



Remote Learning Policy

Ratified by Governing Body

Review: September 2027

At Herrick Primary School, we are committed to maintaining continuity of education when it is not possible for some or all pupils to attend school in person. Remote education will be used only where attendance is not possible or would be contrary to government guidance, and where a pupil is well enough to learn. Safeguarding, inclusion, accessibility, data protection and pupil wellbeing remain central to our approach.

WHEN REMOTE LEARNING MAY BE USED

Remote learning may be provided during whole-school, year-group or class closures, or other exceptional circumstances where pupils cannot safely attend school.

For an individual pupil, remote education may be considered where they are unable to attend school but are well enough to learn. Any arrangement will be reviewed regularly and will support, rather than replace, a return to school.

Remote education will not normally be provided for routine short-term illness where a pupil is too unwell to learn. Pupils receiving remote education remain recorded as absent using the appropriate attendance code.

DELIVERY PLATFORMS AND COMMUNICATION

During the current transition period, Microsoft Teams will be used for live group meetings, class check-ins, drop-in sessions and teacher-led instruction where appropriate.

Microsoft Outlook / school email will be used to share learning overviews, communicate with parents/carers and receive completed work. The school website or approved communication system may be used for whole-school announcements and links to learning resources.

Only school-approved accounts and communication channels may be used. Staff must not use personal email addresses, personal social media accounts or unapproved messaging services to communicate with pupils.

The school intends to move its long-term remote learning provision to Google Classroom. Parents/carers, pupils and staff will receive clear notice, login information and guidance before the change takes effect. This policy will then be updated to reflect the school's approved platform.

CURRICULUM EXPECTATIONS

Remote learning will follow existing curriculum plans and schemes of work wherever practicable so that pupils continue to build knowledge and skills in a logical sequence.

Core learning will prioritise English, phonics/reading and mathematics, alongside an appropriate range of foundation subjects. Learning may include direct instruction,

independent tasks, reading, practical or offline activities and high-quality recorded or external curriculum resources.

As a general school expectation during a full-day closure, Key Stage 1 pupils may receive around three hours and Key Stage 2 pupils around four hours of learning activity. This is a guide and may be adapted to pupils' age, needs and individual circumstances. Appropriate breaks will be encouraged and provision will avoid unnecessary screen time.

DAILY ROUTINE DURING A FULL-DAY CLOSURE

By 9.00am, a daily learning overview and resources will be shared with families through the approved school channel.

Where scheduled, a class check-in, live input or recorded teaching may take place during the morning.

Pupils will complete a mixture of written, reading, practical, independent and online learning during the school day, with appropriate breaks.

Completed work should be submitted through the agreed school channel by the deadline communicated by the class teacher.

SUBMITTING WORK, ASSESSMENT AND FEEDBACK

Parents/carers or pupils should submit work using the approved platform or class/year-group school email address, as directed by the teacher.

Teachers will use submitted work, questioning and interaction to check understanding and identify misconceptions. Feedback may be individual, group or whole-class and may be given in writing, verbally or during a scheduled session.

Teachers are not expected to provide detailed written feedback on every piece of work. Feedback will be proportionate and focused on supporting progress.

Where engagement is a concern, staff will make appropriate contact with the family and escalate persistent concerns to senior leaders, the Designated Safeguarding Lead (DSL) or attendance staff as appropriate.

ACCESS, INCLUSION AND SEND

The school will take reasonable steps to reduce barriers to remote learning. Families experiencing difficulties with a suitable device or internet connection should contact the school. Where available and appropriate, the school may provide a loan device or support families to identify a suitable solution.

Where digital access cannot reasonably be provided, printed resources or another appropriate method of learning and communication will be considered.

Teachers will make reasonable adjustments for pupils with SEND and will liaise with the SENDCo, parents/carers and other professionals where appropriate. The needs of pupils with an Education, Health and Care Plan (EHCP), pupils with EAL, younger pupils and pupils requiring additional adult support will be considered when provision is planned.

Where eligible pupils are receiving remote education during a school closure, arrangements for benefits-related free school meals will be considered in line with current guidance and local arrangements.

