



*"Do not be afraid.
Open wide the doors
for Christ."*



St John Paul II MAC Remote Education Policy (Primary & Secondary)

2025 - 2026

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1. Aims

This policy outlines St John Paul II MAC's approach to remote education, consistent with *Providing Remote Education Guidance for Schools* issued by the Department for Education. It is intended to:

- Ensure continuity, coherence, and high-quality remote education when pupils are unable to attend in person.
- Set clear expectations of responsibilities for staff, pupils and parents/carers.
- Support the safe and effective use of digital platforms and practices for remote education.
- Ensure data protection and safeguarding standards are upheld throughout remote education provision.

2. Use of Remote Education

2.1 Principles

- **Attendance in normal circumstances is essential.** Remote education is not an alternative to in-school attendance and should only be considered where in person attendance is **absolutely not** possible.
- Pupils who receive remote education are recorded as absent in the register in accordance with the School Attendance (Pupil Registration) Regulations 2024 and the school's Attendance Policy.

2.2 Circumstances for Provision

Remote education may be provided when:

- The school is unable to open safely, or attendance is restricted by external guidance.
- An individual pupil is absolutely unable to attend school but is well enough to learn.

In individual cases, provision is part of a plan to reintegrate the pupil to full time in school education as soon as possible.

2.3 Remote Education Quality and Expectations

Remote education should:

- Be *high-quality, meaningful, ambitious* and support pupils to stay on track with the curriculum.
- Reflect *equivalent core teaching time* to what pupils would receive in school where reasonably possible, with allowances for pupil age and development, SEND needs and family circumstances.
- **Where appropriate**, include a *blend of recorded or live teaching and time for independent study*.

- **Where appropriate:** Include opportunities for pupils to interact with teachers and peers regularly during the school day.

2.4 Access and Digital Inclusion

The school will work to address barriers to access by:

- Auditing pupil device and connectivity access.
- Loaning school owned devices where available.
- Providing printed resources and alternative arrangements where digital access is limited.

3. Roles and Responsibilities

3.1 Teachers

Teachers:

- Are available during contracted hours and report absences via the normal process.
- Provide remote education as soon as reasonably practicable proportionate to the extent and duration of the pupil absence.
- Set high-quality work that aligns with the school curriculum and is appropriately tailored to the age and abilities of pupils.
- Provide regular feedback and interaction with pupils.
- Use secure digital platforms and communicate expectations to pupils and families.
- Maintain professional standards in virtual interactions, **including dress code and environment** for live lessons and respect for working hours.

Workload expectations: as a guide, remote learning should reflect typical daily learning expectations across Key Stages (e.g., approx. 3 hours per day for Key Stage 1, 4 hours for KS2 and 5 hours for KS3,4 and 5), adapted for individual need.

Detailed expectations for setting work, deadlines, platforms and feedback processes should be appended at local level.

3.2 Support Staff and Teaching Assistants

Teaching assistants support pupils as directed, including:

- Supporting remote learning activities for targeted pupils.
- Helping to adapt resources for pupils with SEND.
- Participating in virtual meetings as appropriate.
- Support with upkeep of attendance records, monitoring the enquiry email addresses and answer machine messages
- Any other activity directed by school leaders

3.3 Subject Leads / SENCO

Subject leads are responsible for ensuring remote provision within their areas is appropriate and consistent, including:

- Review and adaptation of curriculum materials for remote delivery.

- Coordination with other leads to sequence work logically.
- Supporting teachers in the use of digital platforms.

The SENCO will support adaptations and access for pupils with SEND in collaboration with families.

3.4 Senior Leaders

Senior leaders ensure:

- Strategic oversight and coherence of remote education across the school.
- Staff training and confidence with digital platforms.
- Monitoring of pupil engagement and swift action where engagement is low.
- Support for families to access devices and connectivity.

A named senior leader should have overarching responsibility for the remote education offer. This can be automatically designated to the SLT member in Curriculum and/or Teaching and Learning.

3.5 Designated Safeguarding Lead (DSL)

The DSL ensures safeguarding systems cover remote education and that child protection policies reflect online learning contexts.

3.6 IT Support

IT staff support:

- Operation and security of digital platforms.
- Troubleshooting for staff and families.
- Security of systems and reporting of data protection concerns.

3.7 Pupils and Parents/Carers

Pupils are expected to:

- Engage with remote education during the school day (unless the school deems it appropriate to make this optional)
- Complete work by agreed deadlines.
- Communicate with teachers when support is needed.

Parents/Carers should:

- Support routines that reflect the school day where practicable.
- Inform the school of issues preventing engagement.
- Respect staff communication boundaries including their working hours.

3.8 Governing Board

The governing board provides oversight of remote education, ensuring:

- Quality and consistency of provision.
- Systems are appropriately secure.
- Compliance with statutory requirements and guidance.

4. Who to Contact

Staff should raise concerns with:

- Subject lead or SENCO – curriculum/remote work issues
- Appropriate school lead on behaviour – behaviour concerns
- IT Support – technical issues
- Line manager – workload or wellbeing
- Data Protection Officer (DPO) – data protection queries
- DSL – safeguarding concerns

These staff members are local to all schools with the exception of the DPO.

5. Data Protection

All staff must comply with the school's Data Protection Policy when accessing, processing and storing personal data.

5.1 Access and Security

Data should only be accessed via secure systems and, where provided, school devices.

5.2 Minimising Personal Data

Staff should limit the sharing and collection of personal data to that required for remote education, consistent with school policies.

5.3 Device Security

Staff must secure devices using passwords, encryption, automatic locking, up-to-date software and antivirus protection.

6. Safeguarding and Online Safety

Remote education must be delivered safely, with child protection policies updated to reflect online components.

The DSL ensures that:

- Online teaching is conducted through secure platforms.
- Staff and pupils understand expectations for online behaviour and safety.
- Safeguarding concerns arising from remote learning are reported and acted upon promptly.

7. SEND

The provision for SEND pupils in school closures should follow the guidance set out in the MAC SEND policy

8. Monitoring and Review

This policy will be reviewed regularly by senior leaders and approved by the governing board.

9. Links with Other Policies

This policy should be read in conjunction with:

- Behaviour Policy
- Attendance Policy
- Data Protection Policy and Privacy Notices
- Child Protection and Safeguarding Policy
- Online Safety Policy
- ICT Acceptable Use Policy
- Home School Agreement
- MAC SEND Policy

10. References

- Department for Education (DfE) (2024). *Providing remote education: guidance for schools*. Available at: <https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools/providing-remote-education-guidance-for-schools>
- Department for Education (DfE) (2024). *Safeguarding and remote education*. Available at: <https://www.gov.uk/guidance/safeguarding-and-remote-education>