



'cherish everyone, flourish together, serve others'

*"And now these three remain: faith, hope and love.
But the greatest of these is love."*

1 Corinthians 13:13

REMOTE LEARNING POLICY

Policy Lead Local Academy Committee **In consultation with:** [Headteacher](#)
Committee:

Approved by:  **Date:** May 2024

Policy Date: 23rd May 2024 **Review Date:** Summer 1 2027

Review Frequency: Three years



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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 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. Roles and responsibilities

This policy outlines the school's remote learning policy for both individual pupils, classes and the whole school if needed. We've covered the people who will typically have a role in remote learning.

2.1 Teachers

When providing remote learning, teachers must be available between 8:50am and 3:10pm.

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 providing remote learning, teachers are responsible for:

Setting work:

- Children will need to access remote learning in the following circumstances: They are isolating at home for any reason, school is closed due to unforeseen circumstances – snow, burst pipe etc.
- Teachers are expected to provide work for the children in their class.
- In the event of a whole class/school closing the following work will be made available:
 - Daily Literacy and Maths tasks will be provided no later than 8:50am (These can be made available in advance, e.g. the day before. Foundation Subject learning activities will be updated weekly.
 - Work will be uploaded to pupils and parents via SeeSaw. This will include a range of multimedia activities, including links to external websites such as The Oak Academy and youtube. The school will also use other online platforms such as TT Rockstars.
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- If there is a partial closure and some children are in school, Teachers will send links to those staff in school that are covering to ensure that the learning is the same for these children.
- In the event of an individual pupil needing to access remote learning, the following provision will be provided:

Commented [DB1]: Do all children have access to SeeSaw, a computer/device and the internet? Do we need a provision to support those children who do not? E.g. Materials will be available in paper form if needed (similar to the provision when an individual pupil is off)

Commented [DB2]: Do we need any provisions should a child have to be learning remotely for an extended period of time? i.e. being signposted to age appropriate resources to support Maths and Literacy doesn't feel enough should the absence be more than a few days / 1 week? (although appreciate the challenges this could face)



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- On the first day of absence, pupils will be signposted to age appropriate resources to support Maths and Literacy. These will be available in paper form if needed.

Access to Technology:

All children have access to SeeSaw, and we will make sure that all children have access to a computer/device. For those who do not have access, we will provide the necessary support. As part of this provision, materials will be available in paper form if needed.

Extended Remote Learning:

For children learning remotely for an extended period, we will develop additional provisions beyond signposting age-appropriate resources for Maths and Literacy. This may include more comprehensive lesson plans, regular virtual check-ins, and tailored support to ensure continued learning progress.

Providing feedback on work:

- Pupils will send work via SeeSaw (either via an App on the online platform) or email. They can take a photo of the work and upload it for feedback. They will complete the work and then send it back to the teacher.
- When appropriate, teachers will comment and provide feedback via the app or via email. Work will be checked daily.

Commented [DB3]: Added this here to be consistent with a statement made later around work being checked daily

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

- If a pupil is unable to attend school, parents should contact the school office in the usual way to report the absence. Admin staff will confirm the reason for non-attendance. If the child is ill, there is no expectation that any remote learning should take place.
- Parents and children can make contact through SeeSaw and through the class email addresses
- Teachers will answer emails when they are not providing live lessons and during school hours.
- Safeguarding concerns will continue to be logged on MyConcern. The DSL will have regular updates and contact with vulnerable families.
- Any complaints should in the first instance be dealt with by the Class Teacher and then forwarded to a member of SLT.
- Class teacher will follow up with the families failing to do the work.

Attending virtual meetings/ delivering lessons:

- Dress code: Staff will be dressed appropriately in work attire when filming or taking part in live lessons. Children will be expected to be dressed – not in pyjamas (but in own clothes is acceptable) when taking part in live lessons.



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- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background): If working from home staff will ensure that background noise is kept to a minimum and that they are the only person visible on the screen. If children are taking part in online lessons then they are the only ones that should be visible.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their normal working hours. 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. Teaching assistants may be required to work with a selection of pupils so that teachers can provide the online learning.

