



MARTIN PRIMARY SCHOOL

Remote Learning Policy

Reviewed and ratified by the Standards & Achievement
Committee: summer 2026

Reviewed every three years

Statement of intent

At Martin 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.

This Policy aims to:

- 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
- protect pupils from the risks associated with using devices connected to the internet
- ensure staff, parent, and pupil data remains secure and is not lost or misused
- ensure robust safeguarding measures continue to be in effect during the period of remote learning
- ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

1. Legal framework

This Policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- The General Data Protection Regulation (GDPR)
- The Education (Pupil Registration) (England) Regulations 2006
- DfE (2023) 'Providing remote education'
- DfE (2022) 'Safeguarding and remote education'
- DfE (2025) 'Keeping children safe in education'
- (2015) 'SEND code of practice: 0 to 25 years'
- DfE (2022) 'Working together to improve school attendance'
- DfE (2022) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2021) 'Get help with remote education'
- DfE (2025) 'Children missing education'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Policy
- Accessibility Policy
- Marking and Feedback Policy
- Curriculum Policy

- Assessment Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance Policy
- Staff Code of Conduct

Links with the UN Rights of the Child

Article 28

Every child has the right to a good quality education.

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

2. Principles and practice

When providing remote education the school will ensure the following overarching principles and practices are adhered to:

- remote education plans will be kept under review in consultation with staff and will demonstrate a consideration of any additional burdens that providing remote education may place on staff and families
- work provided during periods of remote education will be high quality, meaningful, ambitious, and cover an appropriate range of subjects to enable pupils to keep on track with their education
- provision will be ready for pupils to access as soon as reasonably practicable, though in proportion to the length of absence and expected disruption to education
- remote education will be provided that is equivalent in length to the core teaching time pupils would receive in school where possible, being mindful of the individual needs and circumstances of the pupil and their families. This may include, but is not limited to considering the following:
 - a pupil's age, stage of development, and independent study skills
 - the existence of any SEND or other additional needs the pupils might have
 - the pupil's home environment, e.g. having a suitable place and opportunity to study
 - screen time, making reasonable allowances for adequate breaks for pupils and staff during digital remote education
 - any significant demands on parents' or carers' help or support
 - understanding that younger children might require high levels of adult involvement to support their engagement with remote education
- The school will work to overcome barriers to digital access where possible for pupils by, for example:
 - auditing access to devices and connectivity across the school as part of wider emergency planning
 - distributing school-owned devices accompanied by a user agreement or contract, if and where necessary and possible

- supporting families to find appropriate internet connectivity solutions if and where necessary and possible
- Where required, the school will ensure equal access through the provision of printed resources, supplemented with other appropriate forms of communication between the school and pupils
- Staff will plan opportunities for regular feedback and interaction with teachers and peers during the school day
- Staff understand that children can be at risk of harm inside and outside of the school, inside and outside of home and online
- There will be systems for checking whether pupils are safe at home and engaging with their remote education

3. Roles and responsibilities

The Governing Body is responsible for:

- evaluating the effectiveness of the school's remote learning arrangements.
- ensuring that online safety training for staff is integrated, aligned and considered as part of the school's overarching safeguarding approach.

The headteacher is responsible for:

- 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
- 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 and communicating any changes to staff, parents, and pupils
- arranging any additional training staff may require to support pupils during the period of remote learning
- ensuring that the remote education provision expected from staff is accessible to staff with additional needs which may be impacted by the online format, e.g. staff who are visually impaired
- conducting reviews of the remote learning arrangements to ensure pupils' education does not suffer
- ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required
- ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR

The Designated Safeguarding Lead is responsible for:

- attending and arranging, where necessary, any safeguarding meetings regarding remote learning
- liaising with the ICT technician to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online
- 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

- identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate safeguarding measures are in place

2.4 The SENCO is responsible for:

- liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required
- 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 and IHPs
- 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
- Liaising with the headteacher and LA in circumstances where delivering remote education to pupils with EHC plans proves to be challenging or impossible in order to find other ways to provide education.

The School Business Manager is responsible for:

- ensuring that the school has adequate insurance to cover all remote working arrangements.

The ICT technician 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 any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

Staff members are responsible for:

- adhering to this policy at all times during periods of remote learning
- reporting any health and safety incidents to the Headteacher and asking for guidance as appropriate
- reporting any safeguarding incidents to the DSL and asking for guidance as appropriate
- taking part in any training conducted to meet the requirements of this Policy including training on how to use the necessary electronic equipment and software
- reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher
- reporting any defects on school-owned equipment used for remote learning to an ICT technician
- adhering to the Staff Code of Conduct at all times.

Parents/carers are responsible for:

- adhering to this Policy at all times during periods of remote learning
- ensuring their child is available to learn remotely and that the schoolwork set is completed on time and to the best of their child's ability

- reporting any technical issues to the school as soon as possible
- ensuring that their child always has access to remote learning material
- ensuring their child uses the equipment and technology used for remote learning as intended.

