

St Pius X Catholic Primary School



REMOTE LEARNING POLICY

OUR MISSION

Together in God's loving family,
we believe, we learn, we grow.

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Statement of intent

At St Pius X Primary School, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life, and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

1. Aims:

This policy 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.
- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Ensure robust safeguarding measures continue to be in effect during the period of 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. The governing body 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.
- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

3.2. The Headteacher is responsible for:

- Ensuring adequate channels of communication are arranged in the event of an emergency.
- Communicating with parents via the parent communication system (currently Arbor) and the school website about remote learning arrangements as soon as possible.
- Communicating with staff as soon as possible via email about any remote learning arrangements.
- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Reviewing the effectiveness of communication regularly and ensuring measures are put in place to address gaps or weaknesses in communication.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy regularly and communicating any changes to staff, parents, and pupils.
- Conducting reviews of the remote learning arrangements to ensure pupils' education does not suffer.
- Directing office staff to signpost parents via the parent communication system (currently Arbor) towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

Where applicable, the school may provide the following provision for pupils who receive FSM:

- Providing vouchers to families.
- Providing packed lunch items.

3.3. The Designated Safeguarding Lead (DSL) and / or Deputy Designated Safeguarding Lead (DDSL) are responsible for adhering to all the roles and responsibilities within the Child Protection Policy including:

- Managing child protection referrals, working with other agencies, ensuring all staff are appropriately trained and raising awareness of all safeguarding and child protection policies and procedures.
- Acting as a source of advice and support for other staff (on child protection matters) and ensuring that timely referrals to Essex Children's Social Care (Children and Families Hub) are made in accordance with current SET procedures.
- Working with the local authority and the ESCB as required and ensuring that information is shared appropriately.

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working.
- Ensuring all safeguarding incidents are adequately recorded and reported.

3.4. The SENDCo is responsible for:

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

3.5 Teachers

When providing remote learning, teachers must be available between 8.40am and 3.20pm.

If they are 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, 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 on Google Classroom

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Reception	2 -3 hours a day. A range of activities are uploaded on Tapestry
Year 1 and Year 2	3 hours a day
Year 3, 4, 5 and 6	4 hours a day

- Ensuring that work provided during periods of remote education is of high quality, meaningful, ambitious and covers an appropriate range of subjects.
- Reviewing the DfE's list of [online education resources](#) and utilising these tools as necessary, in addition to existing resources.
- 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 regular feedback on pupils' work which may include:
 - Making comments on a child's piece of work via our Google Classroom or Tapestry platforms.
 - Uploading answers so that children can self-mark at home.
 - Providing next step comments and ask children to edit their work and resubmit it.
 - Verbal feedback during the daily live sessions.
 - Utilising a range of formative and summative assessment techniques digitally, such as quizzes and bulletin boards.
- Monitoring the academic progress of pupils with and without access to online learning resources and discuss additional support or provision with the Headteacher / Deputy Headteacher as soon as possible.
- Monitoring the academic progress of pupils with SEND and discuss additional support or provision with the SENDCo as soon as possible.

If the teacher is also working remotely they are responsible for:

- Ensuring they have a working mobile device that is available to take phone calls during their agreed working hours.
- Ensuring that they can deliver at least two live lessons a day (subject to change depending on circumstances and to be decided by the Headteacher at the time) via Google Meet - this should be done in a quiet environment without background noise wherever possible.
- Ensuring to keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.
- Ensuring that pupils have the opportunity for verbal contact with a member of teaching staff at least once a day via group chat.
- Communicating regularly with parents (replying to any emails etc.) within their

agreed working hours.

- Liaising with parents to ensure that work is completed, monitoring pupils closely and reporting any concerns to SLT if children are consistently not completing their work.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL/DDSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy.
- Reporting any dangers or potential dangers they identify, as well as any complaints or concerns shared by parents and pupils to the Headteacher / Deputy Headteacher.
- Reporting any defects on school-owned equipment used for remote learning to the School Business Manager (SBM).
- Adhering to the Staff Code of Conduct at all times.

3.6 Teaching Support Staff

When assisting with remote learning, support staff must be available between 8:40am and 3:20pm.

If they are 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 support staff are responsible for:

- Supporting pupils who are not in school with learning remotely by:
 - Providing feedback to work submitted by pupils, with support from the class teacher
 - Leading 1:1 interventions with pupils as identified by the class teacher and approved by SLT.
- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL/DDSL and asking for guidance as appropriate.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Headteacher/ Deputy headteacher.
- Reporting any defects on school-owned equipment used for remote learning to SBM.
- Adhering to the Staff Code of Conduct at all times.

