



The Riverview Academy

Remote Learning Policy

Approved By	Jack Keen
Date Reviewed	Spring 2026
Next Review Date	Spring 2028



**The Riverview
Academy**



As united as we are different.

Contents

1. Aims	2
2. Use of remote learning	3
3. Roles and responsibilities	4
4. Who to contact.....	8
5. Data protection	8
6. Safeguarding	9
7. Monitoring arrangements	9
8. Links with other policies	9

1. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

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.

We 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

The school will consider providing pupils with remote education on a case-by-case basis.

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 (EHC) plan 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 during their normal working hours.

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. This will then be communicated to parents via Arbor, to confirm which adult will be responsible for the child/ren during this time.

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 children in their own class, as well as those in the year group as directed by the year group leader
- To a minimum of:
 - 3 hours a day on average across the cohort for Key Stage (KS) 1, with less for younger children
 - 4 hours a day for KS2
- Work should be uploaded by 9:30am on first day of remote learning, with work for all consecutive days being set by 5pm the working day before.

- Uploading work via Class Dojo for each individual class. Class Dojo will be referred to as *'the learning platform'* in this policy.
 - Communicating with parents to ensure all children are able to access the work using the learning platform, providing usernames and passwords, as well as any other support with the system as needed.
 - Year group leaders should co-ordinate teachers within their year to ensure consistency for all classes.
 - Ensuring that pupils with limited access to the internet or other devices have suitable work set for them in a manner that is appropriate for their context.
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects.
- This includes considering the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills
 - This also includes considering the needs of pupils' families or carers, including how much adult involvement is needed in each activity and whether pupils have a suitable place to study
- **Providing feedback on work**
- All work should be submitted via the learning platform.
 - Feedback will be provided via the learning platform's feedback facility.
 - Teachers should make themselves available throughout the day to answer any questions and provide feedback on children's work via live links or through the learning platform's 'chat' tool.
 - At least one feedback comment per child, per subject, per week.
 - Teachers are not expected to provide feedback on work submitted after 3:30pm until the following day.
- **Keeping in touch with pupils who aren't in school and their parents**
- Teachers should make regular contact with pupils via telephone or class dojo as agreed with parents
 - Teachers will be available to answer messages via class dojo during the school day, they are not expected to respond to parents outside of their normal working hours,
 - Any complaints made by parents or pupils should be managed by the class teacher in the first instance. If this is not then resolved, the year group lead should telephone the parent.
 - Keeping in contact with pupils weekly via 1:1 phone calls or video. Where a teacher is unable to make contact, this should be raised to SLT
 - Keeping a record of contact made and attempted contact
 - Ensuring personal devices are only used in accordance with the AUP and not share their personal contact details e.g. phone number or personal e-mail. If the teacher uses a personal device, they must ensure this has been cleared by the Head Teacher, records are kept and they are withholding their number using 141. If staff members are accessing family contact details at home, ensuring they comply with the Data Protection Act 2018.

- Ensuring all communication is within normal working hours
- Reporting all concerns and complaints made by parents to SLT
- Following up non-engagement with learning with the child's parent
- Referring to the Staff Code of Conduct
- **Attending virtual meetings with staff, parents and pupils**
 - Ensuring they are dressed appropriately according to the Code of conduct
 - Ensuring all meetings should be taken in an appropriate location, free from distraction, with a clear and appropriate background. Pets and small children should not be within the meeting where possible.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their contracted hours- this will vary dependent on the contracts of individual staff members.

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:

- Supporting pupils who aren't in school with learning remotely
 - Class teachers will direct Teaching Assistants as to which children require support on a day-to-day basis
 - Support may be provided through: additional resources, dojo support, live support
 - Ensuring personal devices are only used in accordance with the AUP and not share their personal contact details e.g. phone number or personal e-mail. If the teacher uses a personal device, they must ensure this has been cleared by the Head Teacher, records are kept and they are withholding their number using 141. If staff members are accessing family contact details at home, ensuring they comply with the Data Protection Act 2018.
- Attending virtual meetings with teachers, parents/carers and pupils
 - Professional dress should be maintained at all times
 - All meetings should be taken in an appropriate location, free from distraction, with a clear and appropriate background. Pets and small children should not be within the meeting where possible.

