King's Academy Binfield

Remote Education Policy

Approved by:	Jo Davis	Date: January 2026
Last reviewed on:	January 2026	
Next review due by:	January 2027	

Contents

1. Aims

This remote learning policy for staff 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 between 8:40am and 3:15pm on their usual contracted days of employment.

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:
  - Teachers will provide work for their timetabled classes, covering the lessons missed during the period of remote learning. Where necessary, teachers may need to cover for absent colleagues to ensure continuity of provision
  - The amount of work provided should be equivalent to the core teaching time pupils would receive in school: 5 hours a day for Key Stage 3 and Key Stage 4, with work provided for each relevant 50-minute session. For Key Stage 5, work should be provided for each timetabled session with additional independent study expectations appropriate to A Level or vocational courses
  - Work needs to be set by 8:40am each day
  - Work should be uploaded to Google Classroom
  - Work is set as agreed with the Subject Lead for each subject

- Teachers should co-ordinate with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work

- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and covers 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:

    - Work requiring feedback should be submitted via Google Classroom

    - Feedback will be shared via Google Classroom using comments, private comments, or the 'Return' function

    - Assessed work should be set with clear due dates to help pupils organise their time

    - Teachers should keep accurate records of all work completed, submitted and assessed

- Keeping in touch with pupils who aren't in school and their parents:

    - Teachers should respond to emails from parents and pupils within working hours (8:40am to 3:15pm). Teachers are not expected to respond to emails outside of these hours

    - Any complaints or concerns should be handled professionally, with the Head of Department copied in where appropriate. For any safeguarding concerns, refer immediately to the DSL

    - Where pupils are failing to complete work, teachers should contact families in the first instance to assess whether school can assist with engagement, and record any telephone contact on ClassCharts.

    - Teachers should complete the participation register, which will be monitored by Form Tutors and Year Progress Leads

- Attending virtual meetings with staff, parents/carers and pupils:

    - Staff should be professionally dressed

    - Staff should be in a quiet location with a plain background and nothing inappropriate visible

3.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available for their usual contracted 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.

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

- Supporting pupils who aren't in school with learning remotely:
  - Teaching assistants will support pupils with SEND as directed by the SENCO and/or class teacher
  - Support may include individual check-ins, small group work, or assistance with accessing learning materials
- Attending virtual meetings with teachers, parents/carers and pupils:
  - Staff should be professionally dressed
  - Staff should be in a quiet location with a plain background and nothing inappropriate visible

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
- Monitoring the remote work set by teachers in their subject – Subject Leads are to be invited to each Google Classroom in their subject to review work being set, with regular meetings held with teachers
- Alerting teachers to resources they can use to teach their subject remotely
- Making decisions about the use of online video lessons such as Oak National Academy

3.4 Year Progress Leads

Alongside their teaching responsibilities, Year Progress Leads are responsible for:

- In conjunction with the Attendance Officer, monitoring the lesson participation register
- Supporting regular communication with parents and pupils where there are wellbeing concerns
- Supporting their tutor team with pastoral support
- Flagging up and following up concerns about pupil participation

3.5 SENCO

The SENCO is responsible for:

- Ensuring that pupils with EHCPs continue to have their needs met while learning remotely, whether at home or in school
- Liaising with teachers, Subject Leads, Learning Support Assistants and senior leaders to make any adjustments required
- Liaising with SLT and external organisations to make any alternate arrangements for pupils with EHCPs and ILPs
- Identifying the level of support needed for pupils and coordinating Learning Support Assistant tasks for each day

3.6 Senior Leaders

Have the 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
- 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 working 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 Leads, reviewing work set, and gathering 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 Google Classroom
- Training staff on relevant accessibility features that Google Classroom has available
- Providing information to parents/carers and pupils about remote education via the school website and email
- Working with the catering team to ensure pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

3.7 Designated Safeguarding Lead (DSL)

The DSL is responsible for managing and dealing with all safeguarding concerns in accordance with the school's Child Protection and Safeguarding Policy.

3.8 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
- Assisting pupils and parents/carers with accessing the internet or devices

3.9 Pupils and Parents/Carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although 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 and conduct rules of the school

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
- Be respectful when making any complaints or concerns known to staff

3.10 Local Governing Board

The Local 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

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 or SENCO
- Issues with behaviour – talk to the relevant Year Progress Lead or Head of Faculty
- Issues with IT – IT Support (itsupport.bi@kingsacademies.uk)
- Digital Learning queries – Jo Davis
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – 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:

- Access data through school-approved secure cloud services (Google Workspace)
- Use school-provided devices where possible rather than 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 and 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 (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

Pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers during remote learning. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

Any questions or concerns about safeguarding should continue to be raised with the Designated Safeguarding Lead. The Child Protection and Safeguarding Policy can be found on the school website.

7. Monitoring Arrangements

This policy will be reviewed annually by the Assistant Principal. At every review, it will be approved by the Local Governing Board.

8. Links with Other Policies

This policy is linked to our:

- Attendance Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Data Protection Policy and Privacy Notices
- Home-School Agreement
- ICT and Internet Acceptable Use Policy
- Online Safety Policy
- Cyber Security Policy