St George's Church of England Infant School

Remote Education Policy

Statutory

Date of Policy: November 2026	**Review cycle:** Every year	**Review date:** November 2027
Approved by: Head Teacher Chair of Governors	**Approval date:** November 2026	**Policy lead:** Curriculum lead

Let your Light shine (Matthew 5v16)

The 6 Principles of Nurture:

These principles underpin all teaching and learning at St George's, ensuring that our classrooms are safe, inclusive and supportive spaces for every child to grow and thrive.

1. Children's learning is understood developmentally.
2. The classroom offers a safe and secure base.
3. Nurture is central to wellbeing and learning.
4. Language and communication are vital for connection and understanding.
5. All behaviour is communication.
6. Transitions are recognised and supported as significant moments in a child's life.

Statement of intent

At St George's Church of England Infant School, we understand the need to continually deliver high-quality education, including during periods of remote education – whether for an individual pupil or for many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring all pupils have access to online lessons where required.

Through the implementation of this policy, we aim to address the key concerns associated with live online lessons, such as: systems and technology, safeguarding, conduct, and accessibility.

This policy aims to:

- Minimise the disruption to pupils' education and delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high-quality lesson content.
- Protect pupils from the risks associated with using an online lesson platform through the internet.
- Ensure staff, parent and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures are in place during live online lessons.
- Ensure all pupils have the provisions required to take part in live online lessons and complete their work to the best of their ability, and to remain happy, healthy and supported during periods of remote learning.

Legal framework

This policy has due regard to all relevant legislation, guidance, including, but not limited to, the following:

- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- The Education (Pupil Registration) (England) Regulations 2006
- DfE (2024) 'Providing remote education'
- DfE (2022) 'Safeguarding and remote education'
- DfE (2026) 'Keeping children safe in education 2026'
- DfE (2015) 'SEND code of practice: 0 to 25 years'
- DfE (2024) 'Working together to improve school attendance'
- DfE (2022) 'Health and safety: responsibilities and duties for schools'
- DfE (2025) 'Children missing education'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2024) 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Data Protection Policy
- Child Protection Policy
- Health and Safety Policy
- Behaviour Policy
- Accessibility Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance Policy
- Online Safety Policy
- Staff Code of Conduct
- Home School Agreement
- Technology Acceptable Use Agreement for Pupils
- Technology Acceptable Use Agreement for Staff
- Marking and Feedback Policy
- Home Visit Risk Assessment

Roles and responsibilities

The governing board will be responsible for:

- Evaluating the effectiveness of the school's remote learning arrangements.
- Reviewing the effectiveness of this policy on an annual basis in conjunction with the headteacher.
- Ensuring that online safety training for staff is integrated, aligned and considered as part of the school's overarching safeguarding approach.
- Deciding whether information regarding the school's remote education offering should be published on the school's website.
- Having a clear school attendance policy on the school website which all staff, pupils and parents understand.
- Developing and maintaining a whole school culture that promotes the benefits of good attendance.

The headteacher will be responsible for:

- Ensuring staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating and managing the risks associated with remote education, including live online lessons.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote education provision.
- Ensuring that the school has the resources necessary to carry out the procedures in this policy.
- Ensuring that pupils have access to remote education as soon as reasonably practicable, where appropriate.
- Reviewing the effectiveness of this policy on an annual basis in conjunction with the governing board and communicating any changes to staff, parents and pupils.
- Arranging any additional training staff may require to support pupils with live online lessons.
- Ensuring that the remote education provision expected from staff is accessible to staff with additional needs which may be impacted by the online format, e.g. staff who are visually impaired.
- Conducting termly reviews of the live online sessions arrangements to ensure pupils' education does not suffer.
- Considering the assignment of overarching responsibility for the quality and delivery of remote education to a member of the SLT.

Staff members will be responsible for:

- Adhering to this policy at all times when preparing and delivering remote education.
- Reporting any safeguarding incidents and concerns to the DSL, and asking for guidance as appropriate.
- Taking part in training to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any defects on school-owned equipment used for remote education to the ICT manager.
- Adhering to the Staff Code of Conduct at all times.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.

