Vernham Dean Gillum's Church of England Primary School

Remote Learning Policy

Policy Development
This policy was established to govern remote and hybrid learning frameworks. It is continuously updated to reflect modern digital pedagogy, technological advances (including artificial intelligence in education), and current statutory data protection and safeguarding regulations.

This policy is reviewed annually by the Executive Headteacher and approved by the Governing Body to align with updated Department for Education guidance and emerging edtech standards.

What is Remote Learning?
Remote Learning occurs when instruction and learning take place outside the physical classroom setting. It encompasses both synchronous engagement (real-time live sessions, interactive digital whiteboards, collaborative document editing) and asynchronous learning (structured learning pathways, recorded instructional content, self-paced adaptive tasks). In 2026, remote learning utilizes cloud-based educational platforms and generative AI tools to support personalized, accessible learning environments.

https://trainingindustry.com/glossary/remote-learning/

From Cambridge Assessment: International Education:
"Remote teaching creates huge opportunities for effective learning and collaboration outside the classroom. It is important to keep the following in mind before you explore the various online tools available:

- *The focus should be on pedagogy and learning, rather than technology.*
- *All the tools still require the skill, experience and expertise of a teacher.*
- *They may involve approaches and techniques that you would not normally use.*
- *The tools you choose should be in line with any school eSafety policy."*

Tools to support remote teaching and learning

What does research say about remote learning?
Recent educational research emphasizes that effective remote instruction relies on high-quality pedagogical design, clear feedback loops, and structured interaction rather than the specific technology medium used. Research highlights the importance of balancing live interaction with flexible asynchronous tasks to prevent digital fatigue and support independent cognitive processing.

Key findings from modern digital pedagogy emphasize that explicit instruction, scaffolded learning pathways, and active student engagement are critical factors for successful remote outcomes. Modern edtech integrations, including adaptive learning tools and guided AI assistants, further enhance differentiation and student self-regulation when combined with strong teacher support.

What are the problems with remote learning?
Although Fojtík (2018)[1] focussed mainly on adult remote learning in his research, some of the disadvantages he identified are pertinent to primary schools, namely:

- Digital fatigue and prolonged screen time affecting student wellbeing and focus
- Variations in digital access, connectivity, and quiet study spaces across households
- Ensuring academic integrity and safe, responsible use of AI learning utilities
- Maintaining meaningful peer collaboration and social connectivity outside the physical school
- Preventing teacher workload inflation associated with continuous digital availability

However, Fojtík (2018) did find some advantages of distance learning:

[1] Fojtik, Rostislav. (2018). Problems of Distance Education. International Journal of Information and Communication Technologies in Education. 7. 14-23. 10.2478/ijicte-2018-0002.

- Students can (to a degree and depending on age and independence) plan their own learning time
- Students have more ownership over how they learn (again, with caveats)
- Tasks can be processed (assigned and submitted) over the Internet

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In considering this research outlined above we have developed the following principles and aims:

Our principles for remote learning

- Safeguarding and Cyber Security: Strict adherence to online safety, data privacy, and digital filtering protocols.
- Digital Equity: Provision of hardware, mobile data connectivity, and accessible formats for all learners.
- Balanced Pedagogy: A deliberate mix of synchronous interactions and self-paced asynchronous learning.
- Wellbeing First: Reasonable screen-time limits, clear communication windows, and proactive mental health support.

Aims

- To allow for some continuation of learning at home when school is closed for an extended period
- To enable students to stay connected to the institution of school
- To provide families with advice and guidance for managing learning at home
- To enable students to continue to practise and learn key skills
- To make full use of the different opportunities remote learning provides vs traditional classroom learning

Remote Learning in Practice

Remote learning delivery relies on Google Workspace for Education (including Google Classroom and Meet) alongside vetted educational technology applications and digital learning resources.

Digital Equity Protocol

- Device Allocation: Managed digital devices will be provided to any student lacking personal access at home.
- Connectivity Support: 4G/5G internet dongles or data packages will be distributed to families facing internet connectivity constraints.
- Offline Provision: Printed work packs and offline digital resources will remain available for emergency disruptions or accessibility requirements.

Responsibilities

Governors will:

- Monitor the effectiveness of this policy against the stated aims and principles
- Work with the Executive Headteacher to develop, monitor and review it over time

The Executive Headteacher will:

- Develop, monitor and review the implementation of the policy
- Ensure, as far as possible, that no student is disadvantaged through the implementation of this remote learning policy
- Ensure that safe working practices are adhered to
- Support and guide the Head of School in the practical implementation of the policy

The Head of School will:

- Oversee the practical implementation of this policy
- Ensure that the school remote learning offer is cohesive and consistent
- Provide constructive and positive feedback to class teachers
- Offer support and guidance to class teachers

Class Teachers will:

- Upload an outline weekly timetable/suggested daily routine
- Upload a daily maths task

- Upload a daily reading task
- Upload a weekly writing task
- Provide guidance and activities for other areas of the curriculum, including links to suitable and relevant lessons and activities
- Provide positive constructive feedback to students who submit work
- Ensure uploaded work is clear and, wherever possible, is supplemented with self-help links and support so that students can help themselves and parents can support effectively
- Regularly promote safety online and provide resources and activities to support with e-safety
- Maintain a structured schedule comprising daily synchronous check-ins/live instruction alongside curated asynchronous activities to maintain connection without excessive screen fatigue.
- Work with parents to encourage students who are not engaging with the learning.

Students will

- Log in each week day to Google Classroom
- Complete the set daily tasks (with support as appropriate from parents)
- Plan their day and week (with support from parents) to complete daily and weekly activities
- Submit tasks and other evidence for feedback as appropriate
- Work safely online and report any behaviour/activity that is upsetting or inappropriate

Parents will

- Provide the time, space and support to enable students to complete the tasks set
- Help students as best they can when they get stuck
- Be positive and constructive in feedback given
- Recognise the limitations of remote learning and be pragmatic about what can be achieved
- Prioritise the mental health and wellbeing of children
- Discuss e-safety with their children and ensure they work in safe ways

Special Educational Needs

For some students, providing work electronically would be counterproductive. Our SENCo will liaise with class teachers to ensure that the remote learning provision for students with SEN is appropriate and accessible. Where possible she will make phone, email or Google Meet contact with parents to advise and support.

Monitoring and Review

The Executive Headteacher will work with the Deputy Headteachers and others to regularly monitor the impact of remote learning on all student groups, on class teachers and on parents. Over time we will seek to mitigate any discovered disadvantages. We will seek to adapt our working practices in response to feedback and self-review.