School Policy:	Policy written by school and adopted by LGB.

REMOTE LEARNING POLICY

BURCHETTS GREEN CE INFANT SCHOOL

Approved by:	LGB
Date:	September 2026
Next review date:	September 2027

Adopted by school:	Burchetts Green CE Infant School
Date:	September 2026

1. 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

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 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.

3. Roles and responsibilities

3.1 Class Teachers

Class Teachers must only contact and respond to parent/carer/pupil interactions between 8.30am and 3.25pm (core directed hours) Monday-Friday. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, Class Teachers report this by contacting the School Business Manager, who will key the relevant absence details to iTrent.

Class Teachers are responsible for:

Setting work with Relevant Support & Explanation:

- Work should be set for the whole class with appropriate differentiation for the more able and those with SEND.
- There must be English and Mathematics set every day with one other item, such as history, geography, science or music, alongside an expectation that children read every day, learn spellings and practise multiplication tables.
- Any work set will be provided with relevant support and explanation, whether in writing or as pre-recorded video or sound files – **the school does not advocate or provide live-streaming of lessons** due to the safeguarding, technical and logistical issues involved in trying to bring disparate groups of people together at set times.

- This work needs to be set by 3.40pm on, at the latest, the working day before it becomes due.
- The work should be uploaded to *Seesaw* with documents in PDF format so they can be read on all platforms.
- Class Teachers must coordinate with each other to ensure consistency across the year group.
- Where pupils have limited access to devices and/or the internet, teachers across a Year Group should co-ordinate with the School Office for work to be printed and sent weekly to the pupil's home address.

Providing feedback on work:

- Pupils will upload completed work to their Portfolio for feedback
- Class Teachers will review the work, praising where possible and giving "even better if" next steps by commenting on the work and approving it for parents to see on the child's Portfolio.
- Feedback should be timely and within one working day of it being posted into the Portfolio.

Keeping in touch with pupils and parents:

- Class Teachers – and Support Staff under their direction – are expected to maintain regular contact with families through the exchange of messages with parents and children on *Seesaw* and, where individual family circumstances warrant it, by telephone or through work email accounts. Personal email and social media must not be used, and care must be taken not to share personal information – such as phone numbers – with families.
- Direct messages on *Seesaw*, from parents and pupils, should be answered within 24 working hours; emails are to be answered inside our normal service standard: 3 working days.
- Complaints or concerns shared by parents and pupils should be answered with guidance from a Senior Leader. Where the complaint is serious, it must be forwarded to the most appropriate School Leader. In all cases, the complaint should be acknowledged, and an explanation given as to what is happening about it (i.e., referral to a School Leader for advice).
- Safeguarding concerns should be referred to the Headteacher; if a concern is about the Headteacher's conduct, the matter must go to the Chair of Governors. Families who are not engaging on *Seesaw* after a period of chasing are considered a safeguarding risk and must be flagged on CPOMS.
- If a child displays online behavioural issues, the Class Teacher must apply their discretion to the circumstances. Inappropriate netiquette should be addressed directly with the child and, in some circumstances, it will be necessary to use the direct messaging function on *Seesaw* to tell the parents directly. If the behaviour has safeguarding elements, it must be reported on CPOMS for a DSL/DDSL to review and determine next steps.
- Failing to complete work should be monitored. If it persists, bring it to the attention of parents and, where there is no improvement, report to a Senior Leader – CPOMS – for further consideration.

Recorded *Seesaw* support material & attending virtual meetings with staff, parents and pupils:

- Assess any risks and take appropriate actions to minimise harm arising from an individual watching a recorded video or listening to a sound file as support material for lessons via *Seesaw*.
- Dress code is smart-casual if parents or pupils are involved or watching, otherwise casual clothing between colleagues is acceptable.
- When joining virtual meetings, avoid areas with background noise, ensure there is nothing inappropriate in the background, avoid glare on the screen/camera and use a neutral backdrop if possible.
- Nothing personal or inappropriate should be seen or heard in the background.