The SENCO will be responsible for:

- Liaising with the ICT manager to ensure that the technology used for remote education is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met during periods of remote education, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND receive remote education.
- Ensuring that the remote education provision put in place for pupils with SEND is monitored for its effectiveness.
- Liaising with the headteacher and LA in circumstances where delivering remote education to pupils with EHC plans proves to be challenging or impossible in order to find other ways to provide education.

The DSL will be responsible for:

- Attending and arranging, where necessary, any safeguarding meetings regarding remote education.
- Liaising with the ICT manager to ensure that all technology used for remote education is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they take part in remote education.
- Ensuring that child protection plans are enforced if vulnerable pupils take part in remote education.
- Identifying the level of support or intervention required while pupils take part in remote education and ensuring appropriate measures are in place.
- Assisting teachers with all remote education lesson planning to ensure the correct safeguarding measures are in place.

The DPO will be responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the UK GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the UK GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

The headteacher will be responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

The deputy headteacher will be responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

Parents will be responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material.
- Reporting any absence in line with the terms set out in this policy.
- Ensuring their child uses the equipment and technology provided for remote learning as intended.
- Adhering to the Parent Code of Conduct at all times.

Pupils will be responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely and that their schoolwork is completed on time and to the best of their ability.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behaviour Policy at all times.

Attendance and absence

The school understands that daily on-site attendance is essential for pupils to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances.

The school will not view remote education as an equal alternative to on-site attendance, and will only consider remote education as a last resort when the alternative would be no education, and only after it has been established that the pupil is, or will be, absent from school.

In such cases the school will work proactively with pupils, parents and any other relevant partners, such as the LA, to remove any barriers to attendance.

Circumstances where remote education will be considered will fit into the following two categories:

- School closures or restrictions on attendance, where school access for pupils is restricted
- Individual cases where a pupil is unable to attend school but is able to learn

School closures and attendance restrictions

The school will ensure that every effort is made to ensure pupils can be taught in person where possible.

The school will explore all options to ensure the school can remain open to all pupils; however, in circumstances where it is not possible to safely remain open or where remaining open would contradict local or central government guidance, the school will consider providing remote education.

The school will ensure that it has a plan in place outlining remote education procedures for teachers, parents and pupils. The DfE's emergency planning guidance will be consulted in the event of school closures or attendance restrictions.

Individual cases where a pupil is unable to attend school but is able to learn

The school is aware that there should only be limited circumstances where a pupil is unable to attend school but is able and well enough to continue their education remotely. These circumstances should only involve a short-term absence and might include pupils:

- Recovering from short- term infectious illnesses.
- Preparing for or recovering from some operations.
- Recovering from injuries where attendance might inhibit recovery.
- Whose attendance has been affected by a SEND or a mental health issue.

Where these circumstances arise, and after the pupil's absence from school has been established, the school will consider providing remote education on a case-by-case basis, as part of a plan to reintegrate back to school.

The provision of remote education will be made as a short-term solution allowing absent pupils to keep on track with their education and stay connected to their teachers and peers. It will only be provided in circumstances where it is judged that providing remote education would not adversely affect the pupil's return to school.

Pupils with long-term medical conditions or any other physical or mental health needs which affect attendance will be given more support to continue their education as outlined in Section 7 of this policy.

The school day

Pupils will be present for remote learning by 8.30am and cease their remote learning at 3pm from Monday to Friday, with the exception of appropriate breaks and lunchtimes similar to those in the school routine.

Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

Pupils who are unwell are not expected to be present for remote learning until they are well enough to do so. Parents will inform their child's teacher no later than 8:30am if their child is unwell.

Remote education will be provided for three hours a day on average for children in KS1.

