

Remote Education policy



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1. Aims

This remote education policy sets out how Grove Road Primary School may provide high-quality remote education where attendance at school is not possible or would be contrary to government guidance, and where remote education is appropriate for the pupil.

- Ensure a consistent, proportionate approach to remote education while prioritising attendance at school
- Set out expectations for staff, pupils and parents/carers, including safeguarding, online safety, accessibility and engagement
- Provide appropriate arrangements for data protection, information security and the safe use of technology
- Remote education is not an equal alternative to attendance at school. It will normally be considered only as a last resort where the alternative would be no education, after it has been established that the pupil is or will be absent. The school will continue to work with the pupil, parents/carers and relevant partners to remove barriers to attendance.
- Remote education may be used for a temporary school closure or restricted access, or in exceptional individual circumstances where a pupil cannot attend school but is able to learn. It will not routinely be provided simply because a pupil is absent, and it will not be used as a substitute for statutory provision for pupils with SEND or for children with health needs who cannot attend school.
- Pupils receiving remote education while absent from school will still be recorded in the attendance register using the code that accurately reflects their circumstances under the School Attendance (Pupil Registration) (England) Regulations 2024. Participation in remote education does not, by itself, mean that a pupil is recorded as attending school.

2. Roles and responsibilities

2.1 Teachers

When providing remote education, teachers will follow their normal working arrangements and any reasonable temporary arrangements agreed by the headteacher or line manager.

If a member of staff is unable to work, they will follow the school's normal staff absence procedure.

When providing remote learning, teachers are responsible for:

- Setting work:
 - For all the pupils in their class
 - Plan a reasonable amount of meaningful and ambitious work, appropriately sequenced and adapted to pupils' age, stage, needs and circumstances; the amount and format will be determined by professional judgement rather than a fixed number of online lessons
 - Provide work through the school's approved remote-learning platform or another agreed method at a time that enables pupils and families to access it reasonably

- Identify barriers to digital access, including lack of a suitable device, connectivity, accessibility needs or digital skills, and arrange appropriate alternatives or support; printed materials may be used where suitable

➤ Providing feedback on work:

- Review pupils' work and provide feedback in a form and frequency appropriate to the task, pupil and period of remote education
- Feedback and interaction may be written, verbal or through the school's approved digital platforms; staff will not use unapproved personal accounts or communication channels
- Provide feedback within a reasonable timeframe, taking account of normal workload and the nature of the remote provision

➤ Keeping in touch with pupils who aren't in school and their parents:

- Maintain contact with pupils and families at a frequency proportionate to need, duration of absence and safeguarding risk. Vulnerable pupils or pupils whose engagement/contact causes concern may require more frequent contact and escalation
- Use school-approved communication channels and respond within normal working arrangements; staff are not expected to communicate outside agreed working hours
- Any complaint about remote education will be handled under the school's Complaints Policy; staff should not create a separate complaints route through this policy
- Where a pupil cannot engage with remote education, staff will seek to understand the barrier, offer appropriate support and consider whether the lack of engagement raises an attendance, SEND, welfare or safeguarding concern

➤ Attending virtual meetings with staff, parents and pupils:

- Staff will follow the Staff Code of Conduct and safeguarding expectations during virtual meetings, including appropriate dress, professional language and suitable surroundings
- Staff should use an appropriate neutral or blurred background where necessary and ensure that personal or confidential information is not visible or audible

Where staff are teaching pupils in school and providing remote education at the same time, leaders will determine a sustainable model that protects the quality of education and staff workload; there is no automatic pupil-number threshold for reducing the timetable

2.2 Teaching assistants

When assisting with remote education, teaching assistants will follow their normal working arrangements and any reasonable temporary arrangements agreed by their line manager.

If you're unable to work for any reason during this time, for example due to sickness or caring for a dependent, you should report this using the normal absence procedure by calling your line manager before 7.30am.

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

➤ Supporting pupils who aren't in school with learning remotely:

- Pupils as directed by the class teacher or specific children for Centre staff
- Support may be provided through school-approved video, audio, messaging or email systems, in line with safeguarding and data-protection requirements.

➤ Attending virtual meetings with staff, parents and pupils:

- Staff should follow the code of conduct for appropriate dress when making virtual phone calls
- Staff should consider using blurred or appropriate imitation backgrounds

2.3 SENDCo

Alongside their other responsibilities, the SENDCo is responsible for:

- Liaising with the local authority, health professionals and other services as appropriate where statutory or specialist provision may be affected by absence
- Working with teachers and support staff to ensure remote education is accessible and appropriately adapted for pupils with SEND and disabilities, including reasonable adjustments
- Supporting appropriate contact with pupils and families receiving therapies or specialist support and coordinating next steps with relevant professionals
- Monitoring remote provision for pupils with SEND and ensuring that relevant statutory processes, reviews and EHC plan duties continue; remote education will not be treated as a substitute for required SEND provision
- Advising staff on accessible resources, assistive technology and adaptations that support pupils with SEND to learn remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote education approach across the school and deciding, with relevant leaders, when remote education is appropriate
- Monitoring the quality, accessibility and effectiveness of remote education, including pupil engagement, feedback, workload and barriers to access
- Monitoring the security of remote education systems, including safeguarding, online safety, filtering and monitoring, data protection and information-security considerations

2.5 Designated safeguarding lead

The DSL is responsible for:

- Following up promptly on safeguarding concerns reported through the school's safeguarding system, maintaining appropriate contact with vulnerable pupils and escalating concerns in accordance with the Child Protection and Safeguarding Policy and Keeping Children Safe in Education 2026.
- The DSL will consider the safeguarding implications of remote education, including children who cannot be contacted, concerning changes in engagement or presentation, inappropriate online contact, and whether additional contact or external-agency involvement is required.

