PORG International School

Remote Learning Policy

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1. Purpose and Scope

Remote learning is a planned, temporary way to continue education when in-person learning is not reasonably available. It may be used during a whole-school or class closure, an emergency affecting access to the site, or an individual pupil's extended absence where the Head of School decides that remote provision is suitable. It is not an automatic alternative to school attendance for every short absence.

The school will make provision proportionate to the reason for the absence, its expected length, the pupil's age and needs, and the practical circumstances of the family. The school will review the arrangement if the circumstances change. Remote education does not replace the school's normal full-time supervised provision when pupils can attend in person.

The policy applies alongside Czech law and the school's safeguarding, online safety, curriculum, attendance, behaviour, SEND, data protection, complaints and staff code of conduct policies. The Department for Education's British Schools Overseas (BSO) standards and Keeping Children Safe in Education 2026 (KCSIE) inform the school's approach. KCSIE is used as a safeguarding benchmark for this overseas school, applied with relevant Czech law and local safeguarding procedures.

2. Principles for remote education

- Learning will remain purposeful, ambitious and connected to the school's curriculum. Activities will include teaching, guided practice, independent work, reading, feedback and opportunities to maintain connection with teachers and classmates.
- Provision will be appropriate to pupils' age, stage of development, English language proficiency, additional needs and ability to work independently. The school will consider reasonable adjustments and accessible formats.
- Live online teaching will be used where it adds value and can be delivered safely. It will not be the only way to access learning, and a pupil will not be penalised simply for being unable to join a live session.
- The school will consider access to devices, internet connectivity, a suitable place to work, family circumstances and screen time. Printed or offline learning and other reasonable arrangements will be considered where needed.
- Communication will be clear and professional. The school will protect pupils' privacy and wellbeing and will act promptly on safeguarding concerns.

3. Starting and organising remote provision

3.1 Decision and communication

The Head of School leads the school's remote education response. The Head will decide when remote provision is appropriate, which pupils it covers, when it will begin, how long the arrangement is expected to last, and when it will be reviewed. If the Head is unavailable, the designated senior leader will coordinate it.

Parents and carers will receive the arrangements through approved school channels. The message will explain the learning platform, timetable or routine, how to submit work, whom to contact for technical help, how to report absence or a safeguarding concern, and any arrangements for devices or printed materials. Staff will receive a clear allocation of responsibilities.

3.2 Learning offer

Teachers will provide a structured programme that is proportionate to the period of remote learning and helps pupils keep up with the curriculum. The balance of live teaching, recorded instruction, teacher-prepared materials, reading, practical activity and independent work will reflect pupils' ages and needs. The school will not assume that a child can spend the normal school day in front of a screen.

For Primary pupils, the programme will normally include regular teaching or teacher guidance, English and mathematics, a suitable range of other curriculum areas, independent practice, reading and feedback. The timetable will include breaks and physical activity. The amount of work will be reviewed against pupil engagement and family feedback.

For EYFS pupils, provision will be play-based and developmentally appropriate. It may include short adult-guided activities, stories, songs, movement, practical tasks and suggestions for play using readily available materials. Parents and carers will not be expected to recreate the classroom or deliver formal teaching throughout the day.

The class teacher will explain what is essential, what is optional enrichment, and how pupils should share their learning. Where a pupil is learning remotely while classmates remain on site, teachers will agree a manageable plan and will not be expected to deliver a duplicate live version of every classroom lesson.

3.3 Individual arrangements and access

The Head of School, class teacher and, where relevant, the SENCO will consider individual arrangements with the family. These may include adapted tasks, shorter activities, alternative ways to respond, a different timetable, printed materials, assistive or accessibility features, language support, check-ins or a device loan where available. Families should tell the school promptly about barriers to access or changes in the pupil's needs.

If the school cannot provide a requested form of technology or support, it will discuss workable alternatives with the family. A pupil's engagement will be considered in context, including illness, disability, access to equipment, caring responsibilities and the home learning environment.

4. Attendance, engagement and welfare

The school will continue to follow its attendance policy and applicable Czech requirements. A pupil's participation in remote learning is recorded separately from the formal attendance register; completing work or joining an online session does not by itself change the pupil's attendance status. Parents and carers should report absence and give the reason through the usual school channel.