Registering non-attendance in school

Whenever a pupil is absent from school and receiving remote education, staff will mark the pupil as absent in the attendance register. The school will continue to record pupil attendance and absence in the register in line with the education regulations and attendance guidance, using the most appropriate code, and in line with the school's Attendance and Absence Policy.

Principles and practice

When providing remote education the school will ensure the following overarching principles and practices are adhered to:

- Remote education plans will be kept under review in consultation with staff and will demonstrate a consideration of any additional burdens that providing remote education may place on staff and families
- Work provided during periods of remote education will be high quality, meaningful, ambitious, and cover an appropriate range of subjects to enable pupils to keep on track with their education
- Provision will be ready for pupils to access as soon as reasonably practicable, though in proportion to the length of absence and expected disruption to education
- Remote education will be provided that is equivalent in length to the core teaching time pupils would receive in school where possible, being mindful of the individual needs and circumstances of the pupil and their families. This may include, but is not limited to considering the following:
    - A pupil's age, stage of development, and independent study skills
    - The existence of any SEND or other additional needs the pupils might have
    - The pupil's home environment, e.g. having a suitable place and opportunity to study
    - Screen time, making reasonable allowances for adequate breaks for pupils and staff during digital remote education
    - Any significant demands on parents' or carers' help or support
    - Understanding that younger children might require high levels of adult involvement to support their engagement with remote education
- The school will work to overcome barriers to digital access where possible for pupils by, for example:
    - Auditing access to devices and connectivity across the school as part of wider emergency planning
    - Distributing school-owned devices accompanied by a user agreement or contract if and where necessary and possible
    - Supporting families to find appropriate internet connectivity solutions if and where necessary and possible
- Where required, the school will ensure equal access through the provision of printed resources, supplemented with other appropriate forms of communication between the school and pupils
- Staff will consider planning opportunities for feedback and interaction with teachers during the period of remote learning.
- A senior leader with overarching responsibility for the quality and delivery of remote education will be identified and in place
- Staff understand that children can be at risk of harm inside and outside of the school, inside and outside of home and online
- There will be systems for checking, daily, whether pupils are safe at home and engaging with their remote education

Communication

The school will ensure adequate channels of communication are arranged in the event of an emergency. The school will communicate with parents via email and the school website about remote learning arrangements as soon as possible.

The headteacher will communicate with staff as soon as possible via email about any remote learning arrangements. Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.
Members of staff will have contact with their line manager once per week.
As much as possible, all communication with pupils and their parents will take place within the school hours outlined in this policy.
Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.
The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.
The headteacher will review the effectiveness of communication on a termly basis and ensure measures are put in place to address gaps or weaknesses in communication.

Learning materials
The school will utilise a range of different teaching methods when delivering remote education. For the purpose of providing remote learning, the school may make use of the following:

- Email
- Current online learning portals (e.g. Tapestry, Purple Mash)
- Educational websites
- Reading tasks
- Live video calls (e.g. Google Meet)
- Pre-recorded video or audio lessons

The school will review the DfE's guidance on where schools can source educational resources to assist with the delivery of remote education, and utilise these as appropriate. Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.
Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning. Teachers will ensure the programmes chosen for online learning have a range of accessibility features to support pupils with SEND.
The arrangements for any 'live' elements to remote learning, will be communicated via email no later than one day before the allotted time and kept to a reasonable length of no more than one hour per session.

The school recognises the importance of interaction, engagement and adult guidance in supporting pupils' motivation, learning and academic progress. As the school caters for children in Reception, Year 1 and Year 2, remote education will be designed to reflect the age, developmental needs and attention spans of our pupils. Rather than relying on live online lessons, teachers will aim to recreate aspects of classroom teaching through pre-recorded teaching videos, clear explanations, modelling and opportunities for pupils to practise and apply their learning. Where appropriate, live online sessions, such as Google Meet, may be used to support pupils' wellbeing, maintain social connections and provide opportunities for interaction with staff and peers.

Lesson plans will be adapted to ensure that the curriculum remains accessible, inclusive and appropriate for all pupils learning remotely. Teachers will consider the resources and technology available to families and adapt learning activities accordingly.