Contacting children at home:

- Staff are reminded that they remain bound by the school's Code of Conduct and must behave appropriately in all interactions if children and parents/carers.
- Staff members may hear something worrying during a telephone conversation or a child or parent may disclose abuse during the call, via email or in their Portfolio work. Under these circumstances, the staff member must observe the usual protocols when a disclosure is made and must take any concern to a DSL/DDSL as soon as possible.
- *Seesaw* aside, use parents' or carers' email addresses or phone numbers to communicate with children, unless this poses a safeguarding risk. Never dial a child's personal device. Use school accounts to communicate via email or online platforms, not personal accounts.
- Encourage the parent to put the call on speakerphone so that what is discussed can be monitored.
- If, for whatever reason, a staff member thinks it appropriate to record the conversation with a parent or child, the parent must be told at the outset this is the case and must give verbal consent. Where this is withheld, the conversation must be terminated.
- If staff members are accessing families' contact details at home, ensure they comply with the Data Protection Act 2018.

3.2 Pupils and Parents/Carers

Staff can expect pupils to:

- Interact with the Class Teacher daily by uploading completed work to their Portfolio on *Seesaw* and acting upon any advice received.
- Respond to messages from school staff within one working day.
- Complete work to the deadline set by teachers.
- Seek help if they need it, from their parents/carers, Class Teachers or Teaching Assistants.
- Alert teachers if they are not able to complete work, whether due to a lack of understanding or other circumstances.
- Be prepared to talk to teachers by telephone.
- Communicate any concerns they have to a person they trust.

Staff can expect parents/carers to:

- Access their *Seesaw* parental account regularly to keep abreast of communications from school and guidance sent to their children. It is suggested that this is at least once a week.
- Respond to attempts by the school to contact them by any medium.
- Facilitate telephone conversations between staff and pupils (ideally monitoring conversations by having them on speakerphone).
- Support the school by encouraging their child(ren) to engage positively with the work set, keeping to a regular daily routine.
- Support their child(ren) where possible and to get further help from Class Teachers or Teaching Assistants.
- Make the school aware if their child is sick or otherwise can't complete work.
- Liaise with school to arrange hard copies of work where there is not the ability to print the work or access it online at home.
- Seek help from the school if they need it – the quickest response is most likely by direct-messaging the Headteacher via email
- Be respectful when making any complaints or concerns known to staff.

3.3 Governing Board

The Governing Board is responsible for:

- Monitoring the school's approach to providing pastoral care, remote learning and fiscal standards remains as high quality and as controlled as possible.
- Ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons.

4. Data Protection

4.1 Accessing Personal Data

When accessing personal data, all staff members will:

- Access remote learning platforms by logging into secure cloud services or portals using accounts linked to their official work email addresses.
- Where school has provided devices, such as laptops, staff must use these rather than their own personal devices.
- If using a personal device, staff must ensure they comply with the terms of section 4.3 below.

4.2 Sharing Personal Data

Staff members may need to collect and/or share personal data, such as the email addresses of parents/carers, as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions.
While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping Devices and Data Secure

All staff members will take appropriate steps to ensure any device they do schoolwork on remains 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).
- Avoid using the same password for various Cloud-based applications.
- 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.

5. Safeguarding

Staff must be vigilant for safeguarding issues brought to their attention: they may hear something worrying during a telephone conversation or a child or parent may disclose abuse during the call, via email or in their Portfolio work.
The staff member must observe the usual protocols when a disclosure is made and must take any concern to a DSL/DDSL as soon as possible.
The Safeguarding and Child Protection Policy, including any temporary annex or amendment to it arising out of pandemic, can be found on the school website.

6. Monitoring Arrangements

This policy will be reviewed annually at the start of the academic year by the Headteacher. At every review, it will be approved by the full Governing Board.

7. Links with Other Policies

This policy is linked to our:

- Behaviour Policy
- Safeguarding & Child Protection Policy
- Data Protection Policy and Privacy Notices
- IT and Internet Acceptable Use Policy
- Online Safety Policy

Useful contacts:
Designated Safeguarding Lead (DSL): Rob Harris (Headteacher)
Deputy Designated Safeguarding Lead (DDSL): Cat Dale (Senior Teacher)
MASH, Early Help and Thresholds: https://www.wamlscb.org/professionals/mash-early-help/ 01628 683150 MASH@achievingforchildren.org.uk