Teachers will monitor whether pupils are accessing the work and will keep appropriate records of contact, work received, feedback and any barriers reported. The school will make regular contact suited to the pupil's age and the circumstances. A missed live session alone will not be treated as proof that a pupil is unsafe or disengaged.

If a pupil is unexpectedly unreachable or there is a concern about their wellbeing, the class teacher will contact the parent or carer using the school's recorded contact details and notify the Head or DSL as appropriate. The DSL will decide whether further welfare checks, contact with relevant services or action under the safeguarding policy is required. Staff must not attempt an unplanned home visit.

5. Roles and responsibilities

Role	Responsibilities
Head of School / remote education lead	Decides when and how remote provision will operate; communicates arrangements; allocates staff; monitors quality, access, engagement and workload; reviews the plan.
Designated Safeguarding Lead (DSL)	Thabang Lehner, Primary DSL, leads safeguarding response and online safety concerns. Barbora Gazdova and David Rojas are Deputy DSL. The DSL oversees welfare checks, records and referrals under the safeguarding policy and Czech procedures.
Class teachers	Plan age-appropriate learning; explain tasks and routines; monitor engagement; provide feedback; maintain professional communication; report safeguarding concerns immediately.
SENCO	Katerina Mlcochova advises on access, reasonable adjustments and support for pupils with SEND, in consultation with families and teachers.
IT support / platform administrator	Supports approved platforms and accounts, device access and security; reports technical or security incidents promptly to the Head, DSL and data protection lead as appropriate.

Role	Responsibilities
Parents and carers	Support a safe routine and age-appropriate supervision; help the pupil access the agreed learning; communicate barriers, absence or concerns; follow platform and privacy expectations.
Pupils	Take part in learning as they are able, follow agreed online conduct, protect login details, and tell a trusted adult if something online or in a session worries them.

6. Safeguarding and safe online practice

6.1 Approved systems and professional boundaries

- Staff will use school-approved platforms and school accounts for teaching and communication. Personal email, personal social media, private messaging apps and unapproved video services must not be used to contact pupils for school purposes.
- Staff will communicate during agreed working hours where practicable. Messages will be sent to the pupil's school account or to the parent or carer through the school's recorded contact route. Staff will not share personal contact details with pupils or use personal phone numbers to contact families.
- Live lessons will be scheduled and initiated by staff using access controls appropriate to the platform. Meeting links and passwords must not be made public or shared beyond the intended participants. Staff will use a neutral background where practicable and maintain professional dress, language and conduct.
- One-to-one live contact with a pupil must be necessary, authorised by the Head or DSL, and arranged in a way that is transparent to the parent or carer. For EYFS pupils, a parent or carer should be present for live individual contact. The school may require an additional staff member or another safeguard following a risk assessment.
- Lessons must not be recorded by staff or families unless the Head has authorised recording for a specific educational or safeguarding purpose, with the necessary privacy notice, access limits, retention period and lawful basis. Pupils and families must not record, screenshot, photograph, livestream or redistribute lessons, chat messages or another pupil's work without the school's written permission.

6.2 Reporting and responding to concerns

All safeguarding procedures apply when a pupil is learning remotely. Staff must report a concern, disclosure, inappropriate contact, bullying, sexual harassment, harmful content, suspected grooming, or a concern about an adult's conduct immediately to the DSL or Deputy DSL and record it through the school's safeguarding system. Staff must not investigate the matter themselves or promise confidentiality.

If a pupil appears to be in immediate danger, staff must contact the DSL or Head without delay and follow the school's emergency and Czech safeguarding procedures. If a child discloses harm during a live session, the staff member should listen calmly, establish only what is necessary to keep the child safe, note the exact words where possible, and report immediately. Staff should use the school's known contact details to establish the pupil's location and contact the parent or carer where this is safe and appropriate.

The DSL will consider the pupil's safety at home as well as online, including whether a remote check-in is appropriate and whether the matter needs escalation to relevant Czech authorities or emergency services. Concerns about staff conduct, including low-level concerns, must be reported and handled under the safeguarding and allegations procedures.

6.3 Online safety and supervision

The school will continue to teach age-appropriate online safety and reinforce the four areas of risk described in KCSIE: content, contact, conduct and commerce. Staff will use suitable links and resources, but families should be aware that adverts, search results and other material may differ between devices and home networks.