Work packs will be made available for pupils who do not have access to a printer or suitable technology. These can be collected from the school office.

Families should report any issues with remote learning resources as soon as possible to the school office.
Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops. For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through the Local Authority. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources. The school is not responsible for providing technical support for equipment that is not owned by the school. Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with this policy.

Food provision
The school will signpost parents via email towards additional support for ensuring their children continue to receive the food they need, e.g. food banks. The school will work with the food provider to ensure, where possible, good quality lunch parcels are provided to pupils eligible for FSM who are accessing remote education until they are able to attend school.

Costs and expenses
The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax. The school will not reimburse any costs for travel between pupils' homes and the school premises, or childcare costs. If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

Pupils with SEND
The school is aware of its duty under the Children and Families Act 2014 to use its 'best endeavours' to secure the special educational provision called for by a pupil's SEND and will continue to apply this when remote education is in place.
If a pupil has an EHCP the school will work with the LA to ensure all the relevant duties under the 2014 Act continue to be met.
The school is aware of its equality duties as set out in the Equality Act 2010 relating to disability and will ensure that, when providing on-site and off-site education to pupils, it:

- Makes reasonable adjustments.
- Does not discriminate.
- Has due regard to the statutory objectives in the public sector equality duty (PSED).

Where pupils with SEND are not able to attend school and require remote education, the school will put in place an appropriate curriculum, with appropriate teaching and support that will enable the pupil to continue learning effectively.
The school is aware that some pupils with SEND may not be able to access remote education without adult support. In these cases the school will work collaboratively with families and put arrangements in place that allow pupils with SEND to access remote education successfully. In doing so, decisions on how provision can be delivered will be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely.

The school will ensure pupils with SEND receive any additional support with live online sessions where needed, e.g. from an additional member of staff within the live session.
Staff will be sensitive to the needs of any pupils who may be sensitive to certain topics or issues that may arise during live sessions.
The SLT, SENCO and relevant teacher will consider whether one-to-one lessons are appropriate in some circumstances for pupils with SEND.
The school will work collaboratively with families to put arrangements in place that allow pupils with SEND to successfully access remote education when necessary.
Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period. The SENCO will arrange additional support for pupils with SEND in line with the individual's needs.
Teaching staff will implement more individualised planning, in liaison with the SENCO, for pupils with SEND where appropriate – the SENCO will also contact the pupil's parents to see how the pupil can be supported by adults while learning remotely.

Remote education during a suspension or permanent exclusion

In situations where a pupil is suspended or permanently excluded, the school will take steps to ensure that work is set and marked for pupils during the first five school days in accordance with the guidance outlined in the DfE's Suspension and permanent exclusion document.
Remote education will not be used as a justification for sending pupils home due to their misbehaviour. Any time a pupil is sent home due to disciplinary reasons, this will be considered as a suspension and will be done in line with the law on disciplinary suspensions. This guidance will continue to be followed even if a pupil has been asked to log on or access online education while suspended. After a period of off-site direction or suspension, the pupil will be expected to attend full-time.

Pupil conduct

The school will recirculate the Home School Agreement which includes the Pupil and Family Promises to ensure they understand their responsibilities with regards to conduct during live sessions.
Where appropriate, the school will ensure that families electronically sign the Technology Acceptable Use Agreement for Pupils prior to taking part in live sessions.
Pupils and families will be reminded that they should take part in live sessions in an appropriate setting, e.g. a quiet space with a neutral background.
Pupils and families will be reminded not to record live online lessons on their devices.
Pupils and families will not speak during live sessions unless they are prompted to do so or have a question.
Pupils will adhere to the school's Behaviour Policy at all times during live sessions, as they would during a normal school day.
The school will ensure that any pupils who breach the Home School Agreement will be disciplined in line with the school's Behaviour Policy.