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

- Supporting pupils who aren't in school with learning remotely
- Provide some feedback to pupils.

2.3 SENDCo / Pastoral Support

The SENDCo will make regular contact (by phone) with all My Plan+ and EHCP children who are away from school for a period of longer than 1 week. This will be to offer additional support that the family may need in order for their child to access an appropriate curriculum. Those children identified as vulnerable, and those who already work with the school Listening Post will continue to have regular contact with the school. These contacts will take place via telephone.

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 – Feedback from parents, staff and children.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations – Teams and SeeSaw to be used. Report any concerns immediately to these companies.

2.5 Designated safeguarding lead

The DSL is Ms Aga Przybylska. Deputy DSLs are Mrs Linda Tetlow and Mrs Jo Harris. The DSL will have regular contact with the families on CIN or CP and those that are considered vulnerable.

2.6 Pupils and parents

Staff can expect pupils learning remotely to:



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- Be contactable during the school day – although consider they may not always be in front of a device the entire time. This will be via SeeSaw
- Complete work to the deadline set by teachers; this will be checked daily.
- Seek help if they need it, from teachers or teaching assistants. They can do this by contacting the class teacher via the class email or via See Saw.
- 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 – 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

2.7 Local Academy Committee

The Local Academy Committee 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

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the Headteacher.

4. Data protection

4.1 Accessing personal data

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

- Access phone numbers via the school office.
- In the event of closure, the office will email staff with the relevant phone numbers for the class.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses 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. Staff must not share any email addresses with other people, and must not use 'reply to all'.



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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:

- 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
- Keeping operating systems up to date – always install the latest updates

5. Safeguarding

This policy should be read in conjunction with the Severn Federation Academy Trust Child Protection & Safeguarding policy. This can be found at; www.sfat.uk/policies. The Department for Education's definition of 'vulnerable children' includes those who:

- Are assessed as being in need, including children:
 - With a child protection plan
 - With a child in need plan
 - Looked after by the local authority
- Have an education, health and care (EHC) plan
- Have been assessed as otherwise vulnerable by educational providers or LAs, for example those who are:
 - On the edge of receiving support from children's social care services
 - Adopted
 - At risk of becoming NEET ('not in employment, education or training')
 - Living in temporary accommodation
 - Young carers
 - Considered vulnerable at the provider and LA's discretion

5.1 Reporting concerns

All staff, students and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children continuing to attend or returning to school and those at home.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.



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5.2 Monitoring attendance

Attendance will be monitored through the attendance register. Where any child we expect to attend school doesn't attend, or stops attending, we will:

- Follow up on their absence with their parents or carers, by contacting parents and/or social worker if there is one.
- Notify their social worker, where they have one

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible.

5.3 Child-on-child abuse

We will follow the principles set out in Keeping Children Safe in Education when managing reports and supporting victims of child-on-child abuse.

Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

5.4 Concerns about a staff member or volunteer

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/students/volunteers working on site or remotely, following the procedures set out in the Allegations of Abuse against staff and low-level concern policy; www.sfat.uk/policies. We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency.

6. Online Safety

Where staff are interacting with children online, they will continue to follow our existing IT acceptable use policy and The Safer Working Practices guidance.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures. We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

6.1 Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school



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- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- Know where else they can go for support to keep their children safe online

7. Children attending other settings

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information. Wherever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- The child's EHC plan, child in need plan, child protection plan or personal education plan
- Details of the child's social worker
- Details of the virtual school head

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

8. Links with other policies

This policy is linked to:

- Behaviour Policy
- Child Protection & Safeguarding Policy
- Online Safety Policy
- Data Protection Policy
- Allegations of Abuse Against Staff & Low-Level Concern Policy
- Code of Conduct & Whistleblowing Policy
- Children in Care Policy
- Attendance Policy
- SEND Policy
- Supporting Children with Medical Conditions Policy

This policy is available on the school website: [Newnham St Peter's Church of England Primary School - Policies \(npschool.uk\)](https://www.npschool.uk/policies)

Paper copies are available on request from the School Office.



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