



# Remote Education Policy

Long Crendon School

<b>Approved by:</b>	Gareth Owens	<b>Date:</b> September 2024
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## Contents

1. Aims	
2. Use of remote education .....	3
3. Roles and responsibilities .....	4
4. Who to contact .....	8
5. Data protection .....	8
6. Safeguarding .....	9
7. Monitoring arrangements .....	9
8. Links with other policies .....	9
9. Summary of Changes .....	9

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### 1. Aims

This remote education policy for staff aims to:

- Ensure consistency in the approach to remote education for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote education
- Provide appropriate guidelines for data protection

### 2. Use of remote learning

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when we decide that opening our school is either:
  - Not possible to do safely
  - Contradictory to guidance from local or central government
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
  - They have an infectious illness
  - They are preparing for or recovering from some types of operation
  - They are recovering from injury and attendance in school may inhibit such recovery
  - Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing pupils with remote education on a case-by-case basis.

In the limited circumstances when remote education is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision

- Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

## 3. Roles and responsibilities

### 3.1 Teachers

When providing remote education, teachers must be available between 8:30am and 3:30pm.

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 education, teachers should:

- Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners
- Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely

They are also responsible for:

- Setting work for any children unable to attend school in their class or, in exceptional circumstances, in other classes, provided to children by 4pm the day before absence where possible. This work should be:
  - 3 hours a day on average across the cohort for Early Years Foundation Stage and Key Stage 1, with less for younger children
  - 4 hours a day for Key Stage 2
- Ensuring that work is appropriately available to children. This can either be through Google Classroom or paper copies, as is most appropriate to the child and situation
- Coordinating with other teachers in school to ensure consistency across year groups
- Ensuring that children with limited access to devices can still complete work
- Ensuring that all work provided during periods of remote education is of high quality, meaningful, ambitious and covers an appropriate range of subjects
- Considering the individual needs of pupils, such as those with SEND or other additional needs, and the level of independent study skills that children have
- Considering the needs of pupils' families or carers, including how much adult involvement is needed in each activity and whether pupils have a suitable place to study
- Providing feedback on work, either through the Google Classroom platform or on physical submissions, in line with our Marking and Feedback Policy
- Keeping in touch with pupils who are not in school. The frequency and nature of this contact will be dependent on the age of the child and the circumstances surrounding their absence from school.
- Keeping in touch with the parents and carers of children who are not in school. The frequency and nature of this contact will be dependent on the age of the child and the circumstances surrounding their absence from school.

- Maintaining email contact with parents of children not in school, but this should not take place outside of working hours.
- Referring complaints and concerns to the appropriate people and policies
- Managing behaviour in line with our Behaviour Policy.
- Providing opportunities for interaction with teachers and peers
- Attending virtual meetings with staff, parents, carers, pupils or other agencies, dressing appropriately and ensuring that there is a low level of background noise and nothing inappropriate in the meeting background.

Where a teacher is still working in school whilst a child is attending remote education, the key stage Leader, senior leadership team and office staff will support with the fulfilment of the above responsibilities. Where possible, practical and appropriate, the class teacher should make efforts to create links between school and remote provision, for example through the use of virtual attendance in class.

### 3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available in line with the ordinarily contracted hours.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils – particularly those who are disadvantaged, with SEND or otherwise requiring support – who aren't in school with learning remotely, such as through Google Meet, Google Classroom or in person as is appropriate and practical.
- Attending virtual meetings with staff, parents, carers, pupils or other agencies, dressing appropriately and ensuring that there is a low level of background noise and nothing inappropriate in the meeting background.

Where a teaching assistant is still working in school whilst a child is attending remote education, the class teacher, Key Stage leader, senior leadership team and office staff will support with the fulfilment of the above responsibilities. Where possible, practical and appropriate, the class teacher should make efforts to create links between school and remote provision, for example through the use of virtual attendance in class.

### 3.3 Subject leaders

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely
- Making decisions about the use of online video lessons such as Oak National Academy

### 3.4 Special Educational Needs and Disability Coordinator (SENDCO)

The SENDCO is responsible for:

- Considering whether any aspects of the curriculum need to change to accommodate remote learning for children with special educational needs or disabilities (SEND)
- Working with teachers teaching children with SEND remotely to make sure all work set is appropriate and consistent
- Monitoring the remote work set by teachers for children with SEND
- Alerting teachers to resources they can use to support remote SEND provision

### 3.5 Senior leaders

Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.

They should continue to overcome barriers to digital access where possible for pupils by, for example:

- Distributing school-owned laptops accompanied by a user agreement or contract (if possible)
- Securing appropriate internet connectivity solutions where possible
- Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern

They are also responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders and reviewing work set or reaching out for feedback from pupils and parents and carers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring staff remain trained and confident in their use of online digital education platforms
- Training staff on relevant accessibility features that your chosen digital platform has available
- Providing information to parents/carers and pupils about remote education
- Working with the catering team to ensure pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

### 3.6 Designated safeguarding lead (DSL)

The role of the DSL is outlined in our Child Protection Policy. Regarding remote education, the DSL is responsible for:

- Ensuring that children are safe
- Ensuring children receive the right help at the right time using the Buckinghamshire Continuum of Need document.
- Ensuring referrals to partner agencies, are followed up in writing, including referrals to First Response and Early Help (FSS).

- Establishing and maintaining a safe and secure system for recording safeguarding and child protection records. These records must be audited regularly to ensure all actions are completed.
- Ensuring all child protection records are held separately from pupils' educational records.
- Being the designated point of contact for staff to be able to discuss and share their concerns.
- Being available to staff and outside agencies during school hours and term time for consultation on safeguarding concerns raised.
- To fulfil the DSL responsibilities as set out in the KCSIE, Annexe C

### 3.7 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents/carers with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (DPO)
- Assisting pupils and parents/carers with accessing the internet or devices

### 3.8 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although staff will consider that they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Act in accordance with normal behaviour 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

### 3.9 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains of as high a quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

## 4. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to the relevant Key Stage leader or the Deputy Headteacher
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the headteacher
- Concerns about safeguarding – talk to the DSL

## 5. Data protection

### 5.1 Accessing personal data

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

- Use their Long Crendon School Google account
- Use only devices provided by Long Crendon School

### 5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. The school will follow its data protection policy / privacy notice in terms of handling data, which can be found in the [Policies section](#) of the school website.

However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

### 5.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

## 6. Safeguarding

The school's safeguarding arrangements and procedures are detailed in our Child Protection Policy, available in the [Policies section](#) of the school website.

## 7. Monitoring arrangements

This policy will be reviewed annually by the headteacher.

## 8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

## 9. Summary of Changes

Below is a summary of changes made to this policy after its initial publication in September 2024:

No	Date	Change	Reason