



Watling
PRIMARY SCHOOL

Nurturing a passion for learning

Remote Learning Statement 2025 - 2027

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*Publication on website			
Alliance Schools Trust website		School website	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
3	Not required	C	Not required

**Policy level				
1	Trust wide	Single policy relevant to everyone and consistently applied across all schools and departments, with no variation. e.g. Complaints Procedure	Statutory policies approved by the Alliance Schools Trust Board of Trustees (or designated Trustee Committee). Non-statutory policies approved by the CEO with exception of Executive Pay.	
2	Trust core values	This policy defines the Trust core values in the form of a Trust statement to be incorporated fully into all other policies on this subject that in addition contain relevant information, procedures and or processes contextualised to that school. e.g. Safeguarding, Behaviour	Statements in statutory policies approved by the Alliance Schools Trust Board of Trustees (or designated Trustee Committee). Statements in non-statutory policies approved by the CEO. Policy approved by Local School Board.	
3	School/department	These policies/procedures are defined independently by schools as appropriate e.g. Anti-bullying	Approved by Local School Board.	

Aims

This Remote Learning Statement 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

Teaching Staff (Teachers, HLTAAs and Teaching Assistants)

When providing remote learning, teaching staff must be available during their normal working 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 providing remote learning, teaching staff 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
- set work by 3:00pm each day for the following day
- provide information about how work should be submitted when the work is set e.g. remote learning platform, online platform, by email, etc.
- co-ordinate with other teaching staff, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work
- ensure that work provided during periods of remote education is of high quality, meaningful and ambitious
- consider the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills
- consider 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
- provide feedback to pupils on work completed

The amount of work that the school is required to provide for remote learning depends on the age of the child:

- 1 hour a day on average for children in Nursery
- 2 hours a day on average for children in Reception
- 3 hours a day on average for children Key Stage 1
- 4 hours a day on average for children in Key Stage 2

Remote learning should cover a variety of different subjects but will include daily Reading, Writing and Maths as a minimum.

Teaching staff will make all reasonable efforts to keep in touch with pupils who aren't in school and their parents or carers at an age-appropriate level. A combination of virtual meetings, emails, phone calls and the school's social media accounts will be used to do this. When engaging with families and children through virtual meetings, staff will follow normal protocols for dress code and will be mindful of their location and background noise.

Teaching staff will not be expected to answer emails outside of their normal working hours, in line with normal school communication guidelines.

Any complaints or concerns shared by parents and pupils or concerns around behavioural issues will be handled through the normal school processes by being escalated to the appropriate member of staff e.g. Team Leader, Assistant Headteacher or Headteacher.

Subject Leads

Alongside their teaching responsibilities, Subject Leads are responsible for:

- considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- supporting staff who are 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
- monitoring the remote work set by teachers in their subject 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

The Senior Leadership Team (SLT)

The school's SLT has overarching responsibility for the quality and delivery of remote education, including making sure that staff are 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, 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 chosen digital platforms make available
- providing information to parents, carers and pupils about remote education via email or other channels of communication
- 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

Designated Safeguarding Lead (DSL)

The DSL is responsible for:

- following up any concerns raised about the safeguarding of children or families during the remote learning period
- carrying out regular checks with families who are currently on the school's safeguarding register, as well as other families who have been identified as vulnerable

IT Team

The IT Team is responsible for:

- fixing issues with systems used to set and collect work
- supporting the school by helping staff and parents or 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)
- supporting the school in assisting pupils and parents or carers with accessing the internet or devices

Pupils and parents or carers

Parents or carers can support the school in periods of remote learning by:

- being contactable during the school day
- ensuring that work set is completed to deadline
- seeking help from the school if they need it
- alerting teaching staff if their child is unable to complete work
- ensuring that their child acts in line with the normal behaviour expectations of the school
- engaging with the school and supporting their children's learning
- establishing a routine that reflects the normal school day as far as reasonably possible
- making the school aware if their child is sick or otherwise can't complete work

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

Data protection

When accessing personal data for remote learning purposes, all staff members will be made aware of:

- how they can access the data, such as on a secure cloud service
- which devices they should use to access the data

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 on The Alliance Schools Trust website.

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 normal policies and procedures.

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

Safeguarding

During periods of remote learning, all members of the school community will continue to follow normal safeguarding processes and procedures as outlined in the Trust Child Protection and Safeguarding Policy, which can be found on the Alliance Schools Trust website.

Monitoring arrangements

This policy will be reviewed regularly by the Headteacher. At every review, it will be approved by Local School Board of Governors.

Links with other policies

This policy is linked to our:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Data Protection Policy and Privacy Notices
- Home Learning Statement
- Online Safety Policy