

# Remote Learning Policy



**Greatham**  
CHURCH OF ENGLAND  
+  
**Primary School**

**Approved by:**

N Dunn and  
Governing Body

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## 1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
  
- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

## 2. Roles and responsibilities

### 2.1 Teachers

When providing remote learning, teachers must be available between 8:30am and 4:00pm

When providing remote learning, teachers are responsible for:

- Setting work
  - Teaching staff will provide work for all children
  - Teaching staff will create and follow a timetable for setting work to ensure a broad and balanced curriculum, where new skills are being taught.
  - Timetables will be emailed to the Deputy Head and sent to parents via the family announcements of Seesaw or as a memo on Tapestry.
  - A reminder will be sent to parents about online safety with links to support on and advice on how to keep children safe online.
  - Work will be set by 5pm the day before.
  - Work will be uploaded onto Seesaw (Classes 2-4) and Tapestry (Class 1).
- Providing feedback

- Children and parents will post completed activities on the online platforms so teachers can access completed work.
  - Teachers will use the comment function to provide feedback to the children on their work.
  - Teachers will give feedback on the children's work by the beginning of the next working day once the work has been completed and submitted to the teacher.
- Keeping in touch with pupils who aren't in school and their parents – cover details like:
- Teacher will send a family announcement at the end of the week to ask parents if they need any support or have any questions.
  - Parents will be advised to contact teachers if they have any issues with the work or the online platform.
  - Messages received by the teacher must be checked in the working hours outlined above and responded to within 48 hours. Teachers must only send replies between these times.
  - Any issues that are received are to be dealt with professionally by the teacher. Any issues that need to be dealt with by the Headteacher should be e-mailed directly to her.
  - If teachers or SLT need to make contact with parents, they must record all contacts with parents on CPOMs and add any relevant actions. Example CPOMS comment 'Telephoned Mum offered support during home learning and I spoke with child who is getting on well. No concerns.' Alert SLT with each contact made and if there is a safeguarding concern alert a member of the SLT.
  - Contact should be polite and encouraging. Teachers must not give out any personal details. Any concerns should be forwarded to a member of SLT who may choose to contact the parents directly.
  - There is an expectation that children complete the work that is set. If there are any issues surrounding this, a member of SLT will contact the parents/carers.

## 2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their usual working hours. During this time, they are expected to check work emails. 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
  - When requested by the class teacher or SLT
  - Other work duties may be given to complete by the class teacher or SLT if the member of staff is also self-isolating and able to work.
  - Undertake remote and/or online CPD training.

## 2.3 Subject leads

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for: Monitoring the work set by teachers in their subject and offer support to other members of staff to ensure the subject is engaging and challenging for the children.

## 2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.

- › Monitoring the effectiveness of remote learning – reviewing work set by teachers weekly, monitoring Bug Club and TT Rock Stars, monitoring correspondence between parents and teachers.
- › Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- › Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- › Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- › Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- › Overseeing that the school has the resources necessary to action the procedures in this policy.
- › Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- › Arranging any additional training staff may require to support pupils during the period of remote learning.
- › Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.
- › Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- › Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- › Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- › Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- › Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

## 2.5 Designated safeguarding lead

The DSL is responsible for:

- › Maintaining contact, collating, passing on information and responding to any concerns.
- › Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- › Liaising with the IT provider to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- › Identifying vulnerable pupils who may be at risk if they are learning remotely.
- › Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- › Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- › Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working ensuring all safeguarding incidents are adequately recorded and reported.

## 2.6 Pupils and parents

Staff can expect pupils learning remotely to:

- › Be contactable during the hours of the school day 9am – 3pm – although they may not always be in front of a device the entire time and will reply in the times set out above.
- › Seek help if they need it, from teachers or teaching assistants Alert teachers if they're 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.
- › Be respectful when making any complaints or concerns known to staff.

