Shakespeare Junior School
Remote Learning Policy 2026

Name Of School:	**Shakespeare Junior School**
Date Of Policy Review:	**October 2026**
Date Of Next Policy Review:	**October 2027**
Name(s) Of Responsible Manager:	**Mrs Wilson**
Name Of Headteacher:	**Mrs Wilson**

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.

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 Teachers

When providing remote learning, teachers must be available between 9am and 3pm.

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, 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:

- Teachers will provide work for their class and/or year group as agreed with their year group leader and year group partners;
- The amount of work will not exceed 3 hours a day on average across the cohort for Key Stage 1 or two hours a day on average across the cohort for Reception
- Work will be set by 8.30am on the day of learning;
- In the case of individual remote learning teachers, parents and carers will agree where the work will be set;
- In the case of longer-term period of remote learning, work will be uploaded onto the relevant class page of the school website;
- Year group leaders will work with their teams to ensure consistency across the year group and to make sure pupils with limited access to devices can still complete the work;
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects;
    - This includes considering the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills;
    - This also includes 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 feedback on work:

- Feedback will be provided regularly, via contact with parents/carers. This may be verbal (including telephone) or via email;
- Keeping in touch with pupils who aren't in school and their parents/carers, in conjunction with the Senior Leadership Team and Admin staff:
    - School staff will make regular contact in line with the school's Safeguarding Policy.
- Attending virtual meetings with staff, parents/carers and pupils as agreed with the Senior Leadership Team and their Year group leader:
    - Staff will be dressed modestly and professionally
    - Staff will consider their chosen location, avoiding areas with background noise and ensuring there is nothing inappropriate in the background

3.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available between 9am and 3pm.

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 assisting with remote learning, teaching assistants are responsible for:

- Supporting teachers with preparing and delivering remote education provision as agreed with and directed by the Senior Leadership Team and their Year group leader;
- Attending virtual meetings with staff, parents/carers and pupils as agreed with the Senior Leadership Team and their Year group leader:
    - Staff will be dressed modestly and professionally;
    - Staff will consider their chosen location, avoiding areas with background noise and ensuring there is nothing inappropriate in the background.

3.3 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;
- Working with teachers 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, and deadlines are being set an appropriate distance away from each other;
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as 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.

3.4 Senior leaders

Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be 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:

- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set and/or reaching out for feedback from pupils and parents/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 your chosen digital platform has available;
- Providing information to parents/carers and pupils about remote education via email and/or on the school website as agreed the Headteacher;
- 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.

3.5 Designated safeguarding lead (DSL)

In addition to the role of all staff and the senior management team, the DSL will:

- Refer cases to social care, and the police where appropriate, in a timely manner avoiding any delay that could place the child at more risk;
- Assist the Governing Body in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance;
- Attend appropriate training and demonstrate evidence of continuing professional development to carry out the role;
- Ensure every member of staff knows who the DSL and the Deputy are, have an awareness of the DSL role and know how to contact them;
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns about a child to the DSL and concerns about an adult to the headteacher;
- Ensure that those staff that need to know, are aware of those children who have experienced, or are experiencing abuse in order to promote their educational outcomes and provide the appropriate support;
- Ensure whole school training occurs regularly with at least annual updates so that staff and volunteers can fulfil their responsibilities knowledgeably;
- Ensure any members of staff joining the school outside of the agreed training schedule receive induction training prior to the commencement of their duties;
- Keep records of child protection concerns securely and separate from the main pupil file and use these records to support the assessment and likelihood of risk;
- Ensure that safeguarding records are transferred accordingly (separate from pupil files) and in a timely fashion when a child transfers school, including in-year transfers;
- Ensure that where a pupil transfers school and is on a child protection plan or is a child looked after, their information is passed to the new school immediately and that the child's social worker is informed. Consideration is given to a transition meeting prior to moving if the case is complex or on-going;
- Be aware of the training opportunities and briefings provided by HSCP to ensure staff are aware of the latest local guidance on safeguarding;
- Develop, implement and review procedures in the school that enable the identification and reporting of all cases, or suspected cases, of abuse;
- Meet any other expectations set out for DSLs in KCSIE.

3.6 Pupils and Parents/Carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day;
- Complete work to the deadline set by teachers;
- Seek help if they need it, from teachers and/or teaching assistants;
- Alert teachers if they're not able to complete work;
- Act in accordance with normal behaviour rules / conduct rules of the school.

Staff can expect parents/carers with children learning remotely to:

- Engage with the school and support their children's learning, and to establish a routine that reflects the normal school day as far as reasonably possible;
- Make the school aware if their child is sick or otherwise can't complete work;
- Seek help from the school if they need it;
- Be respectful when making any complaints or concerns known to staff.

3.7 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.

4. Who to Contact

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

- Issues in setting work – talk to the relevant subject lead;
- Issues with behaviour – talk to the relevant year group leader;
- Issues with their own workload or wellbeing – talk to their line manager;
- Concerns about data protection, talk to the data protection officer – Roy Houghton;
- Concerns about safeguarding – talk to the DSL Nikki Wilson or DDSLs Hannah Lewis, Hilary Powell and/or Emma Vaughan.

5. Data Protection

5.1 Accessing Personal Data

When accessing personal data for remote learning purposes, all staff members will access data using schools secure remote access via their designated laptop or via Arbor.

5.2 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 in terms of handling data, which can be found 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.

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);
- Making sure the device locks if left inactive for a period of time;
- Not sharing the device among family or friends;
- Keeping operating systems and anti-virus software up to date.

6. Safeguarding

Please refer to the SJS Safeguarding Policy which can be found on the school website.

7. Monitoring & Review

This policy will be reviewed minimum annually by the Senior Leadership Team. At every review, it will be approved by the Headteacher.