3.7 Phase Leaders are responsible for:

- Checking with teachers in their phase daily to track pupil engagement and working with teachers and families to rapidly identify effective solutions where engagement is a concern.
- Monitoring the effectiveness of remote learning through regular meetings with teachers and reviewing the work set.
- Modelling to other staff members high quality remote learning by adhering to this policy.

3.8 The School Business Manager is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.

3.9 The ICT technicians are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (DPO).
- Overseeing that any ICT equipment used for remote learning is resilient.
- Fixing issues with systems used to set and collect work.
- Helping staff and parents / carers with any technical issues they're experiencing.

3.10 Parents / Carers are responsible for:

- Supporting their children by helping them navigate to the work, complete the work and upload the work.
- Establishing routines for the day, if possible.
- Supporting their child to complete as much work as possible given the family's circumstance. We do not expect all work to be completed each day as we recognise that family circumstances will all vary.
- Contacting the class teacher in the first instance for further support if they have any questions about learning from home. This can be done by messaging the class teacher on Google Classroom or by emailing or phoning the school office.
- Reading and adhering to the Device Loan Agreement.
- Covering any of the following costs:
 - household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax
 - travel between pupils' homes and the school premises

- childcare.

3.11 Pupils are responsible for:

- Completing work to the deadline set by teachers.
- Seeking help, if they need it, from teachers or support staff.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Ensuring they use any equipment and technology for remote learning as intended.
- Acting in accordance with normal behaviour rules in line with our positive behaviour policy.

4. Who to contact

- Issues in setting work - talk to the Phase Leader
- Issues with behaviour - talk to the Phase Leader and Assistant Headteacher
- Issues with IT - talk to the IT technicians
- Issues with their own workload or wellbeing - talk to Headteacher or Deputy Headteacher
- Concerns about data protection - talk to the Data Protection Officer
- Concerns about safeguarding - talk to the Designated Safeguarding Lead or Deputy Designated Safeguarding Leads.

5. Data Protection

5.1 Accessing personal data

- Staff can access all data using Google Drive.
- Where possible, staff should aim to use work devices to access Google Drive, rather than their own personal devices.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and telephone numbers 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, which can be found [here](#), and privacy notices which are located on 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.

- Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- All contact details will be stored in line with the Data Protection Policy.
- Any breach of confidentiality will be dealt with in accordance with the school's Data Protection Policy.
- Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Disciplinary Policy and Procedure.

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

6.1 Child Protection and Safeguarding Pupils

- This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy.
- The DSL and/or DDSL will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) prior to the period of remote learning.
- The DSL and/or DDSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, arranged where required.
- All contact with vulnerable pupils will be recorded, if necessary, and suitably stored in line with the Data Protection Policy.
- The DSL and/or DDSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL and/or DDSL prior to the period of remote learning.
- The DSL and/or DDSL will meet (in person or remotely) regularly with the relevant members of staff to discuss new and current safeguarding arrangements for

vulnerable pupils learning remotely.

- All members of staff will report any safeguarding concerns to the DSL and/or DDSL immediately.
- Pupils and their parents will be encouraged to contact the DSL and/or DDSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

6.2 Online Safety

This section of the policy will be enacted in conjunction with the school's E-Safety Policy.

All staff and pupils using video and audio communication must:

- Wear suitable clothing – this includes others in their household.
 - Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
 - Use appropriate language – this includes others in their household.
 - Maintain the standard of behaviour expected in school.
 - Use the necessary equipment and computer programs as intended.
 - Not record, store, or distribute video material without permission.
 - Ensure they have a stable connection to avoid disruption to lessons.
 - Always remain aware that they are visible.
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- The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENDCo.
 - The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed and allows for audio and visual material to be recorded or downloaded, where required.
 - The school will communicate to parents via email and the parent communication system (currently Arbor) about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.
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- During the period of remote learning, the school will maintain contact with parents to:
 - Reinforce the importance of children staying safe online.
 - Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
 - Encourage them to set age-appropriate parental controls on devices

- and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

6.3 Health & Safety

This section of the policy will be enacted in conjunction with the school's Health and Safety Policy:

- Where possible, teaching staff will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.
- If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every two hours.
- Screen break frequency will be adjusted to five minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.

7. Monitoring arrangements

This policy will be reviewed every two years by the Headteacher and Deputy Headteacher. At every review, it will be approved by the full governing body.

8. Links with other policies

This policy is linked to our:

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