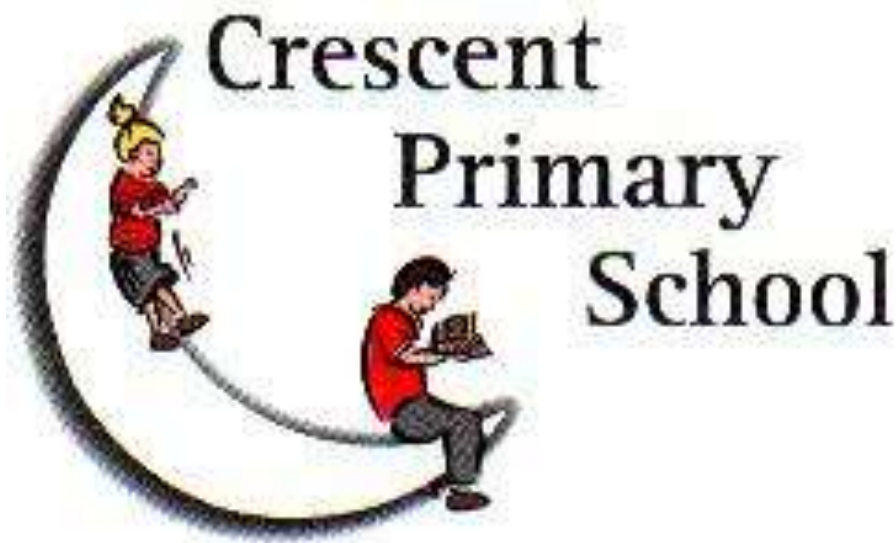


Remote Learning Policy



Approved by:	SDP&P Committee	Date: Autumn 2025
Last reviewed on:	Autumn 2024	
Next review due by:	Autumn 2026	

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 the local authority 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 8.30am and 3.30pm

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.

When providing remote learning, teachers are responsible for:

➤ Setting work:

Setting work for the children in their own class. Work will be ready for the children to access for 9am each day. Work set will be reflective of the lessons on a usual days timetable ie English, Maths, Science and a topic lesson. Work will be set on the SeeSaw app or Tapestry for children in Foundation Stage and will be presented with scaffolds, where applicable, according to the pupils' needs. Remote lessons will be planned in Year Group planning Teams and overseen by Phase Leaders.

➤ Providing feedback on work :

Feedback will be given to pupils on their work by audio comments, 'likes' or written comments.

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

Contact will be made from Monday to Friday through the SeeSaw app / tapestry. Parents will be given Teachers email addresses in order to ask questions or provide information – Teacher will only respond during the working hours. Complaints / concerns should be shared in the usual way – via CPOMS.

Children who fail to complete work will be contacted initially by their own teacher via a phone call. If a child persistently does not complete work, their name will be forwarded to the pupil family support worker (Lisa Harris) via CPOMS who will contact the parents. If the child still does not complete work, the Head teacher will contact parents and explain the schools' policy.

➤ Attending virtual meetings with staff, parents and pupils

- When attending virtual meetings, staff should wear appropriate dress and sit in a suitable place in their home ie with a plain wall background. Microphones should be turned to mute until asked to turn them on.
- When attending virtual meetings, parents and children should wear appropriate dress and sit in a suitable place in their home ie with a plain wall background. Microphones should be turned to mute until asked to turn them on.

Staff will follow the policies and procedures of GDPR when contacting families.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.30am and 3.30pm

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, for example, setting work on SeeSaw / tapestry for SEND children

➤ When attending virtual meetings, staff should wear appropriate dress and sit in a suitable place in their home ie with a plain wall background. Microphones should be turned to mute until asked to turn them on.

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 – through regular meetings with teachers
- Alerting teachers to resources they can use to teach their subject remotely

3.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the phase that they are responsible for, ensuring consistency – Kim Campbell - Short – Foundation Stage, Stacey Robinson – Key Stage 1 Emily Ratcliffe & Paul Matthews – Lower Key Stage Two and Shannan Kennedy-Brown – Upper Key Stage Two
- Monitoring the effectiveness of remote learning through regular virtual team meetings / email communication with teachers and gaining feedback from pupils
- Sally Hamilton will be responsible for Monitoring the security of remote learning systems, including data protection and safeguarding considerations supported by ATOM IT

3.5 Designated safeguarding lead

See 'Whole School Child Protection Policy'

3.6 IT staff

Staff are responsible for fixing issues with systems used to set and collect work, supported by ATOM IT.

Sally Hamilton will be responsible for helping staff and parents with any technical issues they're experiencing and assisting pupils and parents with accessing the internet or devices.

3.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

3.8 Governing board

The governing board is responsible for:

- › Monitoring the school's approach to providing remote learning to ensure education remains as high 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 Phase leader, DHT, AHT or HT
- › Issues with behaviour – talk to the Phase leader, DHT, AHT or HT
- › Issues with IT – talk to IT Leader
- › Issues with their own workload or wellbeing – talk to the Phase leader, SBM, DHT, AHT's or HT
- › Concerns about data protection – talk to DHT, SBM or HT
- › Concerns about safeguarding – talk to the DSL's
- › Concerns about Data protection – talk to Paul Matthews (DPO)

5. Data protection

5.1 Accessing personal data

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

- › Use relevant information from Scholar pack
- › Use devices provided by school rather than personal use devices.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses, telephone numbers etc 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.

However, staff are reminded to collect and/or share as little personal data as possible online.

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 can be made up of [3 random words](#), in combination with numbers and special characters if required, or generated by a password manager
- › 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

See 'Whole School Child Protection Policy'

7. Monitoring arrangements

This policy will be reviewed every 2 years by the Headteacher.