Toddington St George Church of England School

Remote Education Policy

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Approved By: Headteacher

Amendments: New Policy Wording Adopted

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Statement of intent

At Toddington St George Church of England School, we understand the need to continually deliver high-quality education, including during periods of remote education – whether for an individual pupil or for many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring all pupils have access to online lessons where required.

Through the implementation of this policy, we aim to address the key concerns associated with live online lessons, such as: systems and technology, safeguarding, conduct, and accessibility.

This policy aims to:

- Minimise the disruption to pupils' education and delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high-quality lesson content.
- Protect pupils from the risks associated with using an online lesson platform through the internet.
- Ensure staff, parent and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures are in place during live online lessons.
- Ensure all pupils have the provisions required to take part in live online lessons and 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, statutory guidance and Department for Education guidance, including, but not limited to:

Data Protection Act 2018
UK General Data Protection Regulation (UK GDPR)
Equality Act 2010 and relevant guidance on reasonable adjustments and accessibility
Children and Families Act 2014
School Attendance (Pupil Registration) (England) Regulations 2024
Working together to improve school attendance (updated July 2026)
Keeping children safe in education (KCSIE) 2026
Providing remote education: guidance for schools (updated August 2024)
Safeguarding and remote education (2022)
SEND Code of Practice: 0 to 25 years (2015)
Education Act 1996
Education Act 2002
Children Act 2004

The school will ensure that its remote education arrangements remain consistent with its statutory safeguarding, attendance, SEND, equality and data protection duties.

2. Roles and responsibilities

The governing board will be responsible for:

- Evaluating the effectiveness of the school's remote learning arrangements.
- Reviewing the effectiveness of this policy on an annual basis in conjunction with the headteacher.
- Ensuring that online safety training for staff is integrated, aligned and considered as part of the school's overarching safeguarding approach.
- Deciding whether information regarding the school's remote education offering should be published on the school's website.

The headteacher will be responsible for:

- Ensuring 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 education, including live online lessons.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote education provision.
- Ensuring that the school has the resources necessary to carry out the procedures in this policy.
- Ensuring that pupils have access to remote education as soon as reasonably practicable, where appropriate.
- Reviewing the effectiveness of this policy on an annual basis in conjunction with the governing board and communicating any changes to staff, parents and pupils.

● Arranging any additional training staff may require to support pupils with live online lessons.
● 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 termly reviews of the live online lesson arrangements to ensure pupils' education does not suffer.
● Considering the assignment of overarching responsibility for the quality and delivery of remote education to a member of the SLT.

Staff members will be responsible for:

● Adhering to this policy at all times when preparing and delivering remote education.

● Reporting any safeguarding incidents and concerns to the DSL, and asking for guidance as appropriate.
● Taking part in training to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
● Reporting any defects on school-owned equipment used for remote education to the ICT manager.
● Adhering to the Staff Code of Conduct at all times.
● Reporting any health and safety incidents to the health and safety officer 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.

The SENCO will be responsible for:

● Liaising with the ICT manager to ensure that the technology used for remote education 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 during periods of remote education, 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 receive remote education.
● Ensuring that the remote education provision put in place for pupils with SEND is monitored for its 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 DSL will be responsible for:

● Attending and arranging, where necessary, any safeguarding meetings regarding remote education.
● Liaising with the ICT manager to ensure that all technology used for remote education is suitable for its purpose and will protect pupils online.
● Identifying vulnerable pupils who may be at risk if they take part in remote education.
● Ensuring that child protection plans are enforced if vulnerable pupils take part in

remote education.
- Identifying the level of support or intervention required while pupils take part in remote education and ensuring appropriate measures are in place.
- Assisting teachers with all remote education lesson planning to ensure the correct safeguarding measures are in place.

The DPO will be responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the UK GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the UK GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

The health and safety officer will be responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

The Business Team will be 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.

The ICT manager/provider will be responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- 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.

Parents will be 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.
- Reporting any absence in line with the terms set out in 'Attendance and absence' section of this policy.
- Ensuring their child uses the equipment and technology provided for remote learning as intended.
- Adhering to the Parent Code of Conduct at all times.

