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SCOTTS PRIMARY SCHOOL



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|  | Name of School | Scotts Primary School |
| | Policy Date | January 2026 |
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| | Who reviewed this policy? | Gurmit Uppal |
| | Headteacher | Ryan Kinnear |
| | Chair of Governors | Tracey Walker |

Remote Education Policy for Scotts Primary School

Attendance is prioritised at Scotts Primary School and it is recognised that remote education is not an equal alternative to the benefits of attendance in school. As such, remote education will only be used as a last resort.

The DfE's non-statutory guidance on providing remote education for schools ([2024](#)) states that:

“Remote education should only ever be considered as a last resort where a decision has already been made that attendance at school is not possible, but pupils are able to continue learning.”

Circumstances where remote education should be considered, may include:

- *Schools 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, e.g. short-term absences due to short-term infectious illnesses, pupils preparing or recovering from operations, or pupils recovering from injuries where attendance may inhibit recovery.*

In these circumstances pupils should have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning.

Remote education should be 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, such as:



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- *Consideration of age, stage of development, and independent study skills.*
- *Any SEND or other additional needs the pupils might have.*
- *The pupils' home environment, which includes 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.*

As with all online activity, it is important that risks are managed and online behaviour expectations are adhered to. By participating in any remote education via the school's education platforms e.g. Google Suite for Education, PurpleMash or Class Dojo (Reception only) all stakeholders are expected to understand and accept the guidance outlined in this policy. Failure to do so could endanger others, and the school may need to take action to ensure the safety and well-being of all pupils and staff.

1. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote education for pupils who are not in school.
- Set out expectations for all members of the school community with regards to remote education
- Support effective communication between the school and families.
- Provide appropriate guidelines for data protection

2. Roles and responsibilities

2.1 Teachers

Where the provision of remote education has been deemed necessary, the following can be expected of teachers:

- In the case of remote education for individuals, teachers are responsible for uploading guidance and learning materials to Google Classroom (or Class Dojo for Reception classes) within 24-48 hours of being notified of the need for remote education.
- Where appropriate, teachers will be expected to check for submitted work and provide feedback or acknowledgment. (The timescale for feedback will acknowledge that online marking may not be possible daily if the teacher is also teaching pupils in school.)
- Where it is not realistic for teachers to facilitate live/recorded lessons in addition to class-based teaching, teachers are encouraged to seek quality online video content (e.g. BBC Teach or Oak National Academy) to complement school-based materials for pupils.



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- In the event of any whole class/year group/school closure, teachers are responsible for uploading guidance and learning materials to Google Classroom (or Class Dojo for Reception classes) on a daily basis, in line with the expected timetable which year groups are due to be covering. Teachers will be expected to check for submitted work and provide feedback or acknowledgement on a regular basis.
- Teachers are expected to monitor pupils' online engagement with learning, and follow-up with pupils and parents/carers where concerns in this area may arise. Unresolved concerns with online engagement will be discussed with SLT.
- In the event of any future **extended** incidents of whole class/year group/school closure, it may be deemed appropriate for teachers to deliver a live session to pupils each day. If this decision is taken, this may include specific teaching input, guidance to children on their learning tasks for the day or other suitable activities. In addition, teachers may host a 'drop-in' session, which may be used flexibly for activities such as addressing queries, keeping in touch with pupils, etc.
- When delivering any live sessions, teachers will ensure they are the host of the video 'meeting' and will not allow children to join without being in the 'meeting' themselves. Only school accounts will be used for remote education purposes.
- During any live or recorded sessions, teachers will be expected to follow the staff dress code and find an appropriate location for delivery (in terms of location and noise). Where the feature is available on devices, teachers will ensure the 'blur background' feature is used for live sessions. School issued devices will be used for any pupil facing content which requires screen sharing.
- Teachers within each year group will be responsible for deciding on the duration and group sizes for any live sessions, as deemed appropriate for the age and stage of pupils.
- At the start of any whole class period of remote education, teachers will provide initial guidance to parents/pupils via a remote education letter posted on the Google Classroom Stream (or Class Dojo for Reception classes)
- Teachers are expected to monitor and provide guidance to pupils/parents in their use of online platforms, as well as the expected behaviour in line with school policies. Teachers will ensure participants are muted, and only direct them to unmute on request.
- Teachers will address general queries from parents/carers via Class Stream in Google Classroom (or Class Dojo for Reception classes), where appropriate.
- A second member of staff must be in all online live sessions. Teachers will be responsible for ensuring regular communication with support staff is in place to plan for the effective deployment of TA/LSAs during remote education. Teachers will ensure another member of staff is present during any live session.
- Teachers will end the live session and/or remove participants if expected behaviour, safeguarding or GDPR expectations are compromised.
- Teachers should adhere to effective safeguarding practices which relate to online learning, as available here: remotesafe.lgfl.net and [DfE safeguarding](#). Teachers should also follow the school's usual logging and safeguarding procedures for recording issues or concerns.
- Teachers will continue to remotely attend year group planning, staff meetings and CPD courses in the event of any class/group or whole school closure.
- Teachers will adhere to the guidance outlined in the linked key policies listed below.



