Read St. John's CE Primary School

Remote Learning Policy

Date of Policy: September 2026

Review Date: September 2027

Our Christian Vision

'Sowing the seeds of tomorrow; growing in the light of the Lord'

(Matthew 13:1-23)

1. Aims

This policy explains how Read St John's CE Primary School will provide education when pupils are unable to attend in person and remote education is appropriate. It aims to provide a consistent approach, maintain continuity of learning, support pupils with SEND and additional needs, maintain communication with families, and protect pupils' safety and personal information.

2. Use of remote learning

Pupils are expected to attend school in accordance with the school's Attendance Policy. Remote education is not an equivalent alternative to attendance and will not routinely be provided to replace school attendance.

The school may consider remote education where attending in person is not possible or is contrary to government or public health guidance. This may include a whole-school or partial closure where the site cannot be opened safely, or an individual pupil's short-term absence for medical or other exceptional reasons where the pupil is well enough to continue learning.

Individual arrangements will be considered case by case by the headteacher, in consultation with parents/carers and relevant professionals where appropriate. Where a pupil has an Education, Health and Care Plan or is supported by a social worker, the local authority and relevant professionals will be involved as appropriate.

Any agreed arrangement will have a clear purpose, expected duration and review date. The school and family will agree how learning will be provided and how the pupil will be supported

to return to in-person education at the earliest appropriate opportunity. Remote education will not be used as a sanction or as a substitute for a formal suspension.

Pupils receiving remote education will be recorded in accordance with statutory registration requirements and the school's attendance procedures. Providing work does not in itself authorise an absence.

3. Roles and responsibilities

3.1 Headteacher and senior leaders

The headteacher has overall responsibility for the quality and coordination of remote education. Senior leaders will:

- decide whether remote education is appropriate and agree arrangements and review dates;
- coordinate provision across classes so that expectations are consistent and manageable;
- ensure work is purposeful, appropriately challenging and connected to the curriculum;
- liaise with the SENCo, DSL team, class teachers and families where additional support is needed;
- monitor engagement and the quality of provision through review of work and communication with staff and families;
- consider barriers such as access to devices, internet connectivity, accessibility and the need for printed resources; and
- ensure staff understand safeguarding, online safety and data protection expectations.

3.2 Class teachers

Class teachers will plan and provide remote learning for pupils in their class, in liaison with senior leaders and relevant subject leaders. They will:

- provide work on Class Dojo as soon as reasonably practicable, taking account of the length and reason for absence;
- set meaningful activities linked to the curriculum pupils would otherwise follow, with a suitable balance of reading, writing, mathematics and wider curriculum learning;
- give clear instructions about how pupils should complete and return work or ask questions;
- adapt tasks and resources for pupils with SEND or additional needs, seeking advice from the SENCo where necessary;
- provide feedback proportionate to the length of the remote learning period and the work completed;
- maintain appropriate contact with parents/carers and pupils using school-approved communication routes; and
- pass safeguarding, welfare or non-engagement concerns promptly to the DSL team or a senior leader.

Teachers should communicate during their normal contracted working hours and are not expected to respond outside those hours. Staff absence must be reported through the school's normal absence procedure. Senior leaders will decide how provision is managed if a class teacher is unavailable.

3.3 Teaching assistants

Teaching assistants may support remote education as directed by the class teacher or senior leaders. This may include preparing or adapting resources, supporting pupils who need additional explanation, helping pupils with SEND in line with advice from the SENCo, and sharing concerns about engagement or wellbeing promptly with the class teacher or DSL. Contact with pupils and families must use school-approved methods and be agreed with the class teacher or a senior leader.

3.4 SENCo

The SENCo will advise class teachers and senior leaders on reasonable adjustments, accessible resources and adaptations for pupils with SEND. The SENCo will contribute to decisions about individual remote arrangements, liaise with families and relevant professionals where appropriate, and help review provision and plan a supported return to school.

3.5 Designated safeguarding lead (DSL)

The DSL team will continue to act in accordance with the school's Child Protection and Safeguarding Policy. Staff must report safeguarding concerns promptly through established procedures and record concerns on CPOMS where appropriate. Staff must not investigate concerns themselves or promise confidentiality.

Any online meeting or direct online contact with a pupil must be authorised by the headteacher or a designated senior leader, use an approved school account and platform, and follow safeguarding and online safety procedures. Staff must not use personal social media or private messaging accounts to contact pupils.

