Remote learning policy

Turnfurlong Infant School

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1. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Use of remote learning

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Pupils receiving remote education will be marked in line with the Pupil Registration Regulations.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when we decide that opening our school is either:
    - Not possible to do safely
    - Contradictory to guidance from local or central government
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
    - They have an infectious illness
    - They are preparing for or recovering from some types of operation
    - They are recovering from injury and attendance in school may inhibit such recovery
    - Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing pupils with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
- Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school

- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

We recognise that snow days are relatively infrequent in Buckinghamshire. Therefore, in the event of a short-term whole school closure due to extreme weather, such as a snow day, year leaders will be able to upload one-off thematic planning to Microsoft Teams to enable children's learning to include the opportunity to experience snow first-hand.

3. Roles and responsibilities

3.1 Year leaders

When providing remote learning, year leaders are responsible for:

- Ensuring sequences of lessons for remote learning follow curriculum maps and learning ongoing in school
- Planning an average of three hours remote learning a day for pupils in Year 1 and 2
- Remote learning plans should be uploaded onto Microsoft Teams by the beginning of the working week or Day 2 of a longer term closure

3.2 Teachers

When delivering remote learning, the priority will be on teaching skills in the core subjects (English – including speaking and listening, Maths, IT and Science).

We know that young children are active learners who learn best through practical, 'hands-on' experiences where they can apply what they know and understand. A full day of live online teaching where children are sat still in front of a screen would not support their development.

Children will be expected to work independently, 'off-line' for most of the teaching day. In the Early Years (Nursery and Reception), this will include ideas for adult supported playful learning at home.

Teachers may also use materials from sources such as the BBC Bitesize, The Oak National Academy, Purple Mash, My Maths, Read Write Inc, Twinkl etc. Early Years teachers may also provide links to websites aimed at parents to support learning through play.

Class teachers are entitled to time out of the classroom for planning, preparation and assessment (PPA) as part of their terms and conditions of employment. When teachers are delivering learning remotely, they will be 'covered' by another member of staff, just as they would be in school.

If a teacher is unable to work for any reason whilst their class is not in school, they should report this using the normal absence procedure and cover will be arranged for the class.

Our longer term model for remote learning (whole school closure over a week) will include opportunities for teachers to check in with children's well-being and to model and explain new skills and concepts. The structure of a day could therefore include a combination of live teaching sessions and recorded teaching sessions for core subjects (English, Maths, IT, Science).

Day 1

Closures that are temporary are often sudden. In the event of a snow day or a closure due to extreme weather temperatures a learning plan will be emailed to all parents via Parentmail.

Parents are advised to check their access to Microsoft Teams in case the closure is extended for further days.

Teachers will meet online on Day 1 to organise a timetable to be shared with parents via Parentmail. This is likely to include the following online platforms that families are already familiar with

- Read Write Inc pathway
- My Maths
- Purple Mash

This will be sent to parents via Parentmail at the end of Day 1 if the closure is extended.

Parents will be advised that the school will move to an online teaching model from Day 3.

Day 2

Parents will follow timetable shared at the end of Day 1.

Teachers will plan timetable for live meetings from Day 3.

Timetable for meetings will be sent at the end of Day 2.

Day 3

There will be a live online meeting using Microsoft Teams at the beginning of the morning and at the end of the school day. The content for these meetings at the beginning and end of the day will include:

- A 'meet and greet' to check in with children at the beginning of the morning to set the expectations for learning for the day and to share the 'timetable' structure for the day
- A 'plenary' to catch up at the end of the school day to discuss learning, share success and ask questions. This may include a story, singing and rhyme session, an assembly or a reflective discussion
- Teaching Assistants work closely with teachers in the classroom and they have a significant impact on the children's learning and well-being and so we will include them in these meetings wherever possible
- Teaching Assistants or Student teachers could also lead a meeting at the beginning or end of the day

When providing remote learning, teachers are responsible for:

- Working under the leadership of the year group leader to plan sequences of lessons and links for remote learning, following curriculum maps and learning ongoing in school
- Delivering sequences of lessons and links that follow year group planning.
- Making reasonable adjustments for children with SEND
- Managing and directing the Teaching Assistant to work with groups of children and deliver small group interventions as part of remote learning (longer term closures only)
- Setting work to be completed by children and deadlines for submission.
- Giving individual feedback to children, following the expectations of the school assessment policy (longer term closures only)

- Responding to colleagues and parents during working hours (8.30am – 4pm)
- Reporting Safeguarding concerns to the Designated Safeguarding Lead

3.3 SENDCo

The SENDCo is responsible for:

