

Remote Learning Policy



The Valley Community Primary School

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Attached committee: Curriculum

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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

In the case of whole school closures, remote learning will be in place after one full day of closure it is anticipated that school will not be open “as normal” for more than a further two days after the initial full day of closure. This means that remote learning would be in place after 3 full days of closure.

For the avoidance of doubt, remote learning is any learning that takes place off the school premises. This can be achieved in a number of ways, to include but not limited to, completion of paper activities, directing pupils to websites and apps, completion of work set online on learning platforms or through attendance of online video lessons.

The school (and its teachers) holds discretion as to the means in which remote learning may be set for pupils based on each circumstance and the needs of a pupil and the overriding needs of the whole school.

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. Examples include but are not limited to:
Fire, Gas, Water, Adverse Weather, War, Cyber, Heating, Infection control or Police Incident
 - Contradictory to guidance from local or central government
- Rare 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 for more than one school week
 - They are preparing for or recovering from some types of operation (having had at least one full school week of non-attendance)
 - They are recovering from injury and attendance in school may inhibit such recovery (having had at least one full school week of non-attendance)
 - 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 and Teaching Assistants

When providing remote learning, teachers must be available between 9am-12pm and 1pm-4pm.

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 and according to the time frames stated in this policy, though this must be 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
- Consider that work may be set by way of paper packs, online work to be completed by Teams or Zoom or Purple Mash or through the sharing of online learning links to educational resources such as Oak National. The work type (whether paper, online or links) will be at the discretion of the school

They are also responsible for:

- Setting work for their class, including any classes that they cover
- Setting work which should provide learning of:
 - 3 hours a day on average for Key Stage 1 pupils, with less for younger children
 - 4 hours a day on average for Key Stage 2 pupils
 - This work needs to be set by 6pm the day before
- Ensuring that the communicating of work being set is shared with parents and pupils (communications), including any virtual meeting links (if appropriate). This may be completed by the Office sending messages via MCAS.
- Preparing paper resources to facilitate in some circumstances, where this is deemed appropriate in spirit with this policy. These packs may be left at the school office for parents to collect in the case of individual pupils or for groups of pupils. In extenuating circumstances, work packs may delivered by a member of staff to the pupil's family home if this is deemed reasonable in the circumstances.
- Co-ordinating with other teachers to ensure consistency across the year group and relevant subjects and to make sure, where work is set online, that pupils with limited access to devices can still complete work.
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and covering an appropriate range of subjects.

- Providing pupils feedback on their work that is completed remotely.
- If the main school premises are deemed inappropriate, a rolling programme of support will take place from the Little Learners building, if possible. Where this is possible or some parts of the main school premises may be used, the school will use its discretion to offer priority places to pupils in the EYFS, Year 6 pupils and those pupils classed as vulnerable for in-school working.
- In the case of prolonged absence of more than 3 weeks, keeping in touch with pupils who aren't in school and their parents if this is deemed reasonable, bearing in mind the age of the pupil and their stage of development. This contact may be made by telephone or online video calls, at the professional judgement of the teacher. In the case of communications from parents, parents will be directed to contact the school office with queries in the first instance.
- Ensuring that any complaints and/or safeguarding concerns are still handled in accordance with the school's existing policies, which override this policy.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available 9am-3pm or their contracted hours (if these are less).

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 are responsible for:

- Supporting pupils who aren't in school, depending on the individual circumstances and as directed by the school leadership team.
- Attending virtual meetings with teachers, parents/carers and pupils where directed to do by the school.
- Supporting pupils who may be invited into school for learning.
- Assisting teachers in respect of fulfilling the responsibilities listed in section 3.1

3.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Ensuring that work follows the agreed curriculum
- Ensuring that the subject curriculum is adapted and this is communicated to teachers where it is not possible to deliver the agreed curriculum remotely.

3.4 Senior leaders

- The head teacher has overarching responsibility for the quality and delivery of remote education.
- The Computing Leader is responsible for the implementation of any online learning aspect of remote education.
- The Designated Safeguarding Lead is responsible for ensuring that all pupils learning remotely remain safeguarded.

Alongside any teaching responsibilities, senior leaders should continue to use digital platforms 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), if this can be reasonably achieved
- 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 through regular meetings with teachers and subject leaders, reviewing work set and/or feedback from pupils and parents/carers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- 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.
 - Ensuring staff remain trained and confident in their use of any appropriate online digital education platforms
 - Providing information to parents/carers and pupils about remote education. This may be shared on the school website and/or via emails or texts to parent, as is deemed appropriate by the school in the circumstances
 - Working with the office 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/DDSL)

The DSL is responsible for maintaining close links and monitoring the learning and support of vulnerable pupils

3.6 IT staff

The school pays for a service level agreement with Bolton Schools ICT. The school has an on-site technician who attends the school for two sessions per week.

School staff will be responsible for reporting to Bolton Schools ICT as soon as they become aware of any issues with systems used to set and collect work.

The senior leaders will put in place provision to assist pupils and parents/carers with accessing the internet or devices (if appropriate).

If staff and parents/carers have technical issues then the school office will assist in the first instance. If this issue cannot be resolved by the school office then it shall be escalated to the relevant pupil's class teacher who can assist further or report the issues to Bolton Schools ICT.

3.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- 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

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
- 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 where remote learning systems are online based, that these 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 – the Head teacher / Curriculum Lead / Computing Lead
- Issues with behaviour – follow the school's behaviour policy
- Issues with IT – report to Bolton Schools ICT
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL