Ruislip Gardens Primary School

Remote Learning Policy

Schools HR Policy	**Yes**	**No ✔**
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Date of last review	**November 2026**	
Date of next review	**November 2028**	
Reviewed by	**Headteacher**	
Signature	NBulpett	
Date	**11 November 2026**	

1. Aims

This policy sets out how Ruislip Gardens School will provide and oversee remote education when a pupil or group of pupils cannot attend school in person but is well enough to continue learning. It applies to pupils of compulsory school age and to all staff involved in planning, delivering or supporting remote education.

The policy aims to:

- Maintain continuity of education and help pupils keep up with the curriculum they would otherwise be taught in school;
- Set clear, realistic expectations for staff, pupils and parents/carers;
- Ensure remote education is accessible, inclusive, purposeful and of appropriate quality;
- Protect pupils and staff through safe use of digital platforms and clear safeguarding arrangements; and
- Support pupils' return to school as soon as it is appropriate.

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 absent in line with the Pupil Registration Regulations.

The Headteacher or a delegated senior leader 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.

Remote education does not transfer the local authority's duties under section 19 of the Education Act 1996. Where it becomes clear that a pupil with health needs may be unable to attend for 15 school days or more, consecutively or cumulatively, the school will liaise with the local authority promptly.

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 Plan (EHCP) 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.

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available between 8.45am – 3.15pm. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers should:

- Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners;
- Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely.

They are also responsible for:

- Setting work for pupils;
- Providing work for 3hrs per day for KS1 pupils and 4hrs per day for KS2 students;
- Adapting the amount and format of work to the pupil's age, health, SEND, access to adult support and home circumstances;
- Setting the work by 3.00pm for the next day;
- Uploading work onto Google Classroom;
- Co-ordinating with other staff to ensure consistency and appropriate pitch;
- Ensuring that work is of a high quality, meaningful and ambitious and covers a range of subjects;
- Considering how much adult involvement is needed in each activity and whether students have a suitable place to study;
- Providing details regarding access to pupils' completed work and how feedback will be given;
- Keeping in touch with pupils and their families.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.45am – 3.15pm. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

- Support in preparing resources for individuals/groups of learners;
- Working within school to support the delivery of remote learning.

3.3 Subject Leaders

Alongside their teaching responsibilities, subject leaders are responsible for:

- Working with teachers who are teaching their subject remotely to make sure all work set is appropriate and consistent;
- Monitoring the remote work set by teachers in their subject – explaining how they will do this;
- Alerting teachers to resources they can use to teacher their subject remotely.

3.4 Senior leaders

The SLT has overarching responsibility for the quality and delivery of remote education.

Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.

They should continue to overcome barriers to digital access where possible for pupils by, for example:

- Distributing school-owned laptops accompanied by a user agreement or contract (if possible);
- Securing appropriate internet connectivity solutions where possible;
- Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work;
- Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern.

They are also responsible for:

- Co-ordinating the remote learning approach across the school;
- Monitoring the security of remote learning systems, including data protection and safeguarding consideration.

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for:

- Overseeing provision for pupils who are vulnerable or at risk.

3.6 IT staff

Inspire IT staff are responsible for:

- Fixing issues with systems used to set and collect work;
- Helping staff with any technical issues they are experiencing;
- Reviewing the security of remote learning systems and flagging any data protection breaches to the Data Protection Officer (DPO).

3.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day;
- Complete work to the deadline set by the teacher;
- Seek help if they need it from teachers or teaching assistants;
- Alert teachers if they are unable to complete work set.

Staff can expect parents/carers with children learning remotely to:

- Engage with the school and support their children's learning;
- Make the school aware if their child is sick or otherwise cannot complete work;
- Seek help from the school if they need it;
- Be respectful when making any complaints or concerns known to staff.

3.8 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains of as high a quality as possible;
- Ensuring that identified staff are responsible for the security of remote learning systems, for both data protection and safeguarding reasons.

4. 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 the relevant Subject leaders or SENDCo;
- Issues with IT – talk to Inspire IT staff;
- Concerns about data protection – talk to the DPO;
- Concerns about Safeguarding – talk to the DSL.

5. Data protection

5.1 Accessing personal data

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

- How they can access data (e.g. from a server on the network);
- Which devices they will use to access this data – these will be provided by the school and not be personal devices.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. The school will follow its data protection policy / privacy notice in terms of handling data.

However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

5.3 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;
- 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.

6. Monitoring arrangements

This policy will be reviewed biannually. At every review, it will be approved by the Teaching and Learning Committee.

7. 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.