



## Remote Education Policy

### **Policy Review**

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was reviewed and agreed by the Governing Body in *July 2026*

It is due for review in *July 2028* (up to 12 months from the below date).

|                    |  |                  |
|--------------------|--|------------------|
| Head Teacher       |  | <i>July 2026</i> |
| Chair of Governors |  | <i>July 2026</i> |

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## **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

## **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.

## **Roles and responsibilities**

| <b>Role</b>                       | <b>Responsibilities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SLT Team                          | <ul style="list-style-type: none"> <li>- Develop remote learning policy.</li> <li>- Communicate the policy and expectations to staff, parents &amp; pupils.</li> <li>- To support staff in encouraging families to engage with remote learning.</li> <li>- To challenge staff, families or other stakeholders as required.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Teachers / Supply Teachers        | <ul style="list-style-type: none"> <li>- To provide learning resources for remote learners.</li> <li>- To assess the work and offer feedback to remote learners to the same standard as those pupils in school.</li> <li>- To ensure remote learners receive challenges appropriate to their level of need.</li> <li>- To communicate with senior leaders, the safeguarding lead and/or the SENDCo as required.</li> <li>- To record failure to complete work through the school's safeguarding systems (CPOMS)</li> </ul>                                                                                                                                                                                                                                                               |
| HLTAs                             | <p>For the areas of the curriculum that they cover:</p> <ul style="list-style-type: none"> <li>- To provide learning resources for remote learners.</li> <li>- To assess the work and offer feedback to remote learners to the same standard as those pupils in school.</li> <li>- To ensure remote learners receive challenges appropriate to their level of need.</li> <li>- To communicate with senior leaders, the safeguarding lead and/or the SENDCo as required.</li> <li>- To record failure to complete work through the school's safeguarding systems (CPOMS)</li> </ul> <p>In the event of a whole-class closure where the class teacher becomes ill, a HLTAs or Level 3 Teaching Assistant could be asked to assume responsibility for providing the work for the class.</p> |
| Safeguarding / Attendance Officer | <ul style="list-style-type: none"> <li>- Once absence checks are completed, communicate with class teachers to inform them whether remote learning is required.</li> <li>- If a teacher has recorded failure to complete work on the school's safeguarding recording system (CPOMS), deal with the concern as necessary.</li> <li>- Deliver physical remote learning to pupils who do not have device / internet access that enables them to access digital learning.</li> </ul>                                                                                                                                                                                                                                                                                                         |
| SENDCo                            | <ul style="list-style-type: none"> <li>- Ensure class teachers are familiar with the SEND needs of their pupils.</li> <li>- Assess to ensure that remote learning provided meets the individual needs for pupils.</li> <li>- Support staff, families &amp; SEND pupils with accessing and completing remote learning - liaising between home and school where necessary.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                      |

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Parents | <ul style="list-style-type: none"> <li>- Inform school immediately when a pupil is unable to attend.</li> <li>- Be honest in the reason for absence.</li> <li>- Support school by ensuring pupils complete remote learning at home.</li> <li>- Communicate any issues in completing work to teachers so that problems can be solved.</li> <li>- Have high expectations of the work being completed by their child during remote learning.</li> </ul> |
| Pupils  | <ul style="list-style-type: none"> <li>- Complete work set by the teacher to the best of their ability.</li> <li>- Ask for help and communicate with the teacher if there are any issues / difficulties.</li> <li>- Be patient in waiting for a response for the teacher as they may be teaching a lesson in school.</li> </ul>                                                                                                                      |

## **What would be considered 'good' practice?**

When taking the register session, if a pupil is absent, it would be advisable to begin recording lessons in preparation for posting on Google Classroom should the need for remote learning be confirmed. Resources should be made available as soon as is reasonably practicable but no later than 16:00 on the day of absence (to allow the pupil to complete the work before the following day).

