

REMOTE LEARNING POLICY

St. Mary's CE Primary School



St Mary's
C of E Primary School

Approved by: Helen Webb

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Last reviewed on: September 2025

Next review due by: September 2027



Instilling a life-long love for learning in an inclusive, supportive Christian community. Giving everyone the strength to enable them to flourish.



VISION AND VALUES

OUR VISION:

At St Mary's we aim to nurture the whole child, with the opportunity to develop their full potential through an inspiring and creative curriculum, instilling a life-long love for learning in an inclusive, supportive Christian community. Providing them with the strength to enable them to flourish.

Isaiah 40:31

But those who trust in the Lord for help, will find their strength renewed.

They will rise on wings like eagles;

They will run and not grow weary;

They will walk and not grow weak.

OUR VALUES:

At St Mary's CE Primary School, these values are at the heart of everything we do at school. We actively teach these values to children through our curriculum, collective worship and our day to day interactions with children. We always encourage children to reflect these values in their own behaviour in school and in the wider community.

LOVE is the most important core value in our school. We strive to bring our community together through love, kindness and friendship. We seek to appreciate everyone for who they are and welcome them to our school family. We encourage the whole school community to consider others before themselves and to practice friendship, compassion, forgiveness and tolerance.

HOPE is rooted in God's love for us. At St Mary's, we have high hopes and aspirations for all our pupils, our school and our community

TRUST is central to our school community. We trust in God, one another and ourselves. We value those around us who we know we can rely on, who can support and be there for us. When we work together, we grow stronger and are enriched.

RESPECT, one of our core Christian values, includes self-respect, respect for each other, the wider community and the world. Respect embraces individual differences and similarities within **school and** community. We celebrate these differences and rejoice in similarities. As a school, we ensure children have equal opportunities to be successful and appreciate everyone's talents.

PERSEVERANCE, at St Marys we work hard and aim to be the best we can. We know that sometimes things can be difficult, but we keep going and with God's help we don't give up.

FRIENDSHIP, friends are incredibly important as children grow up. Friendships allow children to grow and develop social and emotional skills. This ensures that the unique individuality of each person is recognised echoing the value placed by God on the preciousness of each person.

Everyone in the school community has a part to play in achieving strong, meaningful relationships and excellent behaviour. We all have a shared responsibility to provide the very best learning environment for our children and so we have a set of principles that apply to everyone (appendix 1).

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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. 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 local 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 8:45am and 3:15pm

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. Where the school is closed they should contact the headteacher directly via phone.

When providing remote learning, teachers should:

- Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners
- Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely



They are also responsible for:

Setting work:

- Setting work for their own class and on occasion other classes.
- The amount of work they need to provide is:
 - 3 hours a day on average across the cohort for Key Stage (KS) 1, with less for younger children
 - 4 hours a day for KS2
- Work will need to be set before 3pm the day before.
- Work should be shared via ClassDojo
- They should co-ordinate with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work

Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects:

- This includes considering the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills
- This also includes considering the needs of pupils' families or carers, including how much adult involvement is needed in each activity and whether pupils have a suitable place to study

Providing feedback on work:

- Photographs of work should be shared with the teacher on ClassDojo private chat between the parent and the teacher as advised by the teacher when set.
- Teachers will respond with feedback as appropriate.

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

- Make regular contact (at least weekly) via ClassDojo
- To answer emails and messages from parents within working hours
- Complaints/ concerns should be shared with the headteacher/ deputy headteacher via email.
- Provide pupils with opportunities for regular interaction with teachers and peers during the school day- via Dojo and setting competitions on apps and online learning platforms.

Attending virtual meetings with staff, parents/carers and pupils:

- In smart casual dress which maintains the expected professional standards.
- avoiding areas with background noise, nothing inappropriate in the background, nothing that breaches confidentiality or shares the personal details of staff or children.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available for their normal, contracted 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. If no body is available in school, they should contact the headteacher directly via phone.

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

- Supporting pupils who aren't in school with learning remotely whom teachers have identified as needing additional support. This may be creating resources that scaffold learning, spending time on the phone with particular students or providing pastoral support.
- Attending virtual meetings with teachers, parents/carers and pupils. They should follow the same guidelines set out in 3.1 for teachers in regards to dress and background.



3.3 Senior leaders

Teaching and Learning Lead- Deputy headteacher, Mrs Bough, has overarching responsibility for the quality and delivery of remote education.

Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.

They should continue to overcome barriers to digital access where possible for pupils by, for example:

- Distributing school-owned laptops accompanied by a user agreement or contract (if possible)
- Securing appropriate internet connectivity solutions where possible
- Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern

They are also responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring staff remain trained and confident in their use of online digital education platforms
- Training staff on relevant accessibility features that your chosen digital platform has available
- Providing information to parents/carers and pupils about remote education.
- Working with the catering team to ensure pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

3.4 Designated safeguarding lead (DSL)

The DSL is responsible for ensuring all staff still adhere to the school's Child Protection Policy. The DSL will continue to use the Children's Front Door to report any concerns.

3.5 Pupils and parents/carers

Staff can expect pupils learning remotely to:

Insert details, such as:

- 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're not able to complete work
- Act in accordance with normal behaviour rules / conduct rules of the school

Staff can expect parents/carers with children learning remotely to:



- Engage with the school and support their children's learning, and to establish a routine that reflects the normal school day as far as reasonably possible
- 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 LSB

The Local School Board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains of as high a 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:

Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

- Issues in setting work – talk to the teaching and learning lead- deputy headteacher, Mrs Bough
- Issues with behaviour – talk to the headteacher
- Issues with IT – Log a ticket with the IT Provider
- Issues with their own workload or wellbeing – talk to the headteacher
- Concerns about data protection – talk to the headteacher
- Concerns about safeguarding – talk to the DSL or DDSL

5. Data protection

5.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will use school devices. Where this is not possible staff should contact the headteacher to discuss this.

5.2 Processing personal data

Staff members may need to collect and/or share personal data 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. The school will follow its data protection policy / privacy notice in terms of handling data, which can be found on the school website.

However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

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 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

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6. Safeguarding

In the event of remote education being required for longer than a week, a specific safeguarding addendum/ policy will be created and shared on the school website.

7. Monitoring arrangements

This policy will be reviewed every 2 years. At every review, it will be approved by the chair of the Local School Board.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety policy

