



DATCHET ST. MARY'S C OF E PRIMARY ACADEMY

Remote Learning Policy Review Date: Autumn 2026

Vision

At Datchet St Mary's our vision is 'We are one, we are strongest working together in unity' 1:Corinthians 12-14. This vision is the heart of everything that we do.

This policy applies to all pupils (including early years), staff, volunteers, governors/trustees and parents/carers at Datchet St Mary's CofE Primary School (the school). It sets out expectations, roles and responsibilities, safeguarding and data protection considerations, and operational guidance for providing high-quality, safe remote learning.

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Purpose

- Ensure continuity of high-quality education for pupils if learning cannot take place on-site (short-term pupil absence, bubble closure, individual isolation, whole-school closure or blended provision).
- Protect pupils' welfare and safeguard staff while learning remotely.
- Provide clear expectations, roles and responsibilities for staff, pupils and parents/carers.
- Set out how the school will deliver the curriculum remotely, monitor engagement and progress, and support pupils with SEND, EAL, disadvantaged or vulnerable backgrounds.
- Maintain effective communication between school, pupils and families.

Scope

- Applies to remote education provided during: short-term pupil absence, prolonged pupil absence, partial or full school closure, or individual / group self-isolation.
- Covers asynchronous (recorded or set tasks) provision. At DSM we do not offer live lessons synchronous lessons.

- Includes remote staff-to-pupil, staff-to-parent and staff-to-staff interactions and materials.

Legal and statutory framework

This policy reflects statutory guidance and legal obligations including (but not limited to):

- Education Act 1996 / Education and Inspections Act 2006 (duty to provide education)
- Keeping Children Safe in Education (2026) and related DfE guidance on safeguarding and remote education
- Providing remote education: guidance for schools (DfE)
- Data Protection Act 2018 and UK GDPR
- Equality Act 2010
- Accessibility and SEND duties under the Children and Families Act 2014

Principles and aims

- Continuity: Provide curriculum-aligned, sequenced remote learning that sustains pupil progress and readiness for on-site learning.
- Equity and inclusion: Ensure all pupils can access remote learning; mitigate digital poverty and meet SEND/EAL needs.
- Safeguarding and online safety: Maintain pupil safety and wellbeing online, including supervised contact and monitoring.
- Quality teaching: Remote learning should reflect strong pedagogical principles (clarity of explanation, modelling, retrieval and feedback).
- Communication and partnership: Maintain transparent communication with families and stakeholders.
- Professional conduct: Staff should follow behaviour, safeguarding and online conduct standards while delivering remote education.

Roles and responsibilities

School leaders (Headteacher, SLT, SENDCo, Computing lead, DSL)

- Ensure this policy is implemented and regularly reviewed.
- Decide level of remote provision in line with public health guidance and Trust direction.
- Ensure remote provision aligns to the planned curriculum, including EYFS and SEND.
- Ensure adequate staff training and resources.
- Monitor engagement, attendance, attainment and wellbeing and report to governors/trustees.
- Ensure safeguarding systems remain effective remotely (referrals, DSL availability).

Key questions for leaders to personalise this section:

- Who within SLT will coordinate remote learning day-to-day?
- How will leaders decide triggers for different levels of remote provision?

Designated Safeguarding Lead (DSL)

- Maintain oversight of safeguarding during remote provision.
- Ensure clear routes for reporting concerns and that staff know how to escalate.
- Keep in contact with vulnerable pupils and families as per safeguarding protocols.
- Key questions:
 - Who is the named DSL for remote provision out-of-hours? Miss N Green
 - How often will welfare checks be made for vulnerable pupils? Once a week

Teachers and support staff

- Plan and deliver remote lessons that align with the curriculum and include formative assessment.
- Maintain professional standards in all online interactions and communications.
- Use Insight assessment tool (or other chosen systems) to record engagement and attainment.
- Provide differentiated activities and reasonable adjustments for SEND, EAL and disadvantaged pupils.
- Staff will use the school website and class emails for asynchronous balance

Parents/carers

- Support pupils' engagement and routine for remote learning.
- Provide contact details and inform the school of access or wellbeing issues.

Key questions:

- How will the school support parents with limited digital literacy or device access? School will provide device and digital literacy support to enable access.
- What are parents expected to do if a child cannot access remote tasks? Contact the school (DSL) and alternative arrangement can be made.

Pupils

- Engage with remote learning to the best of their ability, follow behaviour and online safety expectations.
- Submit work within set times and ask for help when needed via agreed channels.

Governors/trustees

- Review and approve the policy, ensuring statutory duties are met.
- Monitor implementation, quality and resource allocation.

Remote learning provision and implementation

Curriculum and pedagogy

- Remote curriculum will follow the school's intent and sequence; leaders will ensure parity between on-site and remote learning.
 - Learning sequences should include explicit modelling, practice opportunities, retrieval tasks, and assessment (short and cumulative).
 - Priority will be given to core knowledge and disciplinary vocabulary; teachers should plan vocabulary-focused activities to address previously identified weaknesses (see school improvement priorities).
 - Where appropriate, use high-quality published resources and recorded teaching from staff.
 - Early years remote activities must reflect the EYFS statutory framework with a balance of adult-led and play-based tasks and regular focus on prime areas.
 - Use Insight to track attainment and engagement; link remote tasks to assessment milestones to support timely interventions.
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- Platforms, technology, access and digital inclusion
 - Approved platforms; e.g., Microsoft Teams, Google Classroom, Seesaw. Ensure mappings of capabilities: video, assignments, marking, storage.
 - Filtering/monitoring: Communicate filtering and monitoring systems to parents (per Keeping Children Safe in Education 2026). Ensure staff, pupils and parents know how online usage is monitored.
 - Device and connectivity support: The school will audit pupil device access, offer loan devices or printed materials where necessary in liaison with the Trust, and signpost voucher or local authority schemes.
 - Accessibility: Provide alternative formats and reasonable adjustments to comply with SEND and equality duties.
- Monitoring, feedback and assessment
- Daily/weekly registration: Staff will record engagement/attendance each remote learning day and follow up persistent non-engagement via attendance team / Attendance Buddies / mentors.
 - Feedback: Use a mixture of automated, group, and individual feedback. Follow the school's feedback policy, adapted for remote work. Short-cycle feedback and formative checks are prioritised to identify misconceptions quickly (a specific improvement area from the most recent inspection).
 - Assessment: Use Insight to record formative and summative assessments derived from remote tasks and plan timely interventions for gaps in knowledge and vocabulary.
 - Quality assurance: Leaders will sample remote provision regularly, observe live lessons when appropriate, and review uploaded work for curriculum coverage and depth.
- Special educational needs and inclusion
- SEND pupils will receive reasonable adjustments and recorded provision matching their EHCPs or SEND support plans.

- SENDCo will coordinate bespoke remote provision, liaise with families and deliver specialist resources or adult support where possible.
- Use recorded modelling and scaffolded resources to reinforce disciplinary knowledge and vocabulary.

Early years provision

- Maintain play-based, parent-supported learning and activities linking to the EYFS curriculum.
- Use My child at School platform or equivalent for regular two-way parent communication and anecdotal assessment.
- Record and track progress against the EYFS framework in Insight where relevant.
- Attendance, behaviour and wellbeing
- Attendance: Daily registration expected. Follow the school's attendance policy for non-engagement and persistent absence; Attendance Buddies / mentors will be deployed to support families with barriers.