## 2.7 Governing board

The governing board is responsible for:

Insert details, such as:

- › 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

## 3. 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 relevant subject lead or SLT
- › Issues with behaviour – SLT
- › Issues with IT – talk to Mrs Dunn, Mrs Richardson or Miss Finnigan
- › Issues with their own workload or wellbeing – talk to SLT
- › Concerns about data protection – talk to the data protection officer (Headteacher)
- › Concerns about safeguarding – talk to the DSL

## 4. Data protection

### 4.1 Accessing personal data

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

- › All staff have access to CPOMS to record any parent contact or concerns about children, this is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party.
- › Teachers are able to access parent contact details via Scholarpack if in school. If a member of staff is working from home, they should contact the school office or SLT to provide contact details via secure e-mail and password protection of the document. These should be deleted after use.
- › School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils.

### 4.2 Processing personal data

Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions. While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online. The online learning platforms follow all GDPR guidelines.

### 4.3 Keeping devices secure

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

- › Staff should only use school iPads or laptops to access the online platforms
- › Devices should be signed in and out of school using the book in the office
- › Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- › 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 if required
- › Keeping operating systems up to date – always install the latest updates
- › School devices will only be used for work relating to school

## 5. Safeguarding

With the increased use of digital technologies that comes with remote learning, safeguarding implications need careful consideration.

Parents are advised to spend time speaking with their child(ren) about online safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online. While we will be doing our best to ensure links shared are appropriate, there may be tailored advertising which displays differently in your household or other changes beyond our control.

Online safety concerns should still be reported to the school's Online Safety Lead Mrs Dunn or Miss Finnigan. Parents can do this through Seesaw messaging or by emailing one of the Designated Safeguarding Leads (see below)

The following websites offer useful support:

- Childline - for support
- UK Safer Internet Centre – to report and remove harmful online content
- CEOP - for advice on making a report about online abuse

In addition, the following sites are an excellent source of advice and information:

- Internet matters - for support for parents and carers to keep their children safe online
  - Net-aware - for support for parents and carers from the NSPCC
  - Parent info - for support for parents and carers to keep their children safe online
  - Thinkuknow - for advice from the National Crime Agency to stay safe online
  - UK Safer Internet Centre - advice for parents and carers
- If parents have any safeguarding concerns that need discussing, they can contact us directly

## 6. Monitoring arrangements

This policy will be reviewed biennial. At every review, it will be approved by the Governing Body.

## 7. Links with other policies

This policy is linked to our:

- › Behaviour policy and coronavirus addendum to our behaviour policy

- › Child protection policy and coronavirus addendum to our child protection policy
- › Data protection policy and privacy notices
- › Home-school agreement
- › ICT and internet acceptable use policy
- › Online safety policy

## 8. Information for Parents/Carers

### Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if school needs to close.

### Remote teaching and study time each day

#### How long can I expect work set by the school to take my child each day?

Teachers will post a timetable to the children's and parent's Seesaw accounts to outline the work they will receive for each subject, each day.

The range of daily learning activities will include:

- A time for prayer and reflection
- **Mathematics (set daily)** – this could include a relevant learning video or written example and instructions to deliver the learning objective (link will be provided) which will follow the medium-term planning in school.
- Teachers will also provide a learning activity for children to complete which will demonstrate their level of understanding.
- Children will also have the opportunity to access Time Tables Rockstars on a daily basis.
- **English: Reading (set daily)** – Children will have books assigned on Bug Club matched to their reading level. Children will also have library books and reading passport books to read at home. Children will complete reading tasks that are assigned on Bug Club and complete their reading passport booklet.
- **English: Writing (set daily)** – this could include a relevant learning video or written example and instructions to deliver the learning objective (link will be provided) which will follow the medium-term planning in school.
- **A grammar, punctuation, spelling or phonic** activity will be set everyday linked to the genre being taught at the time of isolation. When appropriate, teachers will set an extended piece of writing activity, which will utilise the GPS skills previously taught.
- **Foundation subjects** – children will complete a daily activity based on the foundation subjects that would be taught that day/week. This will include, science, history, geography, art, DT, PE, music, MFL, PSHE, computing.

### Year 6 specific requirements:

As well as the above, Year 6 children will also have access to additional online learning and resources. The Y6 teacher will direct children to the relevant activities to complete.

