

Remote Education Policy

November 2025 – Version 1.3

Review date: November 2028

VERSION CONTROL

DATE	VERSION	CHANGES	CHANGES MADE BY
September 2020 November 2020	1.0	Policy created - 16.11.2020 Approved at Progress and Attainment Committee meeting	Charlotte Clarkson
January 2021	1.1	22.01.21 - Updated according to government guidance	Charlotte Clarkson
November 2022 March 2024	1.2	Updated in accordance current guidance / position Approved at Governors meeting 14/11/2022. Policy shared with all staff. Review cycle changed from annual to every 3 years.	Natasha Parry
November 2025	1.3	Reviewed and updated in accordance with current guidance / position. Approved by Senior Leadership Team. Noted as approved at Curriculum meeting 10/11/2025.	Charlotte Clarkson

Equality Statement

At Park Hill Infant School, we continue to teach our children about what it means to be strong, positive and productive members of society. We have always taught our pupils about equality and this remains an important part of our curriculum. We ensure that we always celebrate diversity, promote equality, demonstrate respect and stand together to challenge all forms of discriminatory language and behaviour.

We recognise that education is a vital tool for powerful, permanent and informative change. Our continuously evolving curriculum demonstrates our determination to use education to tackle issues of racism and inequality. We strive to ensure our curriculum and supporting resources reflect values of inclusivity, diversity, equality and belonging. We do this by planning to meet the needs of all genders, of children with special educational needs, of children who are more able, of children with disabilities, of children from all socio-economic backgrounds, children from different ethnic groups, religion and cultural backgrounds, and of those from diverse linguistic backgrounds.

1. Introduction

This Remote Education Policy aims to:

- Ensure consistency in the approach to Remote Education for pupils who are not in school due to reasons beyond our control
- Set out expectations for all members of the school community with regards to Remote Education provision
- Provide appropriate guidelines for data protection

At times, it is possible that Remote Education may become an essential component in the delivery of the school curriculum. Where needed, Remote Education is high-quality and safe, and aligns as closely as possible with in-school provision. We continue to teach a planned, well sequenced, broad and ambitious curriculum in all subjects and adapt where appropriate in order to cover the most important missed content due to school closure. The Remote Education programme delivers our school curriculum planning and covers the knowledge and skills planned to be taught during each specific half term within the classroom, so that pupils can progress.

During periods of school closure, prioritisation within subjects will be one of the most important components for progression as pupils will recall prior learning and build upon skills and concepts incrementally.

Through our Remote Education provision, we aim to:

- Ensure all pupils make progress through the school's curriculum.
- Provide all pupils with effective resources and access to Remote Education, overcoming barriers to digital access .
- Provide Remote Education using Google classroom as an online platform each day delivering our school curriculum (adapted where necessary) including Live and recorded sessions, uploaded tasks, set learning tasks within online platforms and links to appropriate online material.

- Continue to review, assess and build upon our existing Remote Education practice and provision, ensuring a strong offer is in place for all pupils.

2. Roles and responsibilities

Senior leaders

Alongside any teaching and learning responsibilities, Senior Leaders are responsible for:

- Co-ordinating the Remote Education approach across the school and considering feedback from teaching staff, parents and pupils in order to adapt as necessary
- Staying up to date with relevant government guidance and ensuring that this is reflected within our Remote Education provision
- Selecting a safe and appropriate digital platform for age 4-7 which will be used consistently to allow interaction, assessment and feedback
- Ensure all staff are trained and confident in the use of digital platforms
- Ensure all staff are trained in the appropriate use of AI tools
- Ensuring that all groups of pupils have appropriate resources at home in order to access learning remotely. This may include: workbooks, rubbers, pencils etc within a 'Home Learning Pack'
- Ensuring that barriers to digital access are overcome for all groups of pupils including those entitled to the Pupil Premium Grant, (PPG) as well as those from vulnerable backgrounds and those with SEND
- Monitoring pupil engagement and progress; communicating with families where there is a lack of engagement with Remote Education and offering support and guidance
- Agreeing the distribution of any school owned devices (tablets) accompanied by a user agreement
- Monitoring the effectiveness of remote teaching by observing a range of the school's online recorded lessons and monitoring tasks, pupil engagement and resources
- Ensuring that feedback expectations between staff and pupils are clear and adhered to
- Arranging regular meetings with teachers and subject leaders to review the delivery of the curriculum

Designated safeguarding leads

The DSLs and Computing Leader are responsible for:

- Monitoring the security of Remote Education systems, including data protection and safeguarding considerations

The following fundamental safeguarding principles remain the same:

- The best interests of children continue to be the priority
- If anyone in our school has a safeguarding concern, they will act immediately by passing on information to a DSL and recording on CPOMS
- A designated safeguarding lead (DSL) or deputy DSL will always be available, on site or telephone
- Children should continue to be protected when they are online and should not be exposed to to illegal, inappropriate or harmful content
- Ensuring that teaching staff understand procedures for:

  - the sharing of personal data

  - the sharing of their personal views and opinions

  - access to illegal/inappropriate materials when using school equipment

  - potential or actual incidents of grooming

Teachers

When providing Remote Education due to a school closure, teachers will be available between 9am and 3.30pm, Monday – Friday during term time. If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure to the Head teacher or Deputy Headteacher before 7.00am. If a teacher is unwell (or absent due to unforeseen circumstances shared with the Headteacher), the teacher will not be expected to be involved in providing Remote Education .

When providing Remote Education, teachers are responsible for:

Setting work:

- Making an initial email communication explaining to parents how Remote Education will be set each week and making parents aware of how to access Remote Learning platforms using their child's passwords, such as; Google Classroom, Purple Mash, Collins Hub (E-books), Mathletics, and other current learning platforms used at school
- Being aware of who they need to provide work for, and organising how online teaching and recorded lessons will be distributed fairly across the year group team (delegated by the Year Group Leader)
- Ensuring that all groups of pupils are able to access Remote Education, including pupils eligible to PPG and those from vulnerable backgrounds and / or those with SEND
- Providing a consistent amount of work across each year group which equates to a minimum of 3 hours each school day
- Recording regular English / Literacy and Maths / Numeracy sessions . One session of English and Maths each week should be marked as the 'STAR' challenge which all children are required to submit for feedback.
- Organising, setting up and delivering weekly PSHE Live sessions with small groups of the class
- Ensuring that E-safety is embedded in all aspects of the curriculum and in communication with parents
- Uploading or scheduling lessons on Google Classroom by 8.45am on the day that they should be accessed by parents and pupils
- Following, planning for and delivering the school's suggested weekly timetable for Remote Education:

REMOTE EDUCATION DAILY TIMETABLE EYFS				
1 hour	**1 hour**	**20 minutes**	**45 minutes**	**20 minutes**
RECORDED LITERACY LESSON Followed by completion of directed task.	**RECORDED MATHS LESSON** Followed by completion of directed task.	**PHONICS** (Recorded session by a teacher)	**OTHER AREAS (ALTERNATE BETWEEN)** Task will be uploaded on google classroom	**READING** Online learning directed by teacher (including directing pupils to Collins e-books)

REMOTE EDUCATION TIMETABLE KS1				
1 hour	**1 hour**	**30 minutes**	**45 minutes – 1 hour**	**30 minutes**
RECORDED ENGLISH LESSON Followed by completion of directed task	**RECORDED MATHS** LESSON Followed by completion of directed task	**PHONICS** (Recorded session by a teacher)	**FOUNDATION SUBJECT (ALTERNATE EACH DAY – COVERAGE OF ALL SUBJECTS OVER FORTNIGHT)** Task will be uploaded on google classroom	**READING** Online learning directed by teacher (including directing pupils to Collins e-books)

- Giving clear indicators to pupils and parents of which Maths and English tasks (STAR challenges) need to be uploaded / 'turned in' each week on Google classroom and giving appropriate guidance to pupils and parents to explain the methods to do so

- Adapting planning effectively in order to deliver the school's curriculum with a good level of clarity about what is intended to be taught. Ensuring this weekly planning ensures that pupils with limited access to computing devices have an appropriate amount of time to complete and submit learning
- Ensuring that recorded lessons are planned in advance, and that these are of a reasonable length of time (roughly 10-15 minutes). Recorded lessons should clearly outline the follow up tasks/study expected for pupils at the end of the recorded session
- Communicating where, when and how work should be uploaded, completeted or submitted (e.g. to be uploaded via Google Classroom, Collins Hub, Purple Mash etc.)
- Monitoring the engagement of all pupils within their class and year group and reporting and communicating any concerns regarding lack of pupil interaction to the Headship Team
- Ensuring that they themselves have the appropriate equipment accessible in order to login to the school's server remotely from home and that they are able to access Google Classroom, LGFL staff email, Microsoft Teams, and Zoom. (Work laptops are available from the school where required)
- Co-ordinating and communicating with other teachers in the teaching team to ensure consistency and progression across the classes / year groups / subjects
- Ensuring that in lessons where internet use is pre-planned, pupils are only guided to sites checked as suitable for their use, with no privacy issues
- If school closure continues for period longer than 2 weeks, an additional 15 minute 'Live' Zoom call will also be made between the class teacher and their class each week.

Providing feedback on work:

- Reviewing each pupil's submitted 'STAR' challenge for English / Literacy at least once per week via the remote learning platform Google Classroom using one positive comment and one 'moving on' comment
- Reviewing each pupil's submitted 'STAR' challenge for Maths / Numeracy at least once per week via the remote learning platform Google Classroom using one positive comment and one 'moving on' comment. Writing this feedback using the 'private comments' box
- Ensuring that all emails and 'turned in' assignments on Google Classroom are responded to within 3 school days, and that all work is reviewed before the Monday of the following school week
- During sustained periods of Remote Education, where individual pupils have not submitted work for the previous week, this must be monitored and followed up. Communication to the pupil's parents or carers should be made to ensure regular engagement with Remote Education via email or weekly telephone call

Keeping in touch with pupils who are not in school, and their parents

- Ensuring all digital communication with pupils/parents/carers is on a professional level and only carried out using official school systems. All communication must follow the School's Code of Conduct
- During periods of sustained school closure, Support Staff will make weekly telephone calls to families. The information from these calls should be discussed and reported to the class teacher each week. If no contact has been made by Thursday at 12pm, the class teacher will call. If contact has still not been made by 12pm Friday, a member of the Headship Team will call from the school number. If no contact has been made over a period of two consecutive weeks, the Education Welfare Officer (EWO) will become involved and make contact with the family. This will be in person if necessary
- Following safeguarding procedures (see below) where concerns are noted during a telephone call or via email or other communication
- Answering emails and making telephone calls to and from parents where required during working hours only (9.00am – 4.00pm, Monday – Friday during term time)
- Ensuring that no school staff use their personal email addresses to contact parents and pupils. Where a teacher is required to make telephone contact outside of the school building the teacher must ensure that they withhold their telephone number.
- Forwarding any feedback, complaints or concerns to the Year Group Leader and sharing this with Senior Leaders

Monitoring pupil communication and interaction when using online learning platforms

- Teachers should regularly check Google Classroom daily (Monday – Friday 9 am – 3.30 pm) to monitor the content of parent and pupil comments and communication within the 'Stream' and 'Classwork' classroom channels. Queries should be followed up and responded to by a member of the year group team by the end of the day (3.30pm)
- When setting assignments and posing questions on Google Classroom for commentary, Teachers should apply the commentary setting appropriate (eg: allowing pupils to begin their own post *and* comment, or to just comment)
- Teachers should continue to follow the Safeguarding Policy and E-safety Policy and monitor all pupil comments and interactions to look out for signs a child may be at risk. If a staff member is concerned about a child, that staff member should report that concern to the DSL or to a deputy DSL
- Where pupils are given the option to interact with one another through writtern commentary, Teachers should follow the E-safety Policy and monitor that all written comments made are positive and are connected to the learning outlined
- Teachers should monitor that all comments made within online learning platforms are for learning purposes and are not made for personal use (eg: any form of advertising, or messages organising Birthday parties etc). Where comments of this nature are posted, the Teacher should delete the comment and report their concern to a member of the Headship Team
- Teachers should be highly vigilant when monitoring interactions made by pupils and be alert to any signs of cyber-bullying where comments made give cause for concern or are made in an ambiguous or inappropriate way. The comment(s) or entire post should be deleted by the class teacher immediately and reported to a member of the Headship Team/DSLs

Attending virtual meetings with staff, parents and pupils

- Ensuring that work wear, during online learning / pre-recorded sessions live streaming is appropriate and follows the school's usual dress code
- Ensuring that the background and location of pre-recorded sessions is as plain as possible and in an appropriate place (e.g. try to use areas with a blank background with minimal background noise, ensure there is nothing inappropriate in the background and being aware of other people eg: family members, who could accidentally come into view)
- The whole school community, staff, parents and pupils, should follow the '*Golden Live Session Rules*' (Appendix 1), when attending / leading live calls

Subject Leaders and SENCO

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to be adapted to accommodate online learning
- Developing resources, staying up to date with current subject specific research appropriate to on-line learning for all pupils
- Monitor weekly planning, ensuring it is in line with the half termly Topic Web, and communicate with teachers regarding their subject remotely to make sure all work set is appropriate and consistent. Providing feedback to teaching colleagues
- Monitor recorded lessons and work set across the cohort to ensure this follows the expectation of the school's curriculum and supports pupils to progress
- Communicating with the Curriculum Leader and teaching colleagues to make sure work set reflects the need for 'Catch Up' where required
- Researching and alerting teachers to resources they can use to teach their subject remotely

Teaching Assistants and Support Staff

When assisting with Remote Education, Teaching Assistants must be available between 9.00 am and 3.30 pm Monday – Friday during term time.

If Teaching Assistants 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 to the Head teacher or Deputy Headteacher before 7.00am.

