



Northumberland's P.R.U.

Reviewed: June 2026

Remote Learning Policy 2026-27

Version	4
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Approved By	Northumberland PRU Management Committee
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Policy Owner	Headteacher
Statutory Requirement	No
Linked to:	• Child Protection and Safeguarding Policy • Data Protection Policy • Special Educational Needs and Disabilities (SEND) Policy • Behaviour Policy • Online Safety Policy • Health and Safety Policy • Teaching & Learning Policy • Marking & Feedback Policy • Assessment Policy • Equality & Diversity Policy

Document History		
Version	Date of review	Summary of key changes
1	July 2024	Specific changes regarding the Google Classroom programme Removal of Covid-19 guidance
2	August 2025	Additional Legal framework information added Pg's 8 and 9
3	January 2026	Adaptations made to curriculum content to reflect whole school changes
4	June 2026	Amendments made to dates e.g updated DfE documents such as KCSIE publication update

This remote learning policy for staff aims to:

1. Ensure consistency in the approach to remote learning for pupils who are not in school
2. Set out expectations for all members of the school community with regards to remote learning
3. Provide appropriate guidelines for data protection

Purpose

The purpose of Northumberland PRU Remote Learning is to ensure all students continue to access a high-quality, structured curriculum when learning off-site. The remote learning programme mirrors the in-school timetable, allowing every learner to follow the same sequence of lessons, topics, and assessments as their peers. This provides consistency, equity, and continuity of learning across all subjects.

Curriculum Structure

- Students follow a daily timetable covering the core subjects of English, Maths, Science, PSHE, and Humanities .
- Each subject is taught through four structured 30-minute lessons per week, supported by a fifth review lesson that consolidates and reflects on the week's learning.
- Lessons are fully aligned with the in-school Scheme of Work, ensuring students remain on track with classroom learning.
- All remote learning materials are organised into weekly booklets, matching the length of each school term.

Lesson Design

- Each lesson is designed to take approximately 30 minutes.
- Lessons include: Learning Aims and Success Criteria, Starter, Main Task, Challenge, and Consolidation sections.
- Clear instructions and examples are provided for independent learning.
- Every week concludes with a Friday Review & Reflection session that encourages students to evaluate their progress.

Assessment and Revision

- Each half term includes a Revision Week with fully supported lessons and self-marking answer packs.
- Following revision, students complete Mini Quizzes/Assessments to measure progress in all subjects.
- Teacher Answer Booklets accompany all lessons to support marking, consistency, and feedback.

Roles and responsibilities:

Teachers:

When providing remote learning, teachers must be available between 08.30 and 14.30 if the school is closed.

For students working part time or working off-site, teachers should be available between 14:30 – 15:30 for check-in or feedback via Google Classroom.

If teachers are 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. At all times staff must act in line with the Staff Code of Conduct.

When providing remote learning, teachers are responsible for:

Setting work:

- Teachers are responsible for setting, monitoring, and providing feedback on weekly remote learning tasks.
- Students are expected to engage with all lessons and complete weekly review tasks.
- Parents and carers should support home learning routines and engage in weekly updates.
- Senior staff/ or designated staff oversee completion rates, quality of provision, and recorded outcomes

The amount of work set should be able to be completed in the curriculum time allocated that day according to student timetables. The work will follow the sequence of learning from the Scheme of Work (SOW) for each individual subject and will mirror what would be taught in school.

All work set should be uploaded or signposted on Google classroom as a single point of reference for parents/carers and students using the assignment facility to allow for feedback between teacher and student.

Teachers are required to be familiar with and able to use Google Classroom, engaging with CPD on offer where this is not the case.

School Closure

If the school is closed, teachers should ensure they have internet access at home and suitable devices to be able to deliver remote learning. Where this is not the case, they should inform their line manager.

Teachers should maintain regular contact with their Subject Leaders and/or line managers to ensure the coordinated approach to remote learning; this is likely to be every 48 hours.

Teachers must follow the safeguarding guidance within the safeguarding policy and record any concerns in relation to the Safeguarding policy on cpoms.

Expected Outcomes

- Consistent access to education for all students, regardless of setting.
- Clear evidence of engagement and progress across all subjects.
- Strengthened communication between staff, students, and families.
- Full alignment with the in-school curriculum to support reintegration and progression.

Delivery and Access

- All remote learning booklets are distributed via Google Classroom.
- Teachers must monitor student engagement and progress throughout the week.
- For students without ICT access, printed copies must be posted or delivered.
- Completed work should be returned to school (digitally or on paper) for review and feedback.

Monitoring and Communication

A call must be made Home to inform the parent or carer that remote learning has been set.

- Remote learning forms part of each student's weekly phone call home.
- During these calls, staff should check engagement, offer support, and record progress.
- All outcomes must be logged on Weekly Stakeholder Reports to provide an official record of participation and progress. This is also backed up on CPOMS

Additional Notes

- Remote learning materials are inclusive, differentiated, and fully supported.
- Each week's booklet includes model answers, revision prompts, and self-assessment tasks.
- Teachers should use the Teacher Answer Booklets for consistent feedback and evidence gathering.
- Where appropriate students are to be given the Teachers Answer Booklet

Resources

Learning materials

Northumberland PRU will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school predominantly uses Google classroom to set work for students but may also make use of:

- Work booklets
- Email
- Past and mock exam papers

- Current online learning portals already used by the school
- Educational websites and applications
- Reading tasks
- Live webinars
- Pre-recorded video or audio lessons

Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.

The school will review the resources pupils have access to and adapt learning to account for all pupils' needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.

Teaching staff will liaise with the SENDCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.

The SENDCO will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls.

Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops or tablets.