## **What is expected in terms of content for remote learning?**

School will provide at least 3 hours of learning for pupils in KS1 and 4 hours for pupils in KS2 each day that a pupil is remote learning. This will include the core subjects of Reading, Writing and Maths and one other Broad curriculum subject (eg Art, P.E. Computing etc). Whilst we appreciate many of you will want to support your children in their learning, we wanted to make it clear that teachers will be providing clear instructions for pupils on the work to be completed so that they will be able to complete the work independently. This means that you are not expected to 'teach' anything but we encourage and applaud anyone taking an active role in supporting their child's learning.

The expectation is that the work made available to pupils for remote learning will be as close as it can possibly be to the work that they would complete should they have attended school. Pupils will be provided access to the Curriculum skills, challenges and progression paths they would have if they were in school. The intention is that, on return to school, the work completed by a pupil who has accessed remote learning should be printed and affixed into the child's book so that there is no gap in the learning process and no difference between their learning and that of their peers.

There will obviously be times where the exact classroom experience cannot be provided for pupils who are remote learning. For example, if the pupil was absent for a Shared Write in English. This would be very difficult to record as the class share ideas and write together (meaning constant voices would be heard). In these instances a bespoke independent lesson linked to the pupil's needs should be provided.

## **What if I am not happy with the remote learning provided?**

If parents feel school is not providing remote education of a suitable quantity and quality, they are encouraged to, in the first instance, **raise their concerns with the class teacher**. If this does not help to find a resolve, the complaints procedure should be followed.

(<https://www.learmoreprimaryschool.com/compliments-and-complaints/>)

## **What are the expectations for completing remote learning?**

- Remote learning should be completed as closely as is possible to the timings the child would be used to during the 'normal' school day.
- Work should be completed daily and returned as soon as complete so that feedback can be received from the teacher.
- If absent for more than one day, any feedback or follow-up activities should be completed promptly.
- If work is too difficult or extra support is needed in order to complete the work, the teacher should be notified immediately so that the pupil can complete the work to the expected standard. *[Be mindful that the teacher, unless whole-class isolating, will be teaching so patience will be required when awaiting responses.]*
- High expectations of work will be in place in terms of effort and presentation - if a teacher feels the work produced by a pupil is not to the child's best ability, they may request the child to improve the work or re-complete the work to an acceptable standard. We would expect parents to enforce this to ensure progress for their child.

## **What happens if remote learning is not completed?**

Teachers will be marking work and providing feedback on each piece of remote learning completed online daily. The pupil will receive a score (100 = Achieved well, 90 = Achieved, 80 = Partly Achieved and 70 = Not Achieved) and will get feedback in line with what would normally be received in their books. Teachers will inform Senior Leaders daily of pupils failing to complete remote learning (partially or not at all) and Senior Leaders will make contact with families to challenge this or support with remote learning issues. If the problem cannot be resolved, paper packs will be delivered and collected to check that work is being completed.

If a pupil cannot physically attend school but is otherwise able to work, remote learning should be completed (this will be assessed on a case by case basis). If remote learning has been deemed necessary but is not completed then school may have to use its safeguarding systems to record the non-completion of remote learning as a possible case of neglect.

If there is a genuine reason for a pupil not being able to complete work, the school should be notified immediately so that alternative provision can be arranged. Please also be aware that, if remote learning is not completed, when they return, pupils may have to join catch up groups to complete the work.

## **What platforms will be used to deliver remote learning?**

At Leamore Primary School, we will use a range of remote learning strategies to cater for the needs of all of our staff and pupils. When identifying strategies to provide remote learning,

feedback from parents over the COVID-19 period were amalgamated with viewpoints from a teacher consultation to ensure that teacher workload and sustainability were taken into consideration whilst providing a preferred remote learning experience for families.

### **Lessons on Google Classrooms**

Following consultation with staff and based on the positive feedback from parents during the pandemic period, the preferred method for delivering remote learning for pupils is through posting lessons online in Google Classrooms. KS2 pupils have been taught how to use Google Classrooms within school. It has been used as a learning tool to support lessons to make this normal practise for the children. The intent for this approach means, if appropriate, a video recording will be taken whilst a teacher is delivering their lesson in school\*. This way, pupils at home will have access to exactly the same teaching input as their counterparts in school. This method also allows pupils to hear any questions or misconceptions shared by their peers during normal classroom interaction.\*\* Following the video recorded input, teachers should make the appropriate resources available to pupils either in physical form (via Attendance Officer) or digitally through Google Classroom assignments.