2.6 IT staff

The school's IT support provider/staff are responsible for:

- Fixing issues with systems used to set and collect work that are logged on the portal
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- Assisting pupils and parents with accessing the internet or devices

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Engage with remote education as reasonably expected for their age and circumstances, while recognising that pupils are not expected to remain continuously online throughout the school day
- Complete work within reasonable timescales and seek support where barriers arise
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Follow the school's normal absence-reporting procedures and tell the school about barriers that affect their child's ability to engage with remote education
- Seek help from the school where they need support with devices, connectivity, accessibility, learning platforms or their child's learning
- Raise complaints or concerns through the school's Complaints Policy and communicate respectfully with staff

2.8 Governing board

The governing board is responsible for:

- Monitoring the school's approach to remote education, including quality, safeguarding, equality, accessibility and the extent to which barriers to participation are addressed
- Seeking assurance that remote education systems are appropriately secure and that the school has suitable safeguarding, filtering and monitoring, online-safety and data-protection arrangements
- Checking in on the staff's wellbeing, especially the leadership team.

3. Who to contact

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

- Issues in remote curriculum provision or workload – talk to the relevant phase/subject leader or senior leader
- Issues with behaviour – Senior Leadership Team
- Issues with IT – talk to CITL
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection or information security – follow the school's Data Protection Policy and report promptly to the designated data-protection lead/IT support as appropriate
- Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

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

- Access personal data only where necessary for their role, using secure school systems wherever possible; unnecessary paper copies of personal information will not be created or taken off site
- Use school-managed devices and approved systems wherever provided, following the school's acceptable-use, security and data-protection requirements

4.2 Processing personal data

Personal data used for remote education will be processed only where necessary, proportionate and lawful under UK GDPR, the Data Protection Act 2018 and the school's Data Protection Policy and privacy notices. Consent will not be assumed to be the appropriate lawful basis simply because information is being processed remotely.

Staff will minimise the personal data they collect, access, download or share, use approved school systems, and report any suspected personal-data breach promptly in accordance with school procedures.

4.3 Keeping devices secure

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

- › Protecting accounts and devices with strong, unique credentials in accordance with the school's current password and cyber-security requirements, and using multi-factor authentication where provided
- › 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
- › Using school-approved security software and controls; staff must not disable filtering, monitoring, antivirus or other security protections on managed devices
- › Keeping operating systems up to date – always install the latest updates

5. Safeguarding

Remote education will be delivered in accordance with Keeping Children Safe in Education 2026, the school's Child Protection and Safeguarding Policy, Staff Code of Conduct, Online Safety/Acceptable Use arrangements and current filtering and monitoring standards. Safeguarding expectations apply equally when pupils and staff are working remotely.

Staff will use school-approved accounts, platforms and communication channels. One-to-one online contact, live lessons and messaging must follow the school's safeguarding arrangements and professional boundaries; staff will not use personal social-media accounts or private personal messaging services to communicate with pupils.

Live or recorded remote sessions will be planned with regard to privacy and safeguarding. Staff and pupils should use appropriate locations/backgrounds, personal information should not be visible, and any recording must be authorised, necessary and handled in accordance with the school's data-protection arrangements.

Any safeguarding concern, disclosure or concerning online behaviour will be reported immediately through the school's safeguarding system and escalated to the DSL in accordance with normal procedures. A failure to establish expected contact with a child, particularly a vulnerable child, will be followed up and escalated according to risk.

The school will maintain appropriate filtering and monitoring arrangements for school-managed technology and will provide pupils and parents/carers with age-appropriate online-safety expectations. Staff must report filtering or monitoring concerns promptly.

Where generative AI or other AI tools are used in connection with remote education, staff and pupils must follow the school's Use of AI Policy. Personal, confidential or safeguarding information must not be entered into unapproved AI services, and staff remain responsible for checking the accuracy, suitability and safety of AI-assisted materials.

6. Monitoring arrangements

This policy will be reviewed annually by the headteacher and earlier where legislation, statutory guidance, technology, safeguarding requirements or school practice changes materially. The governing board will receive the policy and appropriate assurance about its implementation.

7. Links with other policies

This policy is linked to our:

- › Behaviour and Anti-bullying policy
- › Child Protection and Safeguarding Policy

- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Wellbeing policy
- Attendance Policy
- SEND Policy and SEND Information Report
- Supporting Pupils with Medical Conditions Policy
- Children with Health Needs Who Cannot Attend School Policy
- Complaints Policy
- Use of AI Policy
- Staff Code of Conduct