3.3 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 learning
- Working with teachers teaching their subject remotely to make sure all 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
- Alongside SLT, monitoring the remote work that has been set by teachers for their subject.

3.4 Inclusion Managers / SENCos

The IM/SENCo is responsible for coordinating provision for pupils with SEND across the school, as set out with the school's Special Educational Needs & Disability Policy. During a period of remote learning, the IM/SENCo will continue to:

- Act as the lead liaison for pupils with SEND and their families.
- Ensure the completion of necessary SEND paperwork including referrals to outside agencies, liaising with other professionals.
- Support with planning and resources to ensure pupils are supported in their learning.

3.5 Senior leaders

Jack Keen (Head of School) 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 effectiveness of remote learning – through regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from pupils and parents/carers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring staff remain trained and confident in their use of online digital education platforms
- Training staff on relevant accessibility features that our digital platform has available
- Providing information to parents/carers and pupils about remote education via parent mail.

- Monitoring the engagement in the remote learning offer.

3.6 Designated safeguarding lead (DSL)

The role and responsibilities of the DSL is set out in the school Child Protection Policy. Ideally a trained DSL will be on site at all times. Where this cannot be achieved, a DSL will be available by phone (for example, when working from home).

The DSL will:

- Continue to engage with social workers and other key contacts for families and attend all multi-agency meetings either remotely or by phone
- Have key contact details available to them, even when working from home
- Ensure that staff area able to contact a DSL
- Ensure the security of remote learning systems is monitored, including data protection and child protection concerns

3.7 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents/carers with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (DPO)

3.8 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Act in accordance with normal behaviour rules / conduct rules of the school (and any specific online behaviour rules where applicable)

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

- Engage with the school and support their children's learning, and to establish a routine that reflects the normal school day as far as reasonably possible
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it through their child's class teacher
- Be respectful when making any complaints or concerns known to staff

3.9 Local Governing Committee

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 staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons
- Supporting with staff and pupil well-being

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 lead, SLT, or SENCO
- Issues with behaviour – talk to the relevant year group lead
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- 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:

- Only use their official school e-mail account and never use personal messaging systems
- Only access personal data if it necessary for the purposes of remote teaching and learning
- Only connect to personal data on the school network using approved tools e.g. Teams, Arbor

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and telephone numbers 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, which can be found here: [Data-Protection-Policy-2025-2026.pdf](#).

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 (e.g. asterisk or currency symbol)
- 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
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

6. Safeguarding

All staff should continue to follow the safeguarding arrangements outlined in our Child Protection Policy, available here: [Safeguarding-and-Child-Protection-Policy-13.03.2026.pdf](#)

7. Monitoring arrangements

This policy will be reviewed every two years by Jack Keen – Head of School. At every review, it will be approved by The Riverview Academy Local Governing Committee.

8. Links with other policies

This policy is linked to our:

- Attendance policy: [Attendance-Policy-2025-2026.pdf](#)
- Behaviour policy: [Behaviour-Policy-and-Statement-of-Behaviour-Principles.pdf](#)
- Child protection policy: [Safeguarding-and-Child-Protection-Policy-13.03.2026.pdf](#)
- Data protection policy and privacy notices: [Data-Protection-Policy-2025-2026.pdf](#)
- Online safety policy: [Microsoft Word - Online Safety Policy](#)
- Severe Weather Protocol: [Severe-Weather-Protocols-2024.pdf](#)
- Special Educational Needs & Disabilities (SEND) policy: [Microsoft Word - SEND Policy](#)



The Riverview Academy



The Riverview Academy
Cimba Wood,
Gravesend,
DA12 4SD



01474 566484



www.riverview-academy.co.uk

