Geoffrey Field Junior School

Policy Name	Remote Learning Policy
Approved by	FGB
Date of Approval	19/10/2026
Date of Next Review	
Review Cycle	As Required
Type of Policy	Statutory
Policy Owner	Headteacher
Policy Published on School Website	Yes
This Policy should be read in conjunction with	Attendance Policy Child Protection and Safeguarding Policy Supporting Pupils With Medical Conditions SEND Policy Children Who Cannot Attend School for Health Reasons

Remote Learning Policy

Geoffrey Field Junior School
August 2026

1. Aims

This policy outlines Geoffrey Field Junior School's approach to providing remote education. Remote education is maintained as a **temporary, short-term measure of last resor**t, utilized only when face-to-face classroom learning is physically impossible or contrary to government guidance.

Learning may temporarily move to remote provision on:

- Occasions when school leaders decide that it is not possible for the setting to open safely, or that opening would contradict guidance from local or central government (e.g., severe weather, school building issues).
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are well enough to continue learning (e.g., pupils recovering from an infectious illness or operation while awaiting return to school).

This policy sets out to:

- Clarify expectations for pupils, parents/carers, and teaching staff to minimise term-time workload.
- Ensure alignment with the latest Department for Education (DfE) guidance on remote education.
- Ensure fully inclusive provision that supports pupils with Special Educational Needs and Disabilities (SEND).
- Establish clear, sustainable monitoring of pupil engagement.

2. Guidance & Remote Learning Provision

All pupils should attend school if they are well enough to do so, as directed in our school Attendance Policy. In line with DfE guidance, remote education is provided as a last resort, and attendance for pupils learning remotely cannot be recorded under 'Code B' unless the pupil is physically supervised in-person by an authorized educational representative.

When remote education is required, the school will ensure access to high-quality learning:

- **Curriculum Alignment:** Learning will follow the same planned curriculum sequence as classroom teaching wherever feasible.
- **Flexible & Asynchronous Core Provision:** To balance workload and accessibility, remote instruction will combine high-quality pre-recorded video lessons (e.g. Oak National Academy) and Google Classroom assignments alongside optional live drop-in sessions, ensuring staff are not required to dual-teach live sessions during normal class time.
- **Core & Foundation Subjects:** Daily priorities include reading, writing, and mathematics, with high-quality foundation subject activities provided across the week to maintain a broad and balanced curriculum.
- **Platform:** All digital remote learning is managed centrally through Google Classroom.

3. Expectations & Workload Mitigation

Remote Learning Expectations: Pupils

- Complete assigned work during normal school hours where possible.
- Participate in virtual check-ins or live drop-in sessions adhering to classroom behavior expectations and appropriate attire.
- Engage with teacher feedback and ask for clarification via Google Classroom messaging.

Remote Learning Expectations: Parents/Carers

- Support their child in accessing remote learning and establish a positive routine.

- Use Google Guardians to monitor set and completed tasks.
- Contact the school office (01189375475) for technical support or equipment loan requests (e.g., laptops, dongles).

Remote Learning Expectations & Workload Management: Teachers

- **Centralised Resources:** Teaching staff will set standardized, pre-built year-group digital units or vetted Oak National Academy lessons rather than creating bespoke daily online resources during emergency closures.
- **Batch & Automated Feedback:** Staff are not expected to mark every individual submission with detailed written comments. Feedback will be provided via automated platform marking, self-checking answer keys, or whole-class feedback upon return.
- **No Dual-Teaching:** Teachers managing in-person classes are not required to conduct mandatory live streaming for isolated absent pupils.

4. Inclusion & SEND Strategy

We are committed to ensuring equitable access to remote education for pupils with Special Educational Needs and Disabilities (SEND) and those requiring additional support:

Area of Support	Inclusion Provision & Adaptation
Multimodal Content	Tasks will incorporate visual models, audio instructions, and video demonstrations alongside simplified written text.
Assistive Technology	Pupils requiring support can access built-in Google Workspace accessibility features (screen readers, speech-to-text, font enlargement).
Targeted Interventions	The SENCO and teaching assistants will provide targeted digital work packs or physical activity menus tailored to specific Education, Health and Care Plan (EHCP) targets.
Digital Access & Devices	Laptops and internet connectivity dongles will be loaned immediately to families in need to remove barriers to remote education.
Year 3 Transition	Year 3 pupils will receive scaffolded digital onboarding. Early remote tasks will feature hybrid physical workbooks to ease the digital transition without administrative strain.

5. Pupil Wellbeing & Safeguarding

- **Wellbeing Check-ins:** Regular digital or phone check-ins will be conducted for pupils learning remotely for extended periods.
- **Safeguarding Duties:** Child protection protocols apply fully during remote education. The school will coordinate directly with social workers for vulnerable children and perform welfare checks as required under our Child Protection Policy.
- **Acceptable Use:** Online interactions must adhere strictly to the school's Acceptable Use of IT and Internet Policy.

6. Pupil Wellbeing

- The school will regularly check-in with pupils while they are remote learning. This could be through the Google Classroom, home visits or a phone call home.

7. Safeguarding

General Principles

- Our duty to safeguard pupils from harm remains an absolute priority regardless of whether pupils are learning in school or remotely. All remote learning practices adhere to our main *Child Protection and Safeguarding Policy* and DfE *Keeping Children Safe in Education (KCSIE)* statutory guidance.

Online Safety, Filtering & Monitoring

- School-provided accounts and devices operate under strict filtering and monitoring systems managed by the Designated Safeguarding Lead (DSL) and IT team to prevent access to harmful content and flag inappropriate online behavior.
- Staff, pupils, and parents must adhere strictly to the school's *Acceptable Use of IT Policy*.

Staff-Pupil Communication & Live Sessions

- All remote communications must take place through official school platforms (Google Classroom / Google Meet). Staff are strictly prohibited from using personal accounts, devices, or social media to contact pupils or parents.
- **Live Streaming Protocols:** When live video streaming or drop-in sessions take place:
    - Staff and pupils must join from suitable, neutral locations (non-bedroom settings) with appropriate clothing and background blur enabled where appropriate.
    - Live sessions must not be recorded unless specifically approved by the Headteacher/DSL for safeguarding or educational access purposes, with parents notified in advance.
    - 1:1 virtual sessions are only permitted when pre-approved by the DSL and with explicit written consent from parents/carers.

Vulnerable Pupils & Multi-Agency Working

- Where pupils supported by Social Care or identified as vulnerable are required to learn remotely, the DSL will ensure continuous contact. The school will notify the child's social worker of any remote learning period and maintain regular welfare checks or distanced home visits where required.

Reporting Safeguarding Concerns

- If a pupil or parent has a safeguarding concern during remote education, they can contact the school DSL directly via the school office (01189375475) or designated safeguarding email. Staff will log any concerns immediately on the school's safeguarding reporting software (e.g. CPOMS).

8. Policy Review

- This policy is reviewed regularly in line with DfE statutory updates and approved by the Governing Body.