Pupils are responsible for:

- adhering to this policy at all times during periods of remote learning
- ensuring they are available to learn remotely and that their schoolwork is completed on time and to the best of their ability
- 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
- notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set
- ensuring they use any equipment and technology for remote learning as intended
- adhering to the Relationships & Behaviour Policy at all times.

4. Attendance and absence

The school understands that daily on-site attendance is essential for pupils to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances.

The school will not view remote education as an equal alternative to on-site attendance, and will only consider remote education as a last resort when the alternative would be no education and only after it has been established that the pupil is, or will be, absent from school.

In such cases the school will work proactively with pupils, parents and any other relevant partners, such as the LA, to remove any barriers to attendance.

Circumstances where remote education may be considered will fit into the following two categories:

- School closures or restrictions on attendance, where school access for pupils is restricted
- Individual cases where a pupil is unable to attend school but is able to learn

School closures and attendance restrictions

The school will ensure that every effort is made to ensure pupils can be taught in person where possible.

The school will explore all options to ensure the school can remain open to all pupils; however, in circumstances where it is not possible to safely remain open or where remaining open would contradict local or central government guidance, the school will consider providing remote education.

The school will ensure that it has a plan in place outlining remote education procedures for teachers, parents and pupils. The DfE's emergency planning guidance will be consulted in the event of school closures or attendance restrictions

Individual cases where a pupil is unable to attend school but is able to learn

The school is aware that there should only be limited circumstances where a pupil is unable to attend school but is able and well enough to continue their education remotely. These circumstances should only involve a short-term absence and might include pupils:

- Recovering from short- term infectious illnesses.
- Preparing for or recovering from some operations.
- Recovering from injuries where attendance might inhibit recovery.
- Whose attendance has been affected by a SEND or a mental health issue.

Where these circumstances arise, and after the pupil's absence from school has been established, the school will consider providing remote education on a case-by-case basis, as part of a plan to reintegrate back to school.

The provision of remote education will be made as a short-term solution allowing absent pupils to keep on track with their education and stay connected to their teachers and peers. It will only be provided in circumstances where it is judged that providing remote education would not adversely affect the pupil's return to school.

Pupils with long-term medical conditions or any other physical or mental health needs which affect attendance will be given more support to continue their education.

4. Communication

- The school will ensure adequate channels of communication are arranged in the event of an emergency.
- The school will communicate with parents via email letter and the school website about remote learning arrangements as soon as possible.
- The headteacher will communicate with staff as soon as possible via email about any remote learning arrangements. Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.
- The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.
- As much as possible, all communication with pupils and their parents will take place within the school hours.
- Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- Issues with remote learning or data protection will be communicated to the pupil's teacher as soon as possible so they can investigate and resolve the issue.
- The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.
- The headteacher will review the effectiveness of communication and ensure measures are put in place to address gaps or weaknesses in communication.

5. Resources

Learning materials

- The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:
 - Google Classroom/Tapestry

- Work books/sheets
- Educational websites
- Reading tasks
- Pre-recorded video or audio lessons.

Teachers will review the DfE's guidance on where schools can source educational resources to assist with the delivery of remote education, and utilise these as appropriate. Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning. Teachers will ensure, where possible, that the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning. The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats.

Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school.

Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period. The SENCO will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls.

Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff. Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops. For pupils who cannot access digital devices at home, the school will, where possible, provide appropriate support. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources. The ICT technician is not responsible for providing technical support for equipment that is not owned by the school.

Food provision

The school will signpost parents via email 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:

- making food hampers available for delivery or collection
- providing vouchers to families.

Costs and expenses

- The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.
- The school will not reimburse any costs for travel between pupils' homes and the school premises.
- The school will not reimburse any costs for childcare

- If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

6 Pupils with SEND

The school is aware of its duty under the Children and Families Act 2014 to use its 'best endeavours' to secure the special educational provision called for by a pupil's SEND and will continue to apply this when remote education is in place.

If a pupil has an EHCP the school will work with the LA to ensure all the relevant duties under the 2014 Act continue to be met.

The school is aware of its equality duties as set out in the Equality Act 2010 relating to disability and will ensure that, when providing on-site and off-site education to pupils, it:

- Makes reasonable adjustments.
- Does not discriminate.
- Has due regard to the statutory objectives in the public sector equality duty (PSED).

Where pupils with SEND are not able to attend school and require remote education, the school will put in place an appropriate curriculum, with appropriate teaching and support that will enable the pupil to continue learning effectively.

The school is aware that some pupils with SEND may not be able to access remote education without adult support. In these cases, the school will work collaboratively with families and put arrangements in place that allow pupils with SEND to access remote education successfully. In doing so, decisions on how provision can be delivered will be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely.

The school will ensure pupils with SEND receive any additional support with live online lessons where needed, e.g. from an additional member of staff within the live online lesson via phone call.

Staff will be sensitive to the needs of any pupils who may be sensitive to certain topics or issues that may arise during live online lessons.

The SLT, SENCO and relevant teacher will consider whether one-to-one lessons are appropriate in some circumstances for pupils with SEND.

The school will work collaboratively with families to put arrangements in place that allow pupils with SEND to successfully access remote education when necessary.

Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period. The SENCO will arrange additional support for pupils with SEND in line with the individual's needs.

Teaching staff will implement more individualised planning, in liaison with the SENCO, for pupils with SEND where appropriate – the SENCO will also contact the pupil's parents to see how the pupil can be supported by adults while learning remotely.

7 Remote education during a suspension or permanent exclusion

In situations where a pupil is suspended or permanently excluded, the school will take steps to ensure that work is set and marked for pupils during the first five school days in accordance with the guidance outlined in the DfE's Suspension and permanent exclusion document.

Remote education will not be used as a justification for sending pupils home due to their misbehaviour. Any time a pupil is sent home due to disciplinary reasons, this will be considered as a suspension and will be done in line with the law on disciplinary suspensions. This guidance will continue to be followed even if a pupil has been asked to log on or access online education while suspended. After a period of off-site direction or suspension, the pupil will be expected to attend full-time

8 Pupil conduct

The school will ensure that pupils are told about the Technology Acceptable Use Agreement for Pupils prior to taking part in live online lessons. Pupils will be reminded that they should take part in live online lessons in an appropriate setting, e.g. a quiet space with a neutral background. Pupils will be reminded not to record live online lessons on their devices.

Pupils will adhere to the school's Behaviour Policy at all times during live online lessons, as they would during a normal school day. Pupils will not speak during live online lessons unless they are prompted to do so or have a question about the lesson.

The school will ensure that any pupils who breach the code of conduct will be disciplined in line with the school's Relationships & Behaviour Policy.

9 Staff conduct

Staff will follow the requirements set out in the Staff Code of Conduct and will ensure they understand their responsibilities with regard to conduct during live online lessons. The school will ensure that staff read, sign and return the Technology Acceptable Use Agreement for Staff prior to commencing live online lessons.

Staff will only use school-provided email addresses and phone numbers to communicate with pupils when conducting live online lessons.

Staff will only use school-owned devices for conducting live online lessons, where possible.

Staff will not share personal information whilst conducting live online lessons. Staff will ensure they conduct their live online lesson from an appropriate location – either the classroom or, if this is not possible, from a quiet area in their home which has a neutral background.

Staff will communicate with pupils within school hours as far as possible, or within hours agreed with the school to suit the needs of staff.

Staff will only communicate and conduct live online lessons through channels approved by the SLT.

10. Safeguarding

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy

All teaching staff will be made aware that the procedures set out in the school's Staff Code of Conduct apply at all times during the delivery of remote education.

Regular communications with parents will be used to reinforce the importance of keeping pupils safe online. Parents will be made aware of the systems the school uses to filter and monitor online use, as well as what their children are being asked to do during remote education, including:

- The sites that they will be accessing.
- The school staff that they will be interacting with online.

The DSL will arrange for regular contact to be made with vulnerable pupils during a period of remote education. Additional contact, including home visits, will be considered where required. Phone calls made to vulnerable pupils will be made using school phones where possible. All contact with vulnerable pupils will be recorded on paper and suitably stored in line with the Records Management Policy.

The DSL will keep in contact with vulnerable pupils' social workers or other care professionals when the pupil is receiving remote education, as required.

All home visits will:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded on paper and the records stored so that the DSL has access to them.
- Actively involve the pupil.
- Only take place following the completion of a Home Visit Risk Assessment.

All members of staff will report any safeguarding concerns to the DSL immediately. Pupils and their parents will be encouraged to contact the DSL 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.

Staff will always have due regard for the school's Child Protection and Safeguarding Policy during remote education, e.g. whilst conducting live online lessons.

The school will ensure the system used for live online lessons does not have a minimum age requirement above the age bracket of pupils attending the lesson.

Pupils will not share private information through the live online system. Pupils will not respond to contact requests from people they do not know when using systems for live online lessons.

Staff will uphold their safeguarding obligations and will report any incidents or potential concerns to the DSL in line with the school's Child Protection and Safeguarding Policy.

The school will ensure that parents know what pupils are expected to do for a live online lesson, including the websites pupils will be asked to use and the school staff pupils will interact with online.

The school will communicate the importance of online safety to parents, and encourage parents to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. The school will inform parents of the government-approved resources on child online safety to support parents further.

11. Online Safety

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

All staff and pupils using video communication will:

- Wear suitable clothing – this includes others in their household.
- 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.

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 SENCO.

Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy.

The school will communicate to parents via email 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.

The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required. The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- 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. The school will, however, reinforce the importance of online safety and share information regarding the systems used by the school to filter and monitor online use.

12. Data Protection

This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

- 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.
- Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.
- All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy.
- The school will not permit paper copies of contact details to be taken off the school premises.
- Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.
- 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.

13. Feedback

- The school expects pupils and staff to maintain a good work ethic when learning remotely.
- Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the headteacher as soon as possible.
- Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.
- The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

14. Health and safety

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

- If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every hour.
- Screen break frequency will be adjusted for younger pupils or pupils with medical conditions who require more frequent screen breaks.
- If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the health and safety officer or other relevant member of staff immediately so that appropriate action can be taken.