Remote Learning Policy

Sledmere Primary School

Part of the Perry Hall Multi-Academy Trust

Approved by: Local Governing Body	Nicola- Tracey Parsons (Chair of Governors)	**Date:** September 2026
Last reviewed on: **September 2026**		
Next review due by: **September 2027**		

Document Control Table

Date	Author	Note of Revisions
11.9.2024	ER	Pg.6 – Amended Leadership initials Pg.7 – Change in IT support provider to Colwyn technologies. Pg.7 – DDSL initial changed.
05.08.2026	A Smith	Pg 6 – Safeguarding Team initials changed Pg 7 – removal of SLT or LP Pg 8 and 9 – correction of transcription errors

Contents

1. Aims 3
2. Roles and responsibilities 3
3. Who to contact with issues/concerns 6
4. Data protection 6
5. Safeguarding 7
6. Monitoring arrangements 7
7. Links with other policies 7
8. Appendix 1 9

1. Aims

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for all pupils and groups of 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
- Support an effective method of communication between the school and our families.

2. Roles and responsibilities

Teachers and members of staff with teaching responsibilities

When providing remote learning, teachers must be available during their normal school hours for pupils, parents/carers and staff:

- Pupils / Parents and Carers - Office 356 TEAMs / year group emails.
- Staff – phone, Email, TEAMs for meetings. Training etc.

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 when a class/ year group bubble closes:

- Year group staff will work together to ensure that appropriately pitched work is set for all groups of pupils across the year group
- All planning will take place over TEAMs during their usually PPA time
- All work and pre-recorded videos will be uploaded to the Office 365 TEAMs for their year group
- Assignments for each lesson will be created to allow the children to submit work and the teachers to track what has been submitted

- All work should be set by 4pm the day before to allow parents/carers to access and print anything they wish to.

- For those pupils that are unable to access TEAMs work will be sent via email or printed weekly packs created dependent on request.

The timetable/teaching and learning expectations:

- EYFS and Year 1

  Daily – shared on TEAMs:

  *Phonics pre-recorded video/live and related activity assigned

  *Maths pre-recorded video/live where appropriate and related activity assigned

  *Creative task / non-core activities assigned

  *Story to be linked into the creative task (pre-recorded if appropriate)

  Communication via Year group email, TEAMS and phone calls (every other day).

- Year 2 and KS2
  - Teachers to provide a timetable (will vary depending on the cohort and Year group) of live lessons and expectations of work to be completed.
  - Live sessions to be no longer than 30 minutes at any one time.
  - Example of a timetable below:

Time	Subject	Access
9:00 - 10:00am	Reading	- 20 minutes live lesson introduction - 40 minutes for assignments to be completed independently
10:00 – 10:15am	Break	
10:15 – 11:15pm	Maths	- 20 minutes live lesson introduction - 40 minutes for assignments to be completed independently
11:15 – 11:30pm	Break	
11:30 – 12:30pm	English/ SPaG	- 20 minutes live lesson introduction - 40 minutes for assignments to be completed independently
12:30 – 1:30pm	Lunch	
1:30 – 2:30pm	Topic or Science	Purple Mash Task or Topic Teams Assignment

IEPs and EHCPs- add in time for these targets with SEN support staff

Non-Core via Purple Mash/live teaching

Those not able to join the LIVE learning will receive a daily call to ensure they are able to complete the work provided.

Providing feedback on work:

- Daily contact will be made with all pupils via Office 365 TEAMs, emails or phone calls
- Pupils will return their work for each assignment (Office 365) or emailed back to the class teacher. Paper copies to be returned following isolation period.
- Staff will provide individual feedback, where appropriate, using the feature in Office 365. Staff should consider how the feedback is reflected in their subsequent lessons as a teaching point
- If any Purple Mash activities have been set, feedback should also be provided

- Additionally, feedback should be incorporated into each lesson to support the reduction of workload- as children are working on documents, a feedback conversation within Office 365 can be started
- Feedback for morning Maths, Reading, and SPaG tasks will be provided by the end of the day the work has been completed. Feedback for afternoon tasks will be provided as soon as possible and at the latest, by the day before the next lesson of that subject.