3.6 IT support

Easyteach is the school's external IT support provider and will be contacted where technical assistance is required. Staff should report issues affecting remote learning to the headteacher or designated senior leader, who will liaise with Easyteach as appropriate. Staff and families must not attempt to bypass school security or filtering arrangements.

3.7 Pupils

Pupils are expected, with support appropriate to their age and needs, to try their best with the activities set, follow teachers' instructions, ask for help if unsure, tell a parent/carer or the school if they cannot access or complete work, and follow the school's behaviour and online safety expectations.

3.8 Parents and carers

Parents/carers are asked to support a manageable learning routine, encourage their child to attempt the work, contact school if instructions are unclear or access is difficult, inform school if their child is unwell and unable to learn, and support safe use of devices and online resources. The school recognises that families have different access to devices, internet, space and adult support. Families should contact school if these create a barrier so alternatives can be considered.

3.9 Governing board

The governing board will provide appropriate oversight of the school's approach to remote education, including its quality, safeguarding and data protection arrangements, and will approve this policy in line with the school's policy review arrangements.

4. How remote learning will be provided

Arrangements will depend on the reason for absence, its expected duration, pupils' ages and individual needs. Teachers will aim to maintain continuity with classroom learning and provide clear, manageable activities. For younger pupils, activities may involve practical tasks, reading and short activities rather than extended screen time.

Work may be shared electronically through school-approved communication routes or provided as printed resources where this is more accessible. The school will confirm arrangements with parents/carers when remote education is agreed and will not assume every family has a suitable device or reliable internet connection.

Opportunities to ask questions and receive feedback will be provided where appropriate. Live online lessons or meetings will only be used where authorised by senior leaders and where the platform, staffing and safeguarding arrangements have been checked.

5. Data protection and online safety

5.1 Use of personal information

Staff must only access and share personal information where necessary for their role and must follow the school's Data Protection Policy, privacy notices and records-management procedures. Only the minimum personal information necessary should be shared. Staff must use school-approved accounts, systems and devices where provided.

5.2 Keeping devices and information secure

- Protect devices with a password or other appropriate security measure and lock them when not in use.
- Keep devices and software up to date and use appropriate security protection.
- Do not store or share school information through personal accounts or unapproved applications.
- Do not allow family members to access devices in a way that could expose pupil information.
- Report any suspected loss of data, unauthorised access or data breach immediately through the school's data protection procedures.

5.3 Filtering and monitoring

The school uses Lancashire Netsweeper for filtering and monitoring. Alerts are sent to the DSL team, who will consider and respond to concerns in line with the school's safeguarding procedures. Easyteach provides external IT support where technical assistance is required.

6. Safeguarding

The school's Child Protection and Safeguarding Policy, Online Safety Policy, Staff Code of Conduct and Acceptable Use arrangements continue to apply during remote education. Staff must maintain professional boundaries and use only school-approved methods of communication.

- Any concern about a pupil's safety, wellbeing or disclosure must be passed to the DSL team immediately and recorded on CPOMS where appropriate.
- One-to-one online contact with pupils must not take place unless authorised and compliant with school safeguarding procedures.
- Where online meetings are approved, staff must use a suitable professional setting and background, dress appropriately and ensure the meeting is accessible.
- Parents/carers should be informed of planned online interaction and expectations for their child's participation.
- If a pupil or family cannot be contacted and there are welfare concerns, staff must inform the DSL or senior leader so appropriate follow-up can be agreed.

7. Monitoring and review

The headteacher or delegated senior leader will monitor the effectiveness of remote education. This may include reviewing the work provided, checking pupil engagement, gathering feedback from parents/carers and staff, and considering whether pupils with SEND or additional needs receive appropriate support. Individual arrangements will be reviewed at the agreed review point and adjusted or brought to an end when appropriate.

This policy will be reviewed at least annually, and sooner if statutory guidance, school systems or the school's circumstances change. It will be approved by the governing board or its delegated committee.

8. Links with other policies

This policy should be read alongside the school's:

- Child Protection and Safeguarding Policy;
- Online Safety Policy;
- Behaviour Policy;
- Attendance Policy;
- SEND Policy and relevant pupil support plans;
- Data Protection Policy and privacy notices;
- Staff Code of Conduct;
- Acceptable Use Policy or agreements for staff and pupils; and
- Health and Safety Policy.

Signed: F Agar (Headteacher) Date: 01/092026

Signed: M Roberts (Chair of Governors) Date: 06/10/2026

Review date: September 2027