### Timetable of home-school learning (on a 5-day cycle):

Day	Activity 1	Activity 3	Activity 4	Activity 5
1	Prayer/Reflection	Maths	English	Foundation Subjects

2	Prayer/Reflection	Maths	English	Foundation Subjects
3	Prayer/Reflection	Maths	English	Foundation Subjects
4	Prayer/Reflection	Maths	English	Foundation Subjects
5	Prayer/Reflection	Maths	English	Foundation Subjects

## Accessing remote education

### How will my child access any online remote education you are providing?

<p>Greatham CofE Primary school will be using the following online platforms and resources to deliver online remote education:</p> <ul style="list-style-type: none"> <li>• Seesaw – Seesaw can be accessed at <a href="http://app.seesaw.me">app.seesaw.me</a> or download the app from the app store on any tablet or mobile device. Details of children’s logins will be sent home with children or emailed to the parents’ email address. If there are any problems logging in or if the password has been misplaced, parents should contact school.</li> <li>• Bug Club – Bug Club can be accessed at <a href="http://www.activelearnprimary.co.uk">www.activelearnprimary.co.uk</a> . Details of children’s logins were sent home at the start of the school year. If there are any problems logging in or if the password has been misplaced, parents should contact school.</li> <li>• TT Rockstars – TT Rock Stars can be accessed at <a href="https://ttrackstars.com">https://ttrackstars.com</a> . Details of children’s logins were sent home at the start of the school year. If there are any problems logging in or if the password has been misplaced, parents should contact school (This is for KS1 and KS2 children).</li> </ul>
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### If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

If you do not have digital or online access at home, you should contact school immediately.

School has a number of laptops or ipads that can be loaned to you.

### How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:



Some examples of remote teaching approaches:

- Recorded teaching (e.g. White Rose Maths, BBC Bitesize, Oak National Academy lessons, video/audio/PowerPoint recordings made by teachers)
- Interactive Phonics lessons on Bug Club
- Group sessions on video conferencing.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Internet research activities to complement the sequences of work

## **Engagement and feedback**

### **What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

In this section, please set out briefly:

- We expect all children to engage in remote learning.
- We understand that parents/carers still have work and/or family commitments and ask that they support their child in completing the work as soon as possible.
- Using the suggested timetable provided, may help to establish a routine with children at home.
- If there are any problems with the work or using the app, parents/carers should contact their child's teacher as soon as possible. If it is urgent, please contact the school office.

### **How will you check whether my child is engaging with their work and how will I be informed if there are concerns?**

In this section, please set out briefly:

- Teacher's will endeavor to check children's work as soon as possible and provide feedback on all pieces of work. This may be a written comment or a voice recording.
- Teacher's may also send children's work back with comments for them to improve it or move their learning forward as they would in the classroom.
- Will will check pupils' engagement with remote education daily by checking the pieces of work they have completed on Seesaw.
- If there is a concern about the amount of engagement over consecutive days, the class teacher or SLT will contact the parent/carer in the first instance by phone to offer support and guidance.
- If there are any problems with any aspects of remote learning, we encourage parents/carers to contact school as soon as possible.

### **How will you assess my child's work and progress?**

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

In this section, please set out briefly:

- Teacher's will endeavor to check children's work as soon as possible and provide feedback on all pieces of work. This may be a written comment or a voice recording.
- Teacher's may also send children's work back with comments for them to improve it or move their learning forward as they would in the classroom.
- There will be opportunities for children to ask questions and teacher to support with work during the video conferencing session
- Voice notes can be sent between teachers, children and parents to support and offer feedback on pieces of work.

## **Additional support for pupils with particular needs**

### **How will you work with me to help my child who needs additional support from adults at home to access remote education?**

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

In this section, please set out briefly:

- We will continue to support families of children with SEND and continue to follow advice from the other agencies involved as well as EHCP.
- The work sent home will reflect these children's needs and help to continue to support them.
- For younger children, the work set by teachers will be appropriate for their age and will be carefully scaffolded so they are able to access the learning and continue to progress. Some activities may be more practical to engage them in their learning.