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2.2 Teaching Assistants (TAs)

When assisting with remote education, TAs are responsible for:

- Supporting teachers with monitoring and providing feedback to pupils, for example, marking and providing formative feedback on submitted work.
- Supporting and communicating with pupils and parents via the Google Classroom (or Class Dojo for Reception classes) Stream.
- Supporting teachers in planning and preparation for teaching and learning content.
- Supporting the delivery of teaching and learning during any live sessions.
- Under the teacher's direction, supporting pupils with specific needs via Google Classroom, for example, adapting tasks or through additional intervention support, etc.
- Continue to remotely attend any required meetings and CPD courses in the event of any class/year group or whole school closure.
- During any live or recorded sessions, TAs will be expected to follow the staff dress code and find an appropriate location for participation (in terms of location and noise). Where the feature is available on devices, TAs will ensure the 'blur background' feature is used for live sessions.
- During any live sessions, TAs will support teachers in ensuring behaviour, safeguarding and GDPR expectations are adhered to, and bringing to the attention of the teacher should there be a need to end the live session and/or remove any participants.
- If pupils' behaviour or online activity does not adhere to school expectations, teachers may remove children from the live lesson, mute comments or remove them from the platform.
- Adhering to effective safeguarding practices which relate to online learning, as available here: remotesafe.lgfl.net and following the school's usual logging and safeguarding procedures for recording issues or concerns.
- Adhere to the guidance outlined in the linked key policies listed below.

2.3 Subject Leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote education.
- Ensuring appropriate provision and support is in place for pupils with SEND.
- Working with teachers who are teaching their subject remotely to monitor and make sure the work set is appropriate and consistent.
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Alerting teachers to resources they can use to teach their subject remotely.



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2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Establishing whether the need for remote education is necessary and appropriate.
- Where pupils eligible for free school meals are receiving remote education, senior leaders will liaise with school catering services for alternative provision to be made, e.g. quality lunch parcels or food vouchers.
- Co-ordinating the remote education approach across the school, ensuring risks have been assessed, and measures put in place to minimise risk, using up-to-date trustworthy guidance.
- In the case of any future extended incidences of whole class/year group/school closure, ensuring timetables for live sessions are staggered to support sharing of devices which may be required in pupils' homes.
- Providing staff with training and ongoing guidance in their safe use of online platforms such as Google Suite for Education.
- Monitoring the effectiveness of remote education through regular communication with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- Where remote education is being used as part of a plan to reintegrate a pupil back to school, a formal plan will be in place outlining time limits for provision and support to facilitate a return to school.
- Follow-up with any unresolved concerns relating to pupils' online engagement with teachers and parents/carers, putting in place additional support or adaptations, as required.
- Supporting families who may experience issues with online access to remote education, e.g. device loan or work packs
- Monitoring the security of remote education systems, including data protection and safeguarding considerations.
- Liaising with IT support in the event of any issues with the systems used to set and collect work.
- Reviewing the security of remote education systems and flagging any data protection breaches to the data protection officer.
- Ensuring [guidance](#) is adhered to should remote education be used during any suspension or permanent exclusion.

2.5 Designated safeguarding lead

- The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

2.6 Pupils and parents

Staff can expect pupils learning remotely to:

- Be engaged with remote education during the school day.
- Complete work to any deadline set by teachers.



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- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work.
- Follow the school's expectations of uniform (live lessons), behaviour and online acceptable use.
- Understand that if behaviour and online expectations are not met, the teacher may remove them from the live lesson, mute comments or remove them from the platform.
- Keep their microphones muted during any live sessions.
- Not to use the chat facility unless asked by the teacher to do so.
- Ensure anything that is said or shared (e.g. pictures) is appropriate.
- Not record, photograph, capture/screen grab or share content from online platforms or recorded/live lessons.
- Report to a trusted adult if they are upset about anything they have seen or hear online.

Parents have ultimate responsibility to make sure pupils who are learning remotely engage and follow the correct protocols when using online platforms and when attending any live sessions. Staff can expect parents with children learning remotely to:

- Immediately make the school aware if their child is sick or otherwise can't complete work.
- Support their child's access and engagement with remote education.
- Make sure that their child is on time for any scheduled live sessions.
- Be present in the room when their child is participating in any live sessions. (Finding a suitable environment, for example, in a shared part of the house i.e. not in bedrooms or bathrooms; and the background should be blurred if possible and if not should be appropriate. Preferably at a table.)
- Ensure other family members are appropriately dressed and out of camera shot and do not contribute to the video call.
- Not record, photograph, capture/screen grab or share content from online platforms or recorded/live lessons, as this is a safeguarding and GDPR issue.
- Monitor their child's online activity and promote positive online behaviours. For example, discussing with their child the appropriate way to behave in the online live session - in the same way as if they were in school with the member of staff.
- Seek help from the school if they need it.
- Be respectful when communicating with staff and use the correct channels for communication.

2.7 Governing board

The governing board is responsible for:

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

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3. Links with other policies/guidance:

This policy is linked to our:

- Behaviour and Anti-bullying Policy
- Safeguarding & Child Protection
- GDPR & Data Protection Procedures
- Home-school agreement
- Online Safety Policy
- Acceptable Use Agreements