



Pear Tree Community Junior School

Remote Learning Policy

Date of Issue: December 2025

Review Date: December 2027

Policy Owner: Executive Head

Approved By:

Governing Body / **Headteacher**

Date: December 2025s

Remote Learning Policy

1. Aims

This Remote Learning Policy sets out how Pear Tree Community Junior School will provide education for pupils who are temporarily unable to attend school, while maintaining the school's clear expectation that regular attendance is essential to effective learning.

The policy aims to:

- Reinforce that in-person attendance is the priority and entitlement for all pupils.
- Ensure remote learning is used only in **exceptional, short-term circumstances**, in line with the school's Attendance Policy.
- Maintain curriculum continuity so that pupils are supported to reintegrate successfully into school.
- Set clear, high expectations for staff, pupils and parents/carers.
- Ensure safeguarding, inclusion and data protection arrangements remain robust when remote learning is in place.

2. Use of Remote Learning

Pear Tree Community Junior School is committed to full-time, in-person education as the primary and preferred mode of learning. Regular attendance is essential to effective learning, wellbeing and safeguarding. Remote learning is not an alternative to attendance and does not replace a pupil's legal duty to attend school.

Remote learning will only ever be considered after a decision has already been made that in-person attendance is not possible for a time-limited period, and where the pupil is well enough to continue learning. The school will continue to prioritise removing barriers to attendance and supporting a return to school at the earliest opportunity.

In line with the school's Attendance Policy and statutory expectations:

- Pupils accessing remote learning will be recorded as absent using the most appropriate attendance code.
- The school will maintain a clear focus on removing barriers to attendance, acting early, and working in partnership with families and other agencies where required.

2.1 When remote learning may be used

Remote learning may be agreed on a case-by-case basis for a short, defined period where absence is unavoidable and supported by appropriate evidence, in circumstances such as:

- Short-term medical absence or recovery where in-school attendance is temporarily inappropriate
- Attendance affected by a diagnosed physical health, mental health or SEND-related need

- Exceptional circumstances agreed by the school, supported by evidence where appropriate

2.2 When remote learning will not be used

Remote learning will **not** be used:

- To authorise or support avoidable absence
- To replace the school's attendance processes or expectations
- As a response to poor attendance
- As a behavioural sanction
- As a long-term or open-ended alternative to school attendance

2.3 Agreeing and reviewing remote learning

Where remote learning is agreed, the school will, in line with its Attendance Policy:

- Confirm arrangements with parents/carers and, where appropriate, relevant professionals
- Set clear expectations for engagement, communication and submission of work
- Put in place a planned review point and keep arrangements under active review
- Plan proactively for reintegration from the outset, including adjustments required for successful return
- Escalate concerns about non-engagement or welfare through the school's safeguarding and attendance procedures

Remote learning arrangements will be amended or ended where:

- The pupil can reasonably return to school with appropriate support
- The provision is no longer in the pupil's best interests
- The school identifies that attendance barriers require a different, more effective plan

3. Roles and Responsibilities

3.1 Teachers

When providing remote learning, teachers are expected to uphold the same professional standards as for in-school provision. They will:

- Provide learning promptly and proportionately to the length of absence
- Ensure learning aligns with the taught curriculum and supports continuity
- Set work that is ambitious, purposeful and appropriate to pupils' age and needs
- Make reasonable adjustments for pupils with SEND
- Provide feedback in line with the school's feedback and assessment expectations
- Monitor engagement and escalate concerns promptly in line with safeguarding and attendance procedures

Teachers will maintain clear professional boundaries, including responding to communication within normal working hours.

3.2 Teaching Assistants

Teaching assistants may support remote learning by:

- Supporting identified pupils, including those with SEND
- Assisting with the preparation of resources
- Making contact with pupils and families as directed by senior leaders

3.3 Senior Leaders

Senior leaders are responsible for:

- Overseeing the quality and consistency of remote learning provision
- Ensuring staff are trained and confident in using agreed platforms
- Monitoring engagement and addressing barriers to access, including access to devices or printed materials
- Ensuring safeguarding and data protection requirements are met

3.4 Designated Safeguarding Lead (DSL)

The DSL is responsible for managing safeguarding concerns in line with the school's Child Protection and Safeguarding Policy. Safeguarding procedures apply equally to remote learning arrangements.

3.5 IT Support

IT support is responsible for:

- Supporting staff and families with access to digital platforms
- Maintaining system security
- Reporting any data protection concerns to the Data Protection Officer

3.6 Pupils and Parents/Carers

Remote learning relies on a strong partnership between school and home and sits alongside the school's clear expectations for attendance.

Pupils are expected to:

- Engage with learning set and complete work to the best of their ability
- Communicate if they are unable to access or complete learning
- Behave appropriately and follow the school's online safety expectations

Parents/carers are expected to:

- Ensure their child attends school regularly and on time whenever possible
- Support routines that reflect the normal school day where remote learning is in place
- Communicate promptly with the school if barriers to attendance or engagement arise
- Engage with support offered by the school to address absence
- Understand that remote learning does not authorise absence and does not replace attendance expectations

3.7 Governing Board

The governing board is responsible for:

- Monitoring the effectiveness of the school's remote learning arrangements
- Ensuring safeguarding and data protection arrangements are robust

4. Who to Contact

If staff or families have questions or concerns about remote learning, they should contact:

- **Learning / curriculum:** Class teacher or phase leader
- **Attendance barriers / absence procedures:** Attendance Team
- **SEND:** SENDCo
- **Safeguarding:** DSL
- **Technical issues / access:** School office

The school will ensure that concerns about attendance, engagement or welfare are followed up in line with the Attendance Policy and safeguarding procedures.

5. Data Protection

All staff will comply with the school's Data Protection Policy and Privacy Notices when processing personal data for remote learning purposes.

Staff must:

- Use only approved platforms
- Access data securely using school-approved devices where possible
- Minimise the sharing of personal data

6. Safeguarding

The school's Child Protection and Safeguarding Policy applies to all remote learning arrangements. Staff must remain vigilant and report concerns in line with established procedures.

7. Monitoring Arrangements

Senior leaders, including the Attendance Champion, will monitor remote learning arrangements to ensure they are:

- Time-limited and reviewed regularly
- Supporting curriculum continuity and successful reintegration
- Not creating or reinforcing barriers to school attendance
- Enacted with appropriate safeguarding oversight

Monitoring activity may include review of:

- Pupil engagement and completion
- Quality and suitability of learning set
- Parent/carer feedback and barriers to access
- Attendance patterns and reintegration outcomes

This policy will be reviewed annually, or sooner if statutory guidance changes require it, and approved by the governing board.

8. Links with Other Policies

This policy should be read alongside:

- Attendance Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Data Protection Policy and Privacy Notices
- Online Safety Policy
- ICT Acceptable Use Policy

Approved by: Andrew Sharp

Date: December 2025

Last reviewed on: n/a

Next review due by: December 2027