



Remote Learning Policy

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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 whether as individuals or as whole class bubbles due to e.g. a global pandemic. This remote learning policy recognises the significant challenges faced by pupils, staff, and families when remote learning becomes necessary. Our aim is to provide a supportive and flexible framework to ensure continuity of learning, while being mindful of the pressures on time, resources, and wellbeing that such circumstances can create.

This is not for individuals who are unwell. The Medical Needs Team caters for children with serious medical needs if they are off school for a long time e.g. undergoing chemotherapy etc.

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

2.1 Teachers

When providing remote learning, teachers must be available during their 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.

When providing remote learning, teachers are responsible for:



Setting work -

- This will be for their class or Key Stage bubble which is closed. In the event of two or more classes being closed, teachers can share the preparation and setting of this work appropriately between teachers.
- When an individual child is isolating, staff have prepared self-isolation grids for individual children. This can be supplemented with their homework activities, or for example, Oxford Owls that provides free e-books to parents.
- In the event of a whole class/ bubble closure, teachers should follow as closely as possible the Maths and English planning for the day(s) that the bubble is closed with an additional activity linked to Foundation Subjects. This can be done via streamed lessons through the Google Classroom, and through set work. Further activities can be done from the homework grid.
- Each class will have been assigned a Google Classroom, and children should be directed to this platform where lessons will be streamed and work will be set. Teachers can give instruction and feedback through this platform, and children and carers can post comments. The office will communicate all necessary passwords and training to parents. Training has been provided by Partnership Education and training videos are on the one drive as well as YouTube: <https://www.youtube.com/channel/UCYITNK1L7Tv6FeplqkDoUgg/featured>
- In the event of the class teacher being unable to teach a closed bubble due to illness, each key stage will provide a pack of materials and links for the children and parents to work through for a week. After a week, Key Stage Leads would need to co-ordinate further work and support. Office staff, TA's and Key stage leads will be available to deal with queries or difficulties. In the event of a Key Stage Lead being ill, then this responsibility will fall to the Senior Leadership Team in collaboration with the KS team.

When providing remote learning, we understand that both teachers and pupils are operating in challenging circumstances. Teachers are responsible for supporting pupils while remaining flexible in response to each family's unique situation. Flexibility with deadlines and creative solutions will be encouraged to accommodate these challenges.

Providing feedback on work -

- Children will be able to upload their work/pictures to the Google Classroom.
- Feedback may be an acknowledgement of the work, for foundation subjects for example, and for Maths and English feedback should be given through the Google Classroom as appropriate e.g. giving answers to quiz, marking or correcting work as appropriate. This may be done by any member of the year group team.

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Feedback will be given sensitively recognising that pupils are working under difficult conditions.

- Keeping in touch with pupils who aren't in school and their parents:
- For individual children who are isolating, teachers should make regular contact with home via telephone/email to check how the children are getting on with the materials and to address any issues.
- For class or bubble closures, regular daily contact will be made via the Google Classroom either through live-streamed lessons and/or through messages posted beneath each assignment or activity, and through feedback.
- Teachers are expected to respond within three working days to queries from parents and children via the Google Classroom or if more appropriate by telephone, but not beyond the span of a regular working day (3:30).
- Complaints or concerns shared by parents should be resolved quickly if possible, for example difficulties logging in, not having equipment to access the classroom, the office is the first point of contact. For any safeguarding concerns, refer to section 2.5 below or the Child Protection and Safeguarding Policy.
- Teachers should make contact with the parents or carers of any children who do not engage with the Google Classroom to encourage them to participate.
- Attending virtual meetings with parents and children – for example parent consultations or streaming:
 - The dress code is smart school attire
 - Locations should ideally be neutral e.g. against a plain wall or a door, avoiding areas with background noise, or anything inappropriate in the background. Smart speakers such as Alexa should be switched off for confidential discussions.
 - Pastoral support Teachers will maintain regular contact with pupils and parents to monitor their wellbeing. We understand the stress families may be under, and any concerns will be dealt with sensitively, with support offered where needed. If the virtual call is unsuccessful, this should be followed up with a phone call.

2.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available during their contracted working hours unless agreed otherwise.