For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their LA or other registered charities; however, all students at Northumberland PRU now have access to an individual laptop (if required). Should this be lost or not available, and remote learning becomes necessary, school will try to provide a device on a needs basis, dependent on availability.

Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources unless the device is part of the Northumberland **17**

PRU laptop programme and covered by warranty / insurance.

The arrangements for any 'live' classes, e.g. webinars, will be communicated via email or on Google classroom no later than one day before the allotted time and kept to a reasonable length of no more than one hour per session.

ICT technicians are not responsible for providing technical support for equipment that is not owned by the school.

The school will signpost parents via letter, Parent email or direct text message towards additional support for ensuring their children continue to receive the food they need, e.g. food banks or vouchers.

Where applicable, the school may provide the following provision for pupils who receive FSM:

- Keeping the school canteen open during lunchtimes
- Making food hampers available for delivery or collection
- Providing vouchers to families

The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.

The school will not reimburse any costs for travel between pupils' homes and the school premises.

If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the agreement regarding the acceptable use of the device prior to commencing remote learning.

Providing feedback:

Providing timely and helpful feedback is a cornerstone of good learning and teaching, and whilst this may be more challenging with remote learning, teachers will endeavor to provide regular feedback to students on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning.

Feedback should be provided in line with the whole school and departmental policy, allowing for the use of remote platforms and should be done via the google assignment tool. Make clear in the instructions for work whether work must be submitted and how.

Effective feedback could be through whole class feedback, individual feedback and online quizzes that may self-mark or allow for extended answers. A variety of methods should be employed over a period of time. Feedback to students should

be shared in a timely fashion.

Keeping in touch with students who aren't in school and their parents/carers:

Contact from parents/carers should be responded to by email or phone. If using a personal phone, measures should be taken to withhold the number being dialled from. If the volume of contact is excessive, the Senior Leaders will support.

Contact should be made, wherever possible, within standard working hours if the school is closed.

Use of remote learning for social interaction in the event of school closure

In the event of school closure, remote learning will be utilized in order to run the full school curriculum for all students across all key stages. PRU staff will ensure social interaction via the delivery of both morning and afternoon registration sessions which will be required to be compulsory attended by all students. Individual intervention sessions will also be arranged to take place for students. With this system in operation, the academic and social experience for students on site will be replicated virtually.

Where students or parents/carers have a concern, teachers should endeavor to resolve the issue. However, if this is not possible or the issue is more serious, they should pass it on to their Subject Leader or SLT link. If the concern is regarding safeguarding, staff should follow the safeguarding policy as usual and inform the Designated Safeguarding Lead (DSL).

Records of student engagement and learning should be kept for the purposes of book looks and, where appropriate, shared with SLT. Good work and effort should be rewarded in line with the Behaviour Policy.

Attending virtual meetings with staff, parents/carers:

- Staff are expected to attend and participate in virtual briefings, if required.
- Staff are expected to attend and participate in virtual meetings as appropriate. These may include whole-school, department, pastoral, or other meetings.
- Staff should be dressed appropriately according to the dress code should their camera be required.
- Staff should be aware of the location that virtual meetings are held e.g. avoid areas with background noise, nothing inappropriate in the background.

Learning Support Assistants

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

If they are 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.

Staff must act in line with the Staff Code of Conduct.

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

- Supporting all SEND students with an EHCP and those SEN K students based on need
- Liaise with the teacher regarding learning tasks and adapt as appropriate to support the students
- TAs will be timetabled for cover of the key worker/vulnerable groups according to need.

Senior Leaders:

Alongside their teaching responsibilities, Senior Leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning – this may include reviewing the learning set, and seeking feedback from teachers, parents and students.
- Monitoring the security of remote learning systems, google classroom, including data protection and safeguarding policy.

Designated Safeguarding lead (DSL) - Karen Ayre

The DSL is responsible for:

- Safeguarding considerations as set out in the child protection and safeguarding policies.

IT Support

Northumberland will work in partnership with Northumberland Council IT support to:

- Fix issues with google classroom.
- Help staff and students with any technical issues they are experiencing that staff cannot fix/advise on.
- Assisting students and parents/carers with accessing the internet or devices.

Staff can expect students learning remotely to:

- Be contactable during the school day via google classroom messages.
- Complete the work set to the deadline set by teachers.
- Seek help via google classroom or contacting the school if they need it.
- Alert the school through the appropriate channel if they are dissatisfied by the quality of remote learning so we can seek to rectify this.

Management Committee

The management committee are responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains high quality.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both safeguarding and data protection.

Data Protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Access school information via google classroom or the school server.
- Avoid using external storage devices. If this is not possible, the device should be encrypted.
- Measures should be taken to ensure access to personal data of staff or students is secure and cannot be accessed inappropriately.

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping devices password protected – strong passwords of at least 8 characters where possible.
- Ensuring that hard drives are not used at any time
- Ensuring that all screens are locked if left in an unlocked or public area of school – installing antivirus and antispyware software or using the laptop that the school provide.
- Keep operating systems up-to-date.

Safeguarding

Safeguarding concerns must be raised with the DSL in accordance with the Safeguarding and Child Protection Policy which can be found on the school website.

Who to contact

If staff have any questions or concerns about remote learning, they should contact the following:

1. Issues in setting work – talk to remote learning trainers or Senior Leaders
2. Issues with behaviour – talk to the behaviour 'hub' team.
3. Staff issues with their own workload or wellbeing – talk to their line manager or Headteacher.
4. Concerns about data protection – talk to the DSL.
5. Concerns about safeguarding – talk to the DSL.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2026-27) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behavioural Policy
- Online Safety Policy
- Health and Safety Policy