



Battle Primary Academy
Empowering Opportunity

Name of Policy	Remote Learning Policy
Scope of Policy	All students, staff, volunteers and visitors
Approved by	Principal
Date of Approval	September 2026
Review period	Three Years
Review Date	September 2029

GROWING STRONGER TOGETHER



**THAMES LEARNING
TRUST**

1. Aims

This policy sets out when Battle Primary Academy may provide remote education, the responsibilities of staff and families, and how we safeguard pupils and handle personal data. It applies to pupils receiving remote education because attendance in person is not possible, as well as to staff arranging and delivering it.

2. Use of remote learning

Attendance in school remains the priority. Remote education is a last resort where a pupil is, or will be, absent because attendance is not possible or contrary to government guidance, but is well enough to learn. It is not an equal alternative to education in school. A pupil receiving remote education remains absent and must be recorded using the appropriate code under the School Attendance (Pupil Registration) (England) Regulations 2024.

We may consider remote education after other options have been explored when the school cannot open safely or attendance is restricted, or for a short period when an individual pupil cannot attend but can learn. Examples include recovery from an infectious illness, operation or injury. In exceptional cases it may form part of a short-term plan for a pupil whose attendance is affected by SEND or mental health needs, provided it supports rather than delays return to school.

The Principal or Vice Principal will make an individual decision with the pupil and family and, where appropriate, a medical professional. Where the pupil has an education, health and care plan or a social worker, the local authority will be involved. The plan will record the reason, provision, contact arrangements, review date, support to remove barriers and intended return to in-person education. Remote education is not used to send a pupil home for misbehaviour; any disciplinary suspension follows the legal process and work is set and marked during the first five school days.

For longer-term health needs, the school will work with the local authority and relevant professionals. The local authority has responsibility for arranging suitable education where a child of compulsory school age would otherwise miss education because of health or other reasons. The school will notify and work with it when a pupil is expected to miss 15 school days, whether consecutive or cumulative. Nursery and Reception children below compulsory school age will be considered individually with their families and safeguarding needs in mind.

3. Roles and responsibilities

3.1 Teachers

Teachers work within their normal contracted arrangements and report absence through the usual staff procedure. When remote education is agreed, they will:

- Provide work as soon as reasonably practicable, proportionate to the length of absence and the needs of pupils learning in school. In a planned wider closure, aim to have the following day's work available by 3pm where feasible.
- Set meaningful, ambitious work across an appropriate range of subjects through ClassDojo, coordinating with year group partners, phase leaders and office staff. White Rose Maths, Oak National Academy and other suitable resources may supplement teacher-planned work.
- Plan a suitable amount of learning for the pupil's age, curriculum and circumstances, including appropriate breaks. For a sustained closure, aim for learning broadly equivalent to core teaching time rather than a fixed daily screen-time quota.

- Adapt tasks for pupils with SEND and consider access to devices, the home environment and the degree of adult support required, especially in EYFS and Key Stage 1.
- Provide feedback in line with the school's feedback approach; maintain regular contact with pupils and families, normally at least weekly and more often where welfare or engagement requires it. Use approved school channels, including ClassDojo, and respond during working hours.
- Raise engagement concerns with the phase leader and family, and safeguarding concerns immediately through the normal route to the DSL. Plan suitable opportunities for interaction with a teacher and peers where practicable and safe.

Any live or recorded teaching and virtual meetings must follow the Trust's online safety and safeguarding procedures. Staff should use a suitable professional setting and approved platform; whether live lessons are appropriate will be decided in light of the pupils' needs and staff workload.

3.2 Learning support assistants

Learning support assistants will work within their normal contracted hours, follow normal absence reporting arrangements, and support pupils as directed by the class teacher. They may help pupils and families through approved channels and join virtual meetings where appropriate, following the Trust's conduct, safeguarding and online safety requirements.

3.3 Subject leads and SENDCo

Subject leads will advise teachers on appropriate resources and curriculum adjustments, coordinate consistency across classes and review work in their subjects where needed. The SENDCo will advise on individual adjustments and work with families, teachers and the local authority to secure appropriate provision for pupils with SEND and EHC plans.

3.4 Senior leaders

The Principal and Vice Principal oversee the quality and delivery of remote education. They coordinate provision, check its effectiveness and pupils' engagement and welfare, support staff training on ClassDojo and accessibility features, and share clear information with families. Where possible, the school will help with devices or connectivity, or provide printed materials with regular contact where digital access is unsuitable. Staff will identify concerns promptly and agree practical support with families.

Senior leaders will work with the school caterer to make suitable arrangements for pupils eligible for benefits-related free school meals who receive remote education, such as lunch parcels or vouchers where available.

3.5 Designated safeguarding lead

The DSL and deputies will apply the current child protection and safeguarding and online safety policies, including risk-based contact and welfare checks for pupils learning remotely. Staff must report concerns through the usual safeguarding system without waiting for a scheduled remote-learning check-in. The school will assess daily whether pupils are safe and engaging during a wider period of remote education, with frequency of direct contact tailored to risk.

3.6 IT support

IT support will address platform and device issues, assist families with access where possible, and refer suspected security incidents or data breaches promptly through Trust procedures. Staff should use the Trust helpdesk route currently in operation.

3.7 Pupils and parents or carers

Pupils should engage with agreed work where they are well enough, ask for help and follow the school's behaviour and online safety rules. They are not expected to remain in front of a device continuously. Parents and carers should tell the school if the child is unwell or cannot complete work, support an age-appropriate routine where reasonably possible, and contact the school if access or learning is difficult.

3.8 Board of trustees

The board of trustees oversees the school's approach to remote education and the effectiveness of safeguarding and data protection arrangements through Trust governance.

4. Who to contact

- Work or curriculum: class teacher, phase leader or subject lead; SEND adaptations: SENDCo.
- Behaviour or engagement: phase leader or a member of the senior leadership team.
- Technical issues: school office and the current Trust IT helpdesk.
- Workload or wellbeing: line manager.
- Data protection or a suspected breach: Trust data protection lead through the school office and Trust reporting process.
- Safeguarding: DSL or deputy DSL immediately, following the current child protection procedure.

5. Data protection

5.1 Accessing and sharing personal data

Staff will use Trust-approved devices, accounts, systems and secure access methods in line with current Trust policies. Personal information will be limited to what is necessary for education and welfare, shared only through approved channels and handled in accordance with the Trust's data protection policy and privacy notices. Staff should not use personal accounts to communicate with pupils or families.

5.2 Keeping devices secure

Staff will follow Trust requirements for passwords, multifactor authentication where enabled, encryption, device locking, software updates and reporting loss or suspected compromise. School devices must not be shared with family or friends. Any data breach must be reported promptly through the Trust process.

6. Safeguarding

The school's current child protection and safeguarding policy and online safety policy apply throughout remote education. Staff will use approved platforms, follow arrangements for virtual interaction and report safeguarding concerns immediately. Where a pupil is not engaging or cannot be contacted, staff will follow the agreed attendance and safeguarding escalation process rather than assuming the pupil is safe because work has been posted.

7. Monitoring arrangements

The Principal will review this policy at least every three years and sooner if DfE guidance, Trust systems or safeguarding arrangements change. Approval will follow the Trust's policy schedule.

8. Links with other policies

- Attendance policy
- Behaviour policy
- Child protection and safeguarding policy
- Online safety and ICT acceptable use policies
- Data protection policy and privacy notices
- SEND and supporting pupils with medical conditions policies