- Working closely with year leads to ensure that the needs of all children with SEN are being met within remote learning to enable them to make progress (longer term closures only)
- Ensuring that the priority actions for children with Education, Health and Care plans (EHCPs) continue to be met as successfully as possible in the event of a longer term closure
- Communicating with parents and carers where children have identified or emerging SEN
- Responding to colleagues and parents during working hours (8.30am – 4pm)
- Reporting Safeguarding concerns to the Designated Safeguarding Lead

3.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from pupils and parents (longer term closures)
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

3.5 IT staff and IT Coordinator

Our IT technician is responsible for:

- Fixing issues with software systems used to set and collect work
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

Our IT coordinator is Jenny Glen, Deputy Headteacher. She is responsible for

- Troubleshooting any technical issues staff or parents may be experiencing with logging in

3.6 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are not able to complete work

Staff can expect parents with children learning remotely to:

- Be familiar with how to log on to Microsoft Teams with their child's log in details and password
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff
- Be respectful that teaching remotely is a different skill set to being in the classroom

3.7 Governing board

The governing board is responsible for:

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

4. Safeguarding

At Turnfurlong Infant School we follow the Buckinghamshire Council Safeguarding and Child Protection policy. This is a statutory policy that is reviewed annually at our first Governors meeting of the year. It was last reviewed in September 2025 and can be found on our school website under the 'Our School' tab.

Designated Safeguarding Lead	Rebecca Ochiltree, Headteacher
Deputy Designated Safeguarding Lead	Jenny Glen, Deputy Headteacher
Deputy Designated Safeguarding Lead	Vicky Stockwell, Early Years Co-ordinator
Deputy Designated Safeguarding Lead	Karen Henry, Year 1 lead
Deputy Designated Safeguarding Lead	Sarah Gerhardt, SENDco

Virtual meetings with staff, parents and children

When engaged in virtual meetings and online teaching, staff should ensure that they are dressed according to the dress code specified in the staff handbook.

Staff and children should ensure that there is a neutral background behind them. Meetings should always take place in an open area of the home with as little background noise as possible, never a bedroom.

Keeping in touch with pupils who are not in school

Schools have a critical role to play in safeguarding children's well-being and welfare alongside our professional responsibility for teaching and learning.

When children are not in school due to temporary closure and are not present in online learning sessions the teacher should alert the Headteacher of their absence. Parents will then be contacted via Parentmail.

During longer school closures

The year leader will attempt to make contact with the family by telephone to ascertain the reason for absence and/or whether there are specific barriers for engagement to learning that need to be addressed. If the year leader is unavailable, the Deputy Headteacher or Headteacher will attempt to make contact with the family.

Alternatively, where English is not the first language in the home, it may also be helpful to ask a member of staff who speaks the family's home language to contact the family.

Teachers should ensure that all children in their class who are not in school during a longer term closure or who are unable to attend school due to other agreed health reasons have had contact with a member of staff at least once a week. This may include a Teaching Assistant. Where phone calls are made, staff should ensure they speak with the child, as well as their parent. Records of contact (date, time) should be made on CPOMS.

Any Safeguarding or Child Protection concerns should be shared immediately with the Designated Safeguarding Lead (Rebecca Ochiltree) or, in her absence, the Deputy Designated Safeguarding Leads (Jenny Glen, Karen Henry, Vicky Stockwell, Sarah Gerhardt). Concerns should be treated as confidential and not shared with any other member of staff.

The Safeguarding and Child Protection policy will be followed.

Emails

Teachers will not respond to emails from parents after 5pm or at weekends. When responding to emails to parents, teachers should copy Rebecca Ochiltree, Headteacher, into their responses.

Teachers may choose to forward emails to the Headteacher for her attention rather than answering them themselves.

5. 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 your year lead, relevant subject lead or SENDCo
- Issues with behaviour – talk to your year lead
- Issues with IT – talk to Jenny Glen, IT Coordinator
- Issues with their own workload or wellbeing – talk to your line manager
- Concerns about data protection – talk to Rebecca Ochiltree, Headteacher who will refer to the Data Protection Officer
- Concerns about safeguarding – talk to Rebecca Ochiltree, Designated Safeguarding Lead

6. Data protection

6.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Use their school laptop
- Data is accessed via secure cloud service (Evidence Me – Nursery and Reception, Microsoft Teams, Purple Mash) and a server in our school IT network

6.2 Processing personal data

Staff members may need to collect and/or share personal data such as professional email addresses as part of the remote learning system.

Staff are reminded to collect and/or share as little personal data as possible online.

6.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- 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
- Not sharing the device among family or friends
- Keeping operating systems up to date – always install the latest updates

7. Monitoring arrangements

This policy will be reviewed annually by Rebecca Ochiltree, Headteacher. At every review, it will be approved by the full governing body.

Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy