI or younger may need *more* parental involvement than older pupils) – cover details such as:

- If they're expected to make regular contact, and how they should do that (e.g. what medium or platform to use, such as emails, phone calls or social media)
- What expectations are on them for answering emails from parents and pupils (e.g. you could say teachers shouldn't answer emails outside of working hours)
- How they should handle any complaints or concerns shared by parents and pupils – for any safeguarding concerns, refer teachers to the section below
- How to handle any behavioural issues, such as failing to complete work
- How you expect them to provide pupils with opportunities for regular interaction with teachers and peers during the school day.

Attending virtual meetings with staff, parents/carers and pupils – cover details such as:

- Dress Code
- Location (e.g. avoid areas with background noise, nothing inappropriate in the background)

If teachers will also be working in school, explain who'll cover the responsibilities above during this time, or if they will still need to provide remote learning (and if so, whether there would be any links between the in-school and remote provision – for example, streaming lessons in school to pupils learning remotely).

3.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available for the duration of the school day from 8.55–3.25 but not over the 30-minute lunch allocated time.

If they are 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 are not in school with learning remotely – cover details such as:

- Which pupils they will need to support
- How they should provide support

Attending virtual meetings with teachers, parents/carers and pupils – cover details such as:

- Dress Code
- Location (e.g. avoid areas with background noise, nothing inappropriate in the background)

If Teaching Assistants will also be working in school, where it is relevant, explain who will cover the responsibilities above during this time.

3.4 Senior leaders

Miss Hudson 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 daily, 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 in partnership with teachers
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, 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 – specify if you will do this on your website or 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)

The DSL is responsible for:

Ensuring safeguarding concerns are addressed. The DSLs are Miss E Hudson, Mrs M Grogan and Mrs J Crilly.

3.7 Pupils and parents /carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- 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 (and any specific online behaviour rules where applicable)

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 Governing Board

The Governing Board is 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 subject lead or SENCO, Miss Hudson.

Issues with behaviour – talk to class teacher

Issues with IT – talk to Headteacher who can trouble shoot and refer to relevant person. 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

5.1 Accessing personal data

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

- How they can access the data, such as on a secure cloud service or a server in your IT network
- Which devices they should use to access the data – if you've provided devices, such as laptops, make staff use these rather than their own personal devices

5.2 Processing personal data

Staff members may need to collect and/or share personal data such 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 our school 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. Safeguarding

School staff will continue to advise pupils and parents on online safety and will alert parents where there is a task set that involves e.g. use of internet for research. However, when learning remotely, there is an expectation that adults at home.

7. Monitoring arrangements

This policy will be reviewed annually.

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