The school will maintain proportionate filtering and monitoring on school-managed systems and devices, in line with its filtering and monitoring arrangements. School filtering may not apply when a pupil uses a personal device or home internet connection. Parents and carers should provide age-appropriate supervision, use suitable parental controls where appropriate, and tell the school about harmful or upsetting content encountered during school learning.

7. Behaviour, participation and wellbeing

The school's Behaviour Policy, Anti-Bullying Policy and Acceptable Use expectations apply to remote learning. Pupils are expected to use respectful language, protect other people's privacy, follow the teacher's instructions and use chat and collaboration tools for learning. Bullying, discriminatory language, harassment, sharing inappropriate images, impersonation and deliberate disruption will be addressed under the relevant school policies and safeguarding procedures.

A teacher may remove a participant from a live session to restore safety or order, then inform the Head and parent or carer as appropriate. Any consequence will be fair, proportionate, age-appropriate and consistent with the Behaviour Policy. Safeguarding concerns take priority over sanctions.

The school will encourage a balanced routine that includes breaks, movement, rest, play and time away from screens. Staff should consider signs of anxiety, isolation, fatigue or difficulty accessing learning and alert the Head, DSL or SENCO as

appropriate. Families may contact the class teacher or Head if the arrangement is causing undue difficulty.

8. Assessment, feedback and communication

Teachers will use suitable methods to check understanding and progress, which may include submitted work, short quizzes, discussion, photographs of completed work where appropriate, reading records, or brief check-ins. Feedback will be timely and proportionate to the work set. Teachers will explain how and when work should be submitted and how pupils can ask for help.

Work should be shared through the school-approved platform. Families should not include sensitive personal information in assignments or group messages. Staff will keep records only where needed for teaching, assessment, safeguarding or administration and will follow school retention and access arrangements.

Parent and carer queries should be sent through the school's approved communication channels. Staff will acknowledge and respond within the school's usual communication arrangements, taking account of urgency. A safeguarding concern must not wait for a routine email response; it should be reported directly to the DSL or school office.

9. Data protection and security

- Staff must access pupil and family information only through approved, password-protected school systems and only for a legitimate school purpose. Accounts must not be shared, and staff must log out when finished.
- Staff should use school-managed devices where available, keep devices updated and locked when unattended, and avoid storing pupil information on shared or personal devices. If a personal device must be used in an exceptional case, the Head must authorise it and staff must follow the school's security instructions.
- Personal data must be limited to what is necessary. Staff should use the appropriate recipient list, avoid exposing other families' email addresses, check attachments and recipients before sending, and not share pupil information through public links or personal cloud accounts.
- Any suspected loss, unauthorised access, misdirected message, recording or data breach must be reported immediately through the school's data protection incident process. The school will assess and respond under its data protection policy and applicable Czech and EU requirements.

10. Monitoring, review and related documents

The Head of School will review the quality and effectiveness of remote provision during use and after a significant period of remote learning. The review will consider curriculum coverage, pupil participation and progress, feedback, access to devices and connectivity, SEND and EAL support, safeguarding concerns, parent and staff feedback, and staff workload. Actions will be recorded and used to update plans.
The school will review this policy at least annually and whenever a significant change to guidance, safeguarding risks, platform use or school arrangements makes an earlier review necessary. The DSL and IT support will be involved in reviewing online safety and the implications of filtering and monitoring, including remote access or technology changes.
Related documents include the Safeguarding and Child Protection Policy, E-Safety Policy, Behaviour Policy, Anti-Bullying Policy, Attendance Policy, SEND Policy, Data Protection Policy, Complaints Policy, and Staff Code of Conduct.

11. Guidance and framework references

This policy has been reviewed against the current guidance and standards listed below. KCSIE 2026 came into force on 1 September 2026

Keeping children safe in education 2026 (paragraphs 164–177)

- British schools overseas standards (revised 14 August 2023)
- Providing remote education: guidance for schools
- Safeguarding and remote education

The standards and KCSIE do not prescribe one fixed timetable or require every lesson to be delivered live online. Provision is planned around pupils' ages and needs, while maintaining appropriate education, supervision, safeguarding and communication.

Appendix

National Online Safety Agency Top Tips for Parents

