Upper Nidderdale Primary Federation

Remote Learning Policy

Policy:	Remote Education Policy
This Policy was approved:	November 2024
This policy was reviewed:	September 2025 Updated January 2026
This policy will be reviewed:	January 2027
Governor committee responsibility:	Headteacher

Contents

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:

  o Not possible to do safely

  o 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:

  o They have an infectious illness

  o They are preparing for or recovering from some types of operation

  o They are recovering from injury and attendance in school may inhibit such recovery

  o 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

To provide work for the pupil receiving remote education and to mark any work sent to school, providing feedback. 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

Work will be set for (unless a prior arrangement has been made);

- Work will be set for 3 hours on average for Key Stage 1 and 4 hours a day for Key Stage 2.
- This work will be set by 3pm the day before.
- The work will be emailed to parents and completed work will be emailed back with feedback to share with the pupils
- Work will take into consideration the needs of individual pupils, such as those with SEND or other additional needs.

- In EYFS and Year 1, parents will be sent links to Phonics lessons based on current learning.
- 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.

3.2 CAPSO and SENCO and DSL

- Keeping in touch with pupils who are not in school and their parents – contact will be made on Mondays and Fridays by the CAPSO to ensure safeguarding duties are being met and to offer support to the family.

3.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether aspects of the subject curriculum need to change to accommodate the remote learning.
- Working with teachers who are teaching their subject remotely to make sure that all work set is appropriate.
- Quality assure the remote work set in their subject and suggest resources such as Oak National Academy.

3.4 Senior leaders

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

3.5 Designated safeguarding leads (DSL or DDSLs)

The DSL is responsible for:

- Making contact with children receiving remote education on Mondays and Fridays and logging this on cpoms, along with any concerns,

3.6 IT staff

IT staff are responsible for:

- Fixing issues with systems.
- Helping staff and parents/carers with an technical issues they are experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the Data Protection Officer (DPO)
- Assisting pupils and parents with accessing the internet or devices

3.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the schools day.
- Complete work to the deadline set by the teacher.
- Seek help if they need it from teachers.
- Alert teachers if they have not completed work.
- Act in accordance with normal behaviour rules/conduct rules and any online safety 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 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 to staff.

3.8 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure that education remains of a high a quality as possible.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data 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 – SENCO or relevant subjects leads
- Issues with behaviour – SENCO
- Issues with IT – School's ICT (SICT)
- Issues with own workload or wellbeing – talk to EHT
- Concerns about data protection – talk to DPO
- Concerns about safeguarding – talk to DSL

5. Data protection

5.1 Processing personal data

Staff members will not need to collect and/or share personal data as part of the remote learning system. School devices will be issued and all contact will go through the

school admin email. We will follow our data protection policy / privacy notice in terms of handling data.

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.

5.2 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

See Child Protection Policy – Safeguarding section of Federation website

7. Monitoring arrangements

This policy will be reviewed annually by the Inclusion Team. It will be approved by the SEN/Safeguarding Governor.

8. Links with other policies

This policy is linked to our:

> Behaviour policy

> Child protection policy

> Data protection policy and privacy notices

> Acceptable User Policy

> Online safety policy