\* The recording will not capture an image of any child within the class in order to safeguard pupils.

\*\* Lessons being recorded **must not include the voices, names or images of any pupils within the class to adhere to safeguarding systems.** Pupils must be made aware of the necessity to not talk on the video - if they have a question, they are to write it on their whiteboard and hold it up. A TA will make the teacher aware that a question has been asked and will read it out.

### **Written explanation lessons on Google Classrooms**

Being an inclusive and flexible school, we understand that recorded lessons may not always be the most appropriate medium for delivering quality remote learning experiences. Where it is deemed appropriate by staff, written instruction or self-help videos (including Explain Everything clips created by teachers) may be provided in place of a video recorded lesson input. However, the work provided by teachers should still be as close as possible to that of the pupils in school and should provide appropriate challenge at the level of the individual. As above, pupils should complete their work either in physical form (via Attendance Officer) or digitally through Google Classroom assignments.

### **What if a pupil does not have access to a device, the Internet or Google Classroom?**

#### **We don't have a device / have enough devices to cover our children.**

If the issue is that the pupil does not have a device to complete work, the DfE have allocated Leamore a number of devices to help these pupils access remote learning so the school can provide a device to allow the pupil to complete remote learning. The devices will be allocated fairly based on the needs of the pupil and family requesting support. A user agreement will need

to be signed in order to loan a school device to ensure they will be used appropriately and will be looked after.

### **We don't have internet / it will use up all of my data.**

We understand that using your data for mobile hot-spotting can see limits reached quickly. You should contact school if you require assistance with getting an internet connection.

### **We are still having trouble accessing remote learning**

If all else fails or pupils are choosing not to complete work, work should be prepared in line with Google Classroom but printed out into a physical 'pack'. For one-day absence, this pack should be kept in preparation for the child's return the following day where they will spend time catching up. For multiple-day absence, packs will be delivered on a Friday containing work for the week to that point. If the work is still not completed by the following Friday, they will be required to perform catch up.

## **Additional support for pupils with particular needs**

We encourage pupils with SEND needs to attend during lockdown periods in line with the Government's guidance (unless isolating). We also recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Regular contact with the families of children with particular needs who are not attending school.
- Providing regular updates with known remote learning issues to help home-learners.
- Facility to contact class teachers during the school day through Class Dojo.

### **EYFS Remote Learning**

- Work has been adapted to include bespoke videos and tuition to enable young learners to access remote learning.
- Work is often accepted through photographic or video evidence as opposed to computer generated documents.

## **Links to other policies**

This policy should be used in conjunction with:

- Attendance Policy
- Safeguarding Policy
- Online Safety Policy

# **Appendix 1 - Extended Period Remote Learning Acceptable Use Policy (AUP)**

## **Leadership Oversight and Approval**

1. Remote learning will only take place using *Google Classroom [Online]* or *Paper Based packs [Offline]*.
  - Google Classroom has been assessed and approved by the Headteacher and Senior Leadership Team (SLT).
2. Staff will only use school managed approved professional accounts with learners and/or parents/carers. [Only @leamoreprimaryschool.com accounts should be used on school devices - NO PERSONAL (OR SCHOOL) ACCOUNTS ON PERSONAL DEVICES]
  - Use of any personal accounts to communicate with learners and/or parents/carers is not permitted.
  - Staff will use work provided equipment where possible e.g. a school/setting laptop, tablet or other mobile device. Expectations are in place in relation to safeguarding and data security when using any devices for school work e.g. using strong passwords, suitable levels of encryption, logging off or locking devices when not in use etc.
3. Online contact with learners and/or parents/carers will not take place outside of the operating times as agreed by all staff in relation to Class Dojo communications:
  - Monday - Friday: 08:00 - 19:00
4. All remote lessons will be formally timetabled; a member of SLT, DSL and/or leader of a subject is able to drop in at any time.
5. Live streamed remote learning sessions will not be held without approval and agreement from the headteacher.