When assisting with Remote Education, Teaching Assistants are responsible for:

Attending virtual meetings with school staff, parents and pupils:

- Ensuring that work wear, if assisting Remote Learning, is appropriate and follows the school's code of conduct
- Ensuring that the background and location of online learning is as 'plain' as possible (e.g. avoid areas with background noise, nothing inappropriate in the background, no other people or pets in view)

Working in school with vulnerable and critical worker pupils using Google Classroom (during events such as National Lockdown or others as directed by the Government / DfE)

- Teaching Assistants should ensure that the resources for the day are prepared and that Google Classroom is ready for use between 9.00 am - 3.30 pm
- Teaching Assistants should follow the Year Group's weekly suggested timetable and ensure that all pupils learning within school complete the expected learning challenges by the end of the day
- Teaching Assistants should feedback to the Year Group teaching team regarding the work set and the pupil's achievements
- Teaching Asssistants should ensure that pupil's work is uploaded and submitted in the same way as those who are not in school for teacher feedback (unless a teacher is present and will mark and give feedback on the weekly challenges)

IT staff and Support

IT staff are responsible for:

- Setting up safe online platforms for Remote Education including Google Classroom, Zoom and Microsoft Teams
- Ensuring that the school's technical infrastructure is secure and is not open to misuse or malicious attack
- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of Remote Education systems and flagging any data protection breaches to the data protection officer
- Ensuring that Remote Education is delivered safely
- Assisting school staff with accessing the internet or devices

Pupils and parents

Staff can expect pupils / parents to:

- Be contactable during the school day – although consider they may not be in front of a device the entire time
- Complete work to the deadline set by teachers
- Monitor their own child's written comments and interactions with their peers
- Ensure that their own comments within online learning platforms are appropriate / connected to their child's online learning and are not for personal use or advertising
- Seek help if they need it, from teaching staff
- Alert teachers if they are unable to complete or submit work
- Make the school aware if their child is sick or otherwise can't complete work using the usual reporting arrangements for sickness and absence

- Seek help from the school if they need it
- Ensure that their child is supervised during online learning to ensure they remain safe online

Governing body

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible and ensuring that systems are effective for all pupils
- Ensuring that staff are certain that remote education systems are appropriately secure, for both data protection and safeguarding reasons

3. 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 Year Group Leader, relevant Subject Lead, Curriculum Leader or SENCO
- Issues with behaviour – talk to the relevant Year Group Leader and DSLs
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – talk to their Line Manager or a member of the Headship Team
- Concerns about data protection – talk to the Data Protection Officer
- Concerns about safeguarding – talk to a DSL

4. Data protection

Processing personal data

Staff members may need to collect and/or share personal data 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.

However, staff are reminded to collect and/or share as little personal data as possible online.

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
- Ensuring family are not able to access school passwords
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

5. Monitoring review

This policy will be reviewed annually or sooner if necessary.

Monitoring the policy and practice of remote education is the role of Senior Leaders. At every review, it will be approved by the Headship Team and full Governing Body.

6. Links with other policies

This policy is linked to our:

- Equalities Policy
- Teaching and Learning Policy
- Self-regulation - Promoting Positive Behaviour Policy

- Safeguarding and Child Protection Policy
- GDPR & Data Protection Policy
- Home-school Agreement
- E-safety Policy

Signed: _____

Print Name:_____

Date:_____

APPENDIX 1

Going Live!

Pupils

- *Don't worry your grown up at home can help you with 'going live'!*
- *You need to make sure that you are fully dressed*
- *Familiarise yourself with how to 'raise your hand' so that your teacher knows when you have something to say*
- *Remember to keep yourself on 'mute', (this means people can't hear you)*
- *When you are talking you will need to unmute yourself (you can ask a grown up to help you at home). Remember to take it in turns!*
- *You should use our School Values on the live sessions – especially Respect and Kindness. Don't forget to behave sensibly and use polite language.*
- *You should 'leave', when you are asked to do so, and the host will then end the conversation for all. You must not re-enter the chat after the host has ended i*

Parents

- *You consent to the live sessions being recorded by the school and agree not to make any recordings of your own*
- *The child should login with their first name and initial letter of their surname.*
- *The session is specific to the child*
- *Each child will be invited, via their parent's contact details, using a meeting code and password. (This link is not to be shared – including on what's app groups)*
- *Your child should be the main focus of the screen. Be aware if other members of the household are visible or audible*
- *Parents and siblings must dress in appropriate clothing and use appropriate language – in case you accidentally appear on the screen!*
- *Parents should ensure that the pupils are aware of the pupil expectations above*

We are looking forward to working with the children live! This is a new experience for all concerned and we hope to work together with our families to make a success of it.