Pupils will be 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 and any safeguarding concerns or incidents to their teachers 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 Behaviour Policy at all times.

3. Resources

Learning materials

The school will utilise a range of different teaching methods when delivering remote education. For the purpose of providing remote learning, the school may make use of the following:

- Printed resources, e.g. workbooks and textbooks
- Email/Class Dojo
- Current online learning portals
- Educational websites
- Reading tasks
- Pre-recorded video or audio lessons

The school 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 the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.

Where remote education is needed, the school will ensure that it is equivalent in length to the core teaching pupils would receive in schools and includes recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently.

Where remote education is required, the school will provide education that is equivalent in length to the core teaching time pupils would normally receive in school, where possible. The amount and type of remote education provided will take account of pupils' age, stage of development, independent learning skills, SEND and other additional needs, the home learning environment, appropriate screen time and the level of support that may reasonably be expected from parents or carers.

Remote education may include recorded or live direct teaching, independent tasks, reading, assignments, quizzes, feedback and opportunities for interaction with teachers and peers. Provision will be proportionate to the circumstances and duration of the pupil's absence.

The school will aim to make remote education available as soon as reasonably practicable, taking account of the length of absence and the likely disruption to the pupil's education.

When setting remote education work, the school will consider the pupil's age, stage of development and any SEND. The school will also consider where this would likely require significant levels of support from parents, e.g younger pupils or pupils with SEND who likely need parental involvement to facilitate engagement with remote education.

The school recognises that interactive lessons are most effective in aiding pupils' motivation and academic progression and, to this effect, teachers will aim to ensure they regularly recreate aspects of in-person interactivity, e.g. live classes with questioning, eliciting and reflective discussion, to the best of their ability.

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 this.

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

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.

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, apply for technology support through their trust board.

Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

The ICT manager is not responsible for providing technical support for equipment that is not owned by the school.

Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with 'marking and feedback' section of this policy.

Food provision

The school will signpost parents via email/Class Dojo towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

The school will work with their catering team and/or food provider to ensure good quality lunch parcels are provided to pupils eligible for FSM who are accessing remote education until they are able to attend school. Alternatively, the school will provide grocery vouchers for pupils eligible for FSM.

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, or childcare costs.

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.

4. Systems and technology

Staff will only download software for live online lessons from a trusted source, e.g. Apple App Store, Google Play or a reputable provider's official website.

The ICT manager will research the providers the school will use for live online lessons, taking into account ease of use, privacy measures and suitability for the purposes of live online lessons. Where necessary, they will refer to government-approved resources, e.g. from the National Cyber Security Centre (NCSC) and from the South West Grid for Learning, when selecting their recommended providers.

Teachers will review the DfE's list of online education resources and utilise these resources

as necessary.

To prevent the misuse of remote education software, staff will:

- Ensure privacy settings are adjusted appropriately on the provider's site or application.
- Ensure their live online lesson service account is protected with a strong password and will not autosave their password on any device.
- Ensure they test and understand the service before conducting their first live online lesson using the 'test' function, where applicable.
- Ensure they understand how to mute the microphone and how to turn off their camera on their device before their first live online lesson.
- Ensure all pupils due to attend live online lessons have access to equipment that will enable them to participate, e.g. a laptop and internet access, to ensure they do not fall behind their peers who do have access.
- Ensure streaming and online chat functions are disabled for pupils.

For aspects of the curriculum which are difficult to deliver through online provision, e.g. science experiments, teachers will consider using video demonstrations accompanied by supporting explanation.

For live online PE lessons where replicating in-person teaching provision is difficult to achieve, teachers will consider using video demonstrations accompanied by supporting explanation. Pupils will be encouraged to take regular physical exercise to maintain fitness.

5. Safeguarding

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to the potential need for remote education.

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. Parents will be made aware of what their children are being asked to do, including:

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

The DSL will arrange for regular contact to be made with vulnerable pupils during a period of remote education.

Additional contact, for example home visits will be undertaken in accordance with the school's Home Visit Risk Assessment and safeguarding procedures.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.

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 prior to the period of remote learning.

The DSL will meet, in person or remotely, with the relevant members of staff termly to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

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 planning of live lessons will always be carried out in conjunction with the school's DSL.