## **Data Protection and Security**

6. Any personal data used by staff and captured by Google Classroom when delivering remote learning will be processed and stored with appropriate consent and in accordance with our data protection policy.
7. All remote learning and any other online communication will take place in line with current school confidentiality expectations.
8. Staff will not record lessons or meetings using personal equipment unless agreed and risk assessed by SLT and in line with our data protection policy requirements.
9. Only members of Leamore Primary School [unless agreed by the Headteacher] will be given access to Google Classroom.
10. Access to Google Classroom will be managed in line with current IT security expectations as outlined in the school's Acceptable Use Policy (AUP) which can be found in the Online Safety Policy.

## Behaviour Expectations

11. Staff will model safe practice and moderate behaviour online during remote sessions as they would in the classroom.
12. All participants are expected to behave in line with existing policies and expectations.
13. When sharing videos and / or live streaming, participants are required to:
  - wear appropriate dress.
  - ensure backgrounds of videos are neutral (blurred if possible).
  - ensure that personal information and/or unsuitable personal items are not visible, either on screen or in video backgrounds.
14. Educational resources will be used or shared in line with our existing teaching and learning policies, taking licensing and copyright into account.

## Policy Breaches and Reporting Concerns

15. Participants are encouraged to report concerns to:
  - The class teacher (1st Level)
  - If the concern is regarding the class teacher or other member of staff, contact Sarah Howard (School Safeguarding Lead).
16. If inappropriate behaviour takes place, participants involved will be dealt with by staff in line with the school's behaviour policy.
17. Inappropriate online behaviour will be responded to in line with existing policies such as acceptable use of technology, allegations against staff, anti-bullying and behaviour.

**I have read and understood Leamore Primary School's Remote Learning Acceptable Use Policy (AUP).**  
**Learner/Parent/Carer**

|                  |                                     |
|------------------|-------------------------------------|
| Child's Name:    | Parent/Carers:                      |
| Child Signature: | Parent/Carer's Signature:           |
| Class:           | Date (DDMMYY):<br>...../...../..... |

**I have read and understood Leamore Primary School's Remote Learning Acceptable Use Policy (AUP).**  
**Staff**

|                     |                                     |
|---------------------|-------------------------------------|
| Employee's Name:    | Employee's Signature:               |
| Position in School: | Date (DDMMYY):<br>...../...../..... |

## Appendix 2: Self-help and tips

### *How is my work marked on Google Classroom?*

In school, we use a set number of mark indicators to show how well pupils have achieved in their work. This forms part of our marking policy with which all pupils are familiar. We appreciate that parents or other members of the school community may not be au fait with this system.

To make everything consistent, from this week, our teachers will be marking as follows:

| <b><i>In School Marker</i></b>                  | <b><i>Google Classroom Score</i></b>            | <b><i>Meaning</i></b>                                                                                                                                        |
|-------------------------------------------------|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>A✓</i></b>                                | <b>90 - 100</b>                                 | You have completed the work to an expected or better standard (90 being the minimum expected, 100 being a beyond expected effort - Well Done!                |
| <b><i>PA</i></b>                                | <b>80</b>                                       | You have <u>Partially Achieved</u> the objective but it could have been better. (You will usually have either a comment or next step to help you with this), |
| <b><i>NA</i></b>                                | <b>70</b>                                       | You have <u>Not Achieved</u> the target, you will need to improve the work or re-attempt the work.                                                           |
| <b><i>Next Step →<br/>(or just arrow) →</i></b> | <b><i>Next Step →<br/>(or just arrow) →</i></b> | Advice on how to improve your work / things to consider the next time you approach this work.                                                                |

### *Remote Learning Self Help.*

Hi All,

At the end of this first week, we have spotted a few common teething issues and wanted to share a few solutions.