Staff conduct

Staff will follow the requirements set out in the Staff Code of Conduct and will ensure they understand their responsibilities with regard to conduct during live sessions.
The school will ensure that staff read, sign and return the Technology Acceptable Use Agreement for Staff prior to commencing live online sessions.

Staff will only use school-provided email addresses and phone numbers to communicate with pupils when conducting live online sessions.
Staff will only use school-owned devices for conducting live online lessons, where possible.
Staff will not share personal information whilst conducting live online lessons.
Staff will ensure they conduct their live online session from an appropriate location – either the classroom or, if this is not possible, from a quiet area in their home which has a neutral background.
Staff will communicate with pupils within school hours as far as possible, or within hours agreed with the school to suit the needs of staff.
Staff will only communicate and conduct live online sessions through channels approved by the SLT.
Staff will not commence online sessions until at least one other member of staff is in the live session 'room', and not without confirmation that at least one other colleague is aware that the live online session is taking place.
Staff will keep a log of what happens during live online sessions, e.g. behavioural issues or technical glitches, and ensure it is properly documented in line with the school's agreed approach.

Safeguarding

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy.
All teaching staff will be made aware that the procedures set out in the school's Staff Code of Conduct apply at all times during the delivery of remote education.
Regular communications with parents will be used to reinforce the importance of keeping pupils safe online. Parents will be made aware of the systems the school uses to filter and monitor online use, as well as what their children are being asked to do during remote education, including:

- The sites that they will be accessing.
- The school staff that they will be interacting with online.

The DSL will arrange for regular contact to be made with vulnerable pupils during a period of remote education.
Additional contact, including home visits, will be considered where required. Phone calls made to vulnerable pupils will be made using school phones where possible.
All contact with vulnerable pupils will be recorded on CPOMS.

The DSL will keep in contact with vulnerable pupils' social workers or other care professionals when the pupil is receiving remote education, as required.
All home visits will:

- Have at least one DSL present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded on CPOMS so that DSLs have access to them.
- Actively involve the pupil.
- Only take place following the completion of a Home Visit Risk Assessment.

Vulnerable pupils may be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.
The DSL will meet, in person or remotely, with the relevant members of staff termly to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
All members of staff will report any safeguarding concerns to the DSL immediately and record these concerns on CPOMS. Pupils and their parents will be encouraged to contact the DSL if they wish to report

safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.
Staff will always have due regard for the school's Child Protection and Safeguarding Policy during remote education, e.g. whilst conducting live online lessons.
The planning of live sessions will always be carried out in conjunction with the school's DSL.
Due to the minimum age requirement for the chosen platform for the online sessions, the school will ensure live online sessions are supervised by parents/carers.
Pupils will not share private information through the live online system. Pupils will not respond to contact requests from people they do not know when using systems for live online lessons.
Parents will be informed of the reporting lines, should they see or hear anything inappropriate during live online lessons, via email. Parents can contact a DSL to report any concerns by emailing the school office.
Staff will ensure all video and phone calls are not set to public, and meetings are protected with passwords. Meeting links and passwords will not be published publicly.
Support staff will be on hand to supervise and handle any sudden changes or developments, such disputes between pupils, that may occur during the live session.
Staff will uphold their safeguarding obligations and will report any incidents or potential concerns to the DSL in line with the school's Child Protection and Safeguarding Policy.
The school will ensure that parents know what pupils are expected to do for a live online session, including the websites pupils will be asked to use and the school staff pupils will interact with online.
The school will communicate the importance of online safety to parents, and encourage parents to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. The school will inform parents of the government-approved resources on child online safety to support parents further.

