



CROW ORCHARD

Primary School and Nursery

Remote Learning Policy

Policy Lead	J Hollings HT	SENDCO	E Baron
Agreed by Governing Body	September 2025	IT Lead	D Heath
Next review	September 2028		

'We learn with love, grow with purpose and stand strong through every challenge'. At Crow Orchard, we want every child to feel known, safe, valued and inspired. We are a *family* that supports and nurtures each other, celebrates learning and believes that every child can thrive.

This policy is underpinned by our core values of **Love, Growth, and Strength**, which guide every aspect of our practice:



1. Purpose

This policy sets out how [School name] will provide high-quality remote education for pupils when they cannot attend school in person. It explains responsibilities, the curriculum offer, safeguarding and data protection arrangements, expectations of pupils/parents and how remote provision will be monitored and reviewed. The policy follows Department for Education guidance on providing remote education and local Lancashire guidance on safeguarding and ICT provision.

• 2. When remote education will be used

Remote education will be used where:

- The whole school or classes must be closed for health, safety or public-health reasons (e.g. local restrictions), or
- Individual pupils are required to self-isolate but are well enough to learn, or
- In other exceptional circumstances where attendance is not possible but learning can continue remotely.

Remote education should be a last resort when attendance is not possible; the presumption remains that pupils attend school where possible.

• 3. Aims

We aim to ensure that:

- Pupils continue to receive a planned, sequenced and ambitious curriculum which matches, as far as possible, what they would have received in school.
- Learning is accessible and inclusive; barriers to engagement are identified and mitigated.
- Safeguarding, online safety and data protection procedures remain robust during remote provision.
- Staff, pupils and parents understand roles and expectations for remote learning.
- Progress is assessed and feedback given regularly.

• 4. Curriculum and learning offer

- We will provide remote education that mirrors the school curriculum for the pupil's year group as closely as possible. Where this is not possible, we will provide a carefully sequenced programme of learning and clear explanations from staff (recorded or live). (DfE: Providing remote education guidance.)
- For primary pupils the remote offer will include daily phonics/reading, mathematics and foundation subject work, with tasks that are age-appropriate and manageable for home learning.
- Activities will include a blend of: recorded teaching (video/audio), live class or small-group sessions where appropriate, and independent tasks (worksheets, online platform activities).
- Staff will set work with clear expectations for completion and provide a weekly overview for parents. Reasonable daily time expectations will be stated for each year group, aligned with age and developmental stage.

• 5. Roles and responsibilities

- **Headteacher / Senior leaders**
 - Ensure the remote education policy is implemented and kept up to date with DfE/Lancashire guidance.
 - Monitor quality and engagement and report to governors.
 - Ensure staff have necessary devices, access and training, and that safeguarding arrangements are in place.
- **Teachers**
 - Deliver the school's remote curriculum in line with this policy.
 - Provide clear instructions, upload learning activities, and give timely feedback.
 - Plan a mixture of synchronous (live) and asynchronous (recorded/independent) learning where appropriate.
 - Keep accurate engagement and work completion records.
 - Report any safeguarding concerns immediately to the DSL.
- **Designated Safeguarding Lead (DSL)**
 - Maintain oversight of safeguarding during remote provision; ensure contact plans and welfare checks are in place for vulnerable pupils.
 - Ensure staff follow safeguarding procedures for live lessons, online contact, and pupil welfare. (See Safeguarding section.)
- **Families and carers**
 - Support their child's learning by creating routines and a suitable learning space where possible.
 - Ensure pupils join live sessions at agreed times and follow the school's online behaviour expectations.
 - Communicate with school if their child cannot engage, or if they have concerns.
- **Pupils**
 - Follow the school's behaviour and online safety expectations when learning remotely.
 - Submit work on time and ask for help when needed.
- **6. Live lessons and online behaviour**
 - Live lessons will be timetabled and communicated in advance. Where live sessions are used, staff will:
 - Use school-approved platforms only.
 - Follow safe working practice: lessons should be recorded (where practicable) and stored on the school system; staff should wear professional clothing and teach from appropriate locations.
 - Use lobbies, waiting rooms, or teacher controls to manage attendee access.
 - Set clear expectations for pupil behaviour and camera/microphone use; remind pupils of online safety rules at the start of sessions.
 - Pupils and parents should not record or share live lessons without the school's written permission.
- **7. Safeguarding and online safety**
 - Statutory safeguarding requirements continue during remote education. The DSL and staff will follow established child-protection procedures for reporting concerns. (See Keeping Children Safe in Education and local Lancashire safeguarding processes.) [GOV.UK+1](https://www.gov.uk/government/consultations/keeping-children-safe-in-education)
 - The school's Online Safety Policy and Acceptable Use Agreements remain in force during remote provision.
 - Staff must not make personal or private contact with pupils via personal accounts. All school-pupil contact must use school systems.

- Where pupils are at higher risk or have had previous safeguarding concerns, the school will maintain contact plans, including regular welfare calls and, where appropriate, face-to-face visits following local guidance.
- Parents/carers will be advised about supervising younger pupils during live sessions and supporting online-safety messages.

• **8. Access and devices**

- The school will identify pupils without appropriate devices or internet access and make reasonable efforts to provide support (e.g. loaned devices, signposting to DfE or local device schemes). Parents should contact the school if they need help.
- Where technical problems prevent a pupil accessing live lessons, alternative materials (paper packs, recorded lessons) will be provided.

• **9. SEND and vulnerable pupils**

- Remote learning will be personalised where appropriate for pupils with SEND and identified vulnerable pupils, in consultation with the SENCo and parents.
- Reasonable adjustments and scaffolds will be provided (differentiated tasks, additional adult support where available, adapted resources, alternative communication methods).

• **10. Assessment, feedback and reporting**

- Teachers will use a range of formative assessment strategies remotely (quizzes, marked tasks, whole-class feedback).
- Written feedback will be timely and focused; pupils will be given opportunities to act on feedback.
- The school will track engagement and progress and intervene where pupils are not engaging as expected.

• **11. Data protection and privacy**

- The school will process personal data for the purposes of education and safeguarding in line with the Data Protection Act and GDPR.
- Staff must use school-approved platforms and follow guidance on data security and remote data backup provided by Lancashire County Council where applicable.
educationdigitalservices.lancashire.gov.uk
- Recordings of live sessions will be stored securely on school platforms and deleted in line with school retention policy.

• **12. Staff training and wellbeing**

- Staff will be given training on remote teaching tools, online safety, safeguarding in remote contexts and accessibility.
- Leaders will monitor workload and wellbeing; reasonable expectations will be set for marking and response times.

• **13. Inclusion, equality and disadvantaged pupils**

- The school will proactively identify barriers to engagement (language, access, caring responsibilities) and put in place reasonable steps to reduce disadvantage.
- Where families have particular needs (connectivity, multiple children sharing devices), the school will prioritise resources and support.

• **14. Monitoring, quality assurance and review**

- Senior leaders will monitor the effectiveness of remote education through sampling of recorded lessons, work scrutiny, pupil engagement data and feedback from pupils and parents.

- This policy will be reviewed annually and whenever guidance from the DfE or Lancashire changes. Key changes will be communicated to parents and staff.

- **15. Expectations summary (quick reference)**

- School: provide planned curriculum, safeguarding oversight, resources and reasonable device support.
- Teachers: plan and upload learning, provide feedback, record and store lessons appropriately.
- Parents: support routines, supervise where appropriate and communicate issues.
- Pupils: engage, follow online-safety and behaviour rules, complete tasks.

- **16. Useful links and references**

- DfE: *Providing remote education: guidance for schools*. [GOV.UK](https://www.gov.uk)
- Lancashire County Council: Local safeguarding and child protection guidance (school documents). schooljobs.lancashire.gov.uk
- Lancashire County Council: Remote Data Backup / Education Digital Services (data security & backup). educationdigitalservices.lancashire.gov.uk
- DfE / Statutory: *Keeping children safe in education* (statutory safeguarding guidance). [GOV.UK](https://www.gov.uk)