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 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.

6. Data protection

Any data transferred between devices will be suitably encrypted. Where this is not possible, other data protection measures will be in place, such as using the initials of pupils instead of full names.

7. Staff conduct

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.

8. Pupils with SEND

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 ensure that the appropriate curriculum, teaching and support will be available to pupils with SEND to ensure they continue to learn effectively. Additional measures will be considered for pupils with SEND to mitigate the risk of pupils falling behind their peers in terms of education, e.g. text transcripts being used in video lessons.

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

The school will continue to meet its duties under the Children and Families Act 2014 and Equality Act 2010 when providing remote education. The school will use its best endeavours to secure the special educational provision called for by a pupil's SEN and will make reasonable adjustments where required. Where a pupil has an EHC plan, the school will work with the local authority to ensure that the relevant statutory duties continue to be met.

9. Online safety

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

Where possible, all interactions will be textual and public.

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.

All staff and pupils using audio communication will:

- 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 audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

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 consult with parents at least two weeks prior to the period of remote learning

about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

The school will communicate to parents via email/class dojo 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.
- 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.

10. Marking and feedback

All schoolwork completed through remote learning will be:

- Finished when returned to the relevant member of teaching staff.
- Returned on or before the deadline set by the relevant member of teaching staff.
- Completed to the best of the pupil's ability.
- The pupil's own work.
- Marked in line with the Marking and Feedback Policy.
- Returned to the pupil, once marked, by an agreed date.

Pupils and staff will maintain a good work ethic during the period of remote learning.

If there are problems submitting work on the school's remote platform or the work is not able to be submitted on the platform, pupils will use email to send work to teachers for review and feedback and screenshots can be taken and emailed as attachments. The school will also consider alternative options where appropriate, e.g. drop-off points at the school.

Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email/Class Dojo 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 will implement 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.

The school will log participation and pupil engagement with remote education, as well as motivation levels and progress, and this will be shared with parents via formal regular reports or, if there is a concern, individually via **telephone**.
The school will consider ways to use feedback to secure consistent engagement with remote material, e.g. introducing a newsletter sent to parents and pupils which displays exemplary work and rewards engagement or outcomes.

11. Health and safety

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

Teaching staff and the ICT manager 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.

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.

12. Attendance and absence

The school will not view remote education as an equal alternative to attendance in school. Remote education will only be considered as a last resort where a decision has already been made that attendance at school is not possible and the pupil is able to continue learning.

Circumstances in which remote education may be considered include:

- school closures or restrictions on attendance, where access to school is restricted; and limited individual circumstances where a pupil is unable to attend school but is well enough and able to learn remotely.

Pupils receiving remote education while absent from school will continue to be recorded as absent in the school register in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024 and current attendance guidance.

Where remote education is provided to an individual pupil who is unable to attend school, the school will consider this on a case-by-case basis. Where appropriate, the arrangement will be agreed with the pupil, parents or carers and, where relevant, medical professionals and the local authority. The school will set a review date and consider what support is required to enable the pupil to return to in-person education as soon as possible.

Remote education will not normally be provided simply because a pupil or parent prefers learning from home.

Pupils who are unwell are not expected to undertake remote education until they are well enough to do so. Parents or carers should notify the school of absence in accordance with the school's Attendance Policy.

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.

13. 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/Class Dojo and the school website about remote learning arrangements as soon as possible.

All communication that takes place via email between staff and pupils will be done via school email addresses.

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.

Members of staff will have contact with their line manager once per week.

As much as possible, all communication with pupils and their parents will take place within the school hours outlined in the 'Attendance and absence' section.

Pupils will have verbal contact with a member of teaching staff at least once per week via

group phone call.

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 pupils' 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 on a termly basis and ensure measures are put in place to address gaps or weaknesses in communication.

14. Monitoring and review

The headteacher, SENCO and DSL will review the measures outlined in this policy termly to ensure it reflects the most up-to-date circumstances of the school's online learning provision.

The headteacher and governing board will schedule a review of the effectiveness of this policy annually.

Any changes to this policy will be communicated to relevant stakeholders, including parents and teachers.

The next scheduled review date of this policy is July 2027