**Top Tip 3:** *You can't use the school account unless your device has a pin lock set up. Make sure you have one before trying to log in.*

#### **Tip 1: We can't get on to Google Classroom.**

*The first thing to try here is to open [classroom.google.com](https://classroom.google.com) in **Chrome Browser**. If you don't have it, go to either the app store on Apple or Play store on Android to get it.*

*Then, make sure you are logged in using the school given account which should look something like:*

*[21-surname-i@leamoreprimaryschool.com](mailto:21-surname-i@leamoreprimaryschool.com)  
And have a password such as 'bluefrog'*

*Use the 'How do we log one user out and another user in?' help sheet if you need to.*

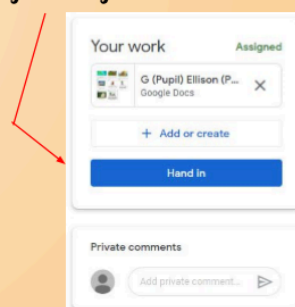
#### **Tip 2: We can't open copies of the worksheets to write on / it turns them to pdf files.**

*You may need to download the following free apps too: Google Classroom, Google Docs, Google Sheets, Google Slides & Google Drive.*

*Sometimes, Google Classroom will open these up in the background to be able to edit the work your teacher has set.*

#### **Tip 3: We have done the work but the teacher has said we haven't.**

*When you are in your assignment, you may just be forgetting to 'Hand In' work. On the right hand side, look for the following:*

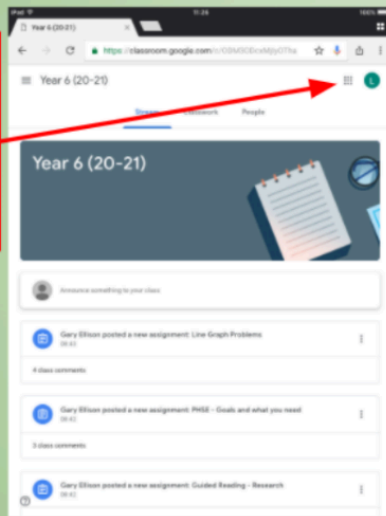


## How do we log one user out and another user in?



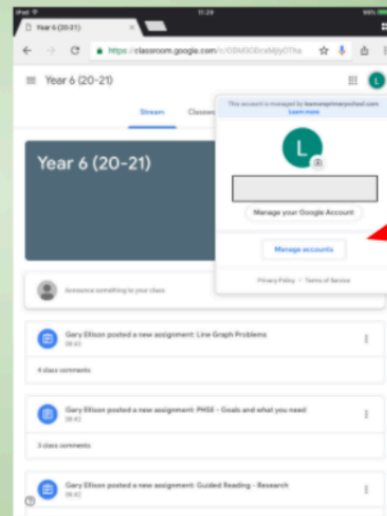
### Step 1

Click the circle with the  
current user's initials  
in the centre.  
(You will find it next  
to the waffle button)



### Step 2

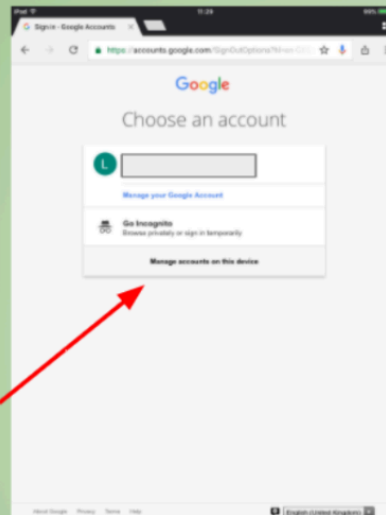
This will open the user  
panel. Click or tap  
manage accounts



### Step 3

If another user has  
logged in before, it will  
show in the list. Click  
or tap the user for  
them to log in.

If there are no other  
users, Click or Tap  
'Manage accounts on  
this device.'



### Step 4

Click or Tap 'Add  
Account' to let the next  
user login.

