Part of the Slough and East Berkshire CofE Multi Academy Trust

Lynch Hill School Primary Academy

Remote Learning Policy

We Aim High, Work Hard, Care Deeply

Member of Staff Responsible	Mrs L. Tomlinson, Miss A Okyere
Position	Headteacher & Assistant Headteacher
Reviewed	January 2026
Date of next review	January 2028

1.Aims
This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not 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 throughout their contracted hours which incorporates pupil day - 08:30 to 15:15 for full-time teachers. 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 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 for the pupils they teach and the classes they may need to cover
- 3 hours a day on average across the cohort for Key Stage 1, with less for younger children
- 4 hours a day for KS2
- Ensuring that each day's work is set and available by 8 am
- Uploading the work on the correct learning platform – for EYFS work should be uploaded on Tapestry and for KS1 and KS2 this should be uploaded on Purple Mash.
- Making sure that work provided during periods of remote education is of high quality, meaningful, follows the year group medium term plan, is ambitious and covers an appropriate range of subjects
- 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.
- Keeping in touch with pupils who are not in school and their parents
- Attending virtual meetings with staff, parents/carers and pupils adhering to the school dress code and ensuring appropriate locations for virtual meetings, avoiding noisy areas and displaying appropriate backgrounds.
- Streaming school lessons to pupils learning remotely, if this is required.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during normal contracted 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 will:

- Support pupils who are not in school with learning remotely
- Attend virtual meetings with staff, parents/carers and pupils adhering to the school dress code and ensuring appropriate locations for virtual meetings, avoiding noisy areas and displaying appropriate backgrounds.

3.3 Middle Leaders (Year Leaders and Subject leaders) and SENDCO
Alongside their teaching responsibilities, they will:

- Consider 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
- Work with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitor the remote work set by class teachers
- Alert teachers to resources they can use to teach remotely
- Make decisions about the use of online video lessons such as Oak National Academy

3.4 Senior leaders
The senior leadership team 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:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning
- 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
- 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:

- Overseeing Safeguarding Procedures: Ensuring that the school's standard child protection and online safety policies are followed and adapted for the remote learning environment. This includes the implementation of any specific addendums to the safeguarding policy

related to remote education.

- Managing Concerns and Referrals: Acting as the primary point of contact for staff to report any safeguarding or wellbeing concerns immediately. The DSL is responsible for logging these concerns and making referrals to local authority children's social care or other external agencies (e.g., police, Channel programme) as required, and leading on multi-agency meetings.
- Identifying and Supporting Vulnerable Pupils: Working with senior leaders and the Special Educational Needs Coordinator (SENDCo) to identify vulnerable pupils and those at risk. The DSL must ensure that appropriate support is in place, which may include arranging regular contact, liaising with social workers, and coordinating home visits where necessary.
- Ensuring Secure Systems: Collaborating with IT staff and senior leaders to monitor the security of remote learning platforms and systems. This includes ensuring data protection requirements are met and addressing any data protection breaches in line with the school's policy.
- Providing Advice and Training: Acting as a source of support, advice, and expertise for all staff on safeguarding matters related to remote education. This includes ensuring staff are aware of how to report concerns and understand online safety risks, sometimes described as the "four Cs" of online safety: content, contact, conduct, and commerce.
- Record Keeping: Maintaining detailed, accurate, and secure written records of all safeguarding concerns and actions taken. Ensure child protection files are securely transferred to a pupil's new school if they leave.

3.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents/carers with any 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/carers with accessing the internet or devices

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 are not able to complete work
- Act in accordance with normal behaviour rules / conduct rules of the school

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 cannot complete work
- Seek help from the school if they need it
- 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 – contact year leader, subject leader or SENCO as appropriate
- Issues with behaviour – contact year leader, senior leadership team
- Issues with IT – contact IT staff
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – contact the data protection officer
- Concerns about safeguarding – contact the DDSL and DSL

5. Data protection

5.1 Accessing personal data

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

- Use SIMS, whilst on the school network, to gain this personal data
- Use assigned, encrypted laptops, which are full monitored by Securus, to access this information

5.2 Processing personal data

Staff members may need to collect and/or share personal data as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen. The school will follow SEBMAT Data protection and security policy 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.

5.3 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

An addendum to the safeguarding policy will be provided should the need for remote learning arise again.

7. Monitoring arrangements

This policy will be reviewed biennially by the Headteacher. At every review, it will be approved by the full governing board.

8. Links with other policies

This policy is linked to our:

- Behaviour regulation policy
- Child protection policy
- Safeguarding policy
- SEBMAT Data protection policy and security policy
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- Acceptable use agreement