SAFEGUARDING AND ONLINE SAFETY

The school's Safeguarding and Child Protection Policy, Online Safety Policy and Acceptable Use Policy remain fully in force during remote learning. Any safeguarding concern must be reported immediately through the school's usual safeguarding procedures.

Live sessions should take place in an appropriate shared area of the home where possible, rather than a pupil's bedroom. Pupils and anyone visible or audible during a session should be appropriately dressed and behave in a manner suitable for a school learning environment.

For primary-aged pupils, an adult should be available nearby to support safe participation where reasonably possible, particularly for younger pupils.

Pupils and parents/carers must not record, photograph, screenshot, copy or redistribute live lessons, images, audio or personal information relating to other pupils or staff.

Staff will only record sessions where there is an identified educational or safeguarding purpose, school approval has been obtained and data protection requirements have been considered. Staff must maintain professional boundaries and use approved school systems.

The school will maintain appropriate contact with vulnerable pupils and families and will consider additional pastoral contact or welfare checks where needed.

DATA PROTECTION AND SECURITY

Personal data must be handled in accordance with UK GDPR, the Data Protection Act 2018 and the school's Data Protection Policy and privacy notices.

Staff and pupils must keep passwords secure. Confidential information should only be stored or shared through approved school systems. Any suspected data breach, lost device, compromised account or inappropriate disclosure must be reported promptly in line with school procedures.

ROLES AND RESPONSIBILITIES

The Headteacher and Senior Leadership Team will maintain oversight of the quality and delivery of remote education, including safeguarding, access, inclusion, engagement and staff workload.

Class teachers will provide sequenced learning, communicate clear expectations, give proportionate feedback, monitor engagement and report safeguarding, welfare or attendance concerns through the appropriate school channels.

The DSL will ensure safeguarding procedures remain effective during remote education and coordinate appropriate action where concerns arise.

The SENDCo will support reasonable adjustments and adapted provision for pupils with SEND and liaise with families and relevant professionals where required.

The Computing Lead / IT support will support the safe and effective use of approved platforms, accounts and devices and coordinate guidance and technical support.

Pupils are expected to engage with learning as well as they are able, follow school behaviour and online safety expectations and tell a trusted adult if something online worries them.

Parents/carers should support a reasonable daily routine, inform the school if their child cannot access provision or requires additional support, and protect the privacy of staff and other pupils.

The Governing Body will monitor the school's approach and seek assurance that safeguarding, data protection, equality and accessibility duties are being met.

ATTENDANCE AND LONGER-TERM ABSENCE

Remote education does not replace the school's attendance duties. Absence will continue to be recorded in accordance with current attendance regulations and guidance.

Remote education must not be used as a reason to send a pupil home for disciplinary purposes. Any suspension must follow the school's Behaviour Policy and statutory guidance. During the first five school days of a suspension or permanent exclusion, work will be set and marked in accordance with statutory exclusion guidance.

Where a pupil's health needs mean they are likely to miss 15 school days or more, whether consecutive or cumulative, the school will work with the local authority and relevant professionals in line with duties relating to children who cannot attend school because of health needs.

MONITORING AND REVIEW

This policy will be reviewed at least annually and sooner where there is a significant change to Department for Education guidance, school systems, safeguarding expectations or the school's remote learning platform.

This policy should be read alongside the Safeguarding and Child Protection Policy, Online Safety Policy, Acceptable Use Policy, Attendance Policy, Behaviour Policy, SEND Policy, Data Protection Policy, Staff Code of Conduct and relevant privacy notices.

GUIDANCE AND LEGISLATION

Department for Education guidance on providing remote education for schools.

Current Department for Education school attendance guidance and the School Attendance (Pupil Registration) (England) Regulations 2024.

Keeping Children Safe in Education (current edition).

Education Act 1996, including section 19; Children and Families Act 2014; Equality Act 2010; UK GDPR and the Data Protection Act 2018.

Department for Education guidance on remote education is non-statutory. However, the statutory safeguarding, attendance, equality, SEND and data protection duties referenced in this policy continue to apply.