Systems and technology

Staff will only download software for live online lessons from a trusted source, e.g. Apple App Store, Google Play or a reputable provider's official website.
The SLT will research the providers they will use for live online sessions, taking into account ease of use, privacy measures and suitability for the purposes of live online sessions. Where necessary, they will refer to government-approved resources, e.g. from the National Cyber Security Centre (NCSC) and from the South West Grid for Learning, when selecting their recommended providers.
Teachers will review the DfE's list of online education resources and utilise these resources as necessary.
To prevent the misuse of remote education software, staff will:

- Ensure privacy settings are adjusted appropriately on the provider's site or application.
- Ensure their live online service account is protected with a strong password and will not autosave their password on any device.
- Ensure they test and understand the service before conducting their first live online session using the 'test' function, where applicable.
- Ensure they understand how to mute the microphone and how to turn off their camera on their device before their first live online session.
- Ensure all pupils due to attend live online sessions have access to equipment that will enable them to participate, e.g. a laptop and internet access.
- Ensure streaming and online chat functions are disabled for pupils.

Teachers will consider using video demonstrations accompanied by supporting explanation for the majority of learning as this is more age appropriate for the pupils we teach. This is particularly important when

teaching more practical subjects such as Science, PE and DT where replicating in-person teaching provision is difficult to achieve. Pupils will be encouraged to take regular physical exercise to maintain fitness.

Data protection

Staff will have due regard for the school's Data Protection Policy at all times whilst conducting live online sessions.

The school will obtain consent from parents to conduct any live online sessions via Google Form.

The school will communicate the details of how to access the live online session and any additional information regarding online learning to parents and pupils via email.

The school will obtain consent from parents if any images or identifying information about any pupil may be used during the live online lesson, e.g. by using video conferencing, via Google Form.

Staff will ensure data is only transferred between devices if it is necessary to do so for the purposes of live online sessions, e.g. to report anything serious that has taken place during the online lesson.

Any data transferred between devices will be suitably encrypted. Where this is not possible, other data protection measures will be in place, such as using the initials of pupils instead of full names.

When recording a live session is necessary, prior permission will be acquired from parents in writing via email and all members of the live session will be notified before the lesson commences via email, and again once they have joined the live online session before recording commences.

Online safety

This section of the policy will be enacted in conjunction with the school's Online Safety Policy.

Where possible, all interactions will be textual and public.

All staff and pupils using video communication will:

- Wear suitable clothing – this includes others in their household.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Always remain aware that they are visible.

All staff and pupils using audio communication will:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Always remain aware that they can be heard.

The school will consider whether one-to-one or small group sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO.

Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy.

The school will, where possible, consult with parents at least one week prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

The school will communicate to parents via email about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required. The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school. The school will, however, reinforce the importance of online safety and share information regarding the systems used by the school to filter and monitor online use.

Marking and feedback

All schoolwork completed through remote learning will be:

- Finished when returned to the relevant member of the teaching staff.
- Returned on or before the deadline set by the relevant member of the teaching staff.
- Completed to the best of the pupil's ability.
- The pupil's own work.
- Marked or acknowledged in line with the Marking and Feedback Policy.
- Returned to the pupil, once marked or acknowledged, by an agreed date.

Pupils and staff will maintain a good work ethic during the period of remote learning.

If there are problems submitting work on the school's remote platform or the work is not able to be submitted on the platform, pupils will use email to send work to teachers for review and feedback and screenshots can be taken and emailed as attachments. The school will also consider alternative options where appropriate, e.g. drop-off points at the school.

Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email if their child is not completing their schoolwork or their standard of work has noticeably decreased.

Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the headteacher as soon as possible. Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

The school will implement a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

The school will log participation and pupil engagement with remote education, as well as motivation levels and progress, and this will be shared with parents via formal regular reports or, if there is a concern, individually via telephone.

The school will consider ways to use feedback to secure consistent engagement with remote material, e.g. introducing a newsletter sent to parents and pupils which displays exemplary work and rewards engagement or outcomes.

Health and safety

This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.

Teaching staff and the SLT will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every two hours. Screen break frequency will be adjusted to five minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.

If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the health and safety officer or other relevant member of staff immediately so that appropriate action can be taken.

Monitoring and review

The SLT, SENCO and DSLs will review the measures outlined in this policy annually to ensure it reflects the most up-to-date circumstances of the school's online learning provision.

The headteacher and governing board will schedule a review of the effectiveness of this policy annually.