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 -

- Hearing children read at the direction of the class teachers, for example using free online e-books from Oxford Owl or reading stories to children.
- Supporting children with SEND to access remote learning

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- Making regular contact with children who are isolating individually.
- Providing feedback on tasks or marking as agreed with class teacher
- Attending streamed lessons with teachers, parents and pupils
- Dress should be in keeping with the school's dress code
- Locations should ideally be neutral e.g. against a plain wall or a door, avoiding areas with background noise, or anything inappropriate in the background. Smart speakers such as Alexa should be switched off for confidential discussions.
- Forest school, to provide support and activities as necessary, in collaboration with class staff.

2.3 Office

To provide data as necessary to staff and parents for successful login to Google Classrooms. To Liaise with Partnership Education to monitor and rectify any technical issues. To be available within office hours for queries

2.4 SLT

Senior leaders are responsible for:

Co-ordinating the remote learning approach across the school

Monitoring the effectiveness of remote learning –through dropping in to streamed lessons, reviewing work set or reaching out for feedback from pupils and parents

Supporting staff with training and keeping in touch.

Covering in case of KS lead sickness as outlined above.

2.5 SENDCO

Alongside any teaching responsibilities, the SENDCO is responsible for advising teachers on how remote learning can be adapted so that it can be accessed by children with SEND, or signposting teachers/children and parents to appropriately accessible resources.

2.6 Designated Safeguarding Lead

The DSLs and DDSL's are Mr Heather, Mrs Rees, Mr Webb, Mrs A Quick and Mrs Major in Pre-school. Their responsibilities are laid out in the school's Child protection and Safeguarding Policy.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection and Safeguarding Policy and where appropriate referrals should still be made to children's social care and as required, the police.

2.6 Children and Parents

The policy aims to set clear yet flexible expectations for all members of the school community, acknowledging the different situations families may be dealing with,

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such as limited access to devices, unreliable internet connections, or the financial impact of having children at home when parents need to work. We understand the pressure remote learning places on families. We encourage parents to support their child's learning as best they can.

Staff can expect children learning remotely to:

- Be contactable during the school day – particularly when a lesson is being live streamed (or arrange to view a recording, as appropriate)
- Complete work to a flexible 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

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 and to do this according to the parental complaints policy.
- Make the school aware if they do not have equipment or internet connection. The school is committed to working with families to find solutions to difficulties. They may have devices for loan or be able to offer alternative solutions to access learning materials. Ensure they have a space to work.
- Ensure children are not left alone on the internet. Staff are advised not to undertake 1:1 work if there is not a responsible adult in the room with the child. Parents are urged to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.

We understand that having children learning at home can place financial strain on families, particularly if parents are unable to work. Where possible, we will offer flexibility in our expectations for pupil participation and deadlines, ensuring children can learn without additional pressure on their families.

2.7 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

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3. Who to contact

If staff have any questions or concerns about remote learning, they should speak to their Key Stage Leader in the first instance or to a member of the Senior Leadership Team.

If parents and carers have any questions or concerns about remote learning, they should contact the office in the first instance, then their teacher, Key Stage lead if not resolved, then SLT.

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, staff will store securely using password protected devices and/or Google Drive.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as their school email address or a parent's email address 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. Wherever possible staff should use the Google Classroom platform to avoid sharing of personal information or data.

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)
- Not store data on a personal PC but keep all documents on the password protected Google drive
- Making sure the device locks if left inactive for a period of time
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

5. Safeguarding

Staff should refer to the school's Child Protection and Safeguarding Policy for further information about staying safe online and child protection.

When not supporting online, staff could undertake free e-training for example:

<https://www.acesonlinelearning.com/> ; Safeguarding/online safety refreshers
<https://centralbed.plateau.com/learning/user/portal.do?landingPage=login&siteID=SITE-001>

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6. Monitoring arrangements

This policy will be reviewed every three years or more frequently if required. Next review due Autumn 2027.

7. Links with other policies

This policy is linked to our:

Behaviour policy

Child protection and safeguarding policy

Data protection policy and privacy notices

Medical policy

Home-school agreement

Computing and AUP policy

Parental complaints policy

Policy endorsed by the Governing Body: January 2025

Signed: Chair of the Governing Body

Equal opportunities

All young people will be treated equally, regardless of disability, race, creed or gender. The policy will be applied regardless of culture, faith or belief.

Useful websites may include:

<https://parentinfo.org/>

<https://www.gov.uk/guidance/covid-19-staying-safe-online>

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19?priority-taxon=b350e61d-1db9-4cc2-bb44-fab02882ac25#safeguarding-pupils-and-teachers-online>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education-->

[2](#)