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

- Staff will be available via the class emails to support pupils and parents isolating and will reply within a reasonable amount of time: around their full time teaching commitment.
- Children who do not have access to technology will be offered a device to loan whilst remote learning is required (a device loan agreement will be completed with a return date specified)
- Those who choose not to loan a device for any reason (and are well enough to complete home learning) will receive regular phone calls (every other day) to check the pupil is able to follow and complete the printed packs set by the teacher.
- Any child absent from learning due to illness must receive a well-being phone call to check in on their well-being every other day. These may be made by the front office staff or a member of classroom teaching team.
- Vulnerable pupils will require weekly calls by their Key workers / DDSLs
- If a pupil persistently fails to complete work, then a courtesy call must be made to the parent/carer by the teacher to check on the child's well-being and to establish why the work is not being completed. It should be established whether school intervention is necessary
- Any concerns/complaints raised by parents/carers should be discussed with the phase leader or a member of the leadership team. Any safeguarding concerns need to be raised immediately with the (D)DSL and logged onto CPOMS
- Emails from parents/carers (which will be sent through the year group email accounts) will be responded to, within working hours, within 24 hours of receipt.

Attending virtual meetings with staff, parents and pupils (if required):

- When liaising with parents/carers, children, school or outside agencies, staff must dress professionally, appropriately and continuing to follow the MAT dress code
- Staff must blur their backgrounds when working with children, parents/carers or outside agencies. They must also ensure that meetings take place with minimal background noise.

In the event of a local lockdown, teachers will also be working in school on a rota based system, to support the key worker and vulnerable children. On these days, the other staff within the year group will pick up the delivery of the online sessions to the year group.

Teaching assistants

Teaching assistants must be available during their normal working hours to either support remote learning or complete alternate directed tasks. This will be confirmed by a member of the leadership team.

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.

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 the 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
- Monitoring the remote work set by teachers in their subject
- Alerting teachers to resources they can use to teach their subject remotely.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school, including daily monitoring of pupil engagement – FD, AS, CD, NW, AS
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents/carers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations- DSL, DDSLs, Head of School.

Designated Safeguarding Lead

The DSL is responsible for:

- Managing and dealing with all safeguarding concerns
- Put in place a risk register identifying pupils that are at greater risk of being vulnerable when not in school during lock down
- Making at least weekly contact with our vulnerable families during the period when remote learning is taking place – all conversations to be recorded
- All relevant meetings to be attended and recorded for all vulnerable pupils.

Refer to the Safeguarding and Child Protection Policy for further information.

SENCO

The SENCO should:

- Ensure that pupils with IEPs and EHCPs continue to have their needs met while learning remotely
- Liaise with the Head of School/Head teacher, the child's class teachers and other organisations to make any necessary alternative arrangements for pupils with IEPs and EHCPs
- Consult with the parents/carers of pupils with EHCPs to update individual risk assessments.

Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers or teaching assistants
- 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
- Be respectful when making any complaints or concerns known to staff.

Parents/Carers and pupils can expect staff teaching remotely to:

- That the pupil's wellbeing is at the forefront and children will be asked to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities.

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.

3. Who to contact with issues/concerns

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 SENCO
- Issues with behaviour – talk to the relevant phase leader
- Concerns around behaviour and wellbeing- discuss with phase leader and/or the inclusion team
- Issues with IT – contact Colwyn Technologies
- Issues with their own workload or wellbeing – discuss with phase leader/SLT
- Concerns about data protection – talk to the data protection officer (Jeremy Parkes and Head Teacher)
- Concerns about safeguarding – raise concerns immediately with a D(D)SL.

4. Data protection

Accessing personal data

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

- Follow our Data Protection Policy and Acceptable Usage policy
- Only use a device provided by school to access data and not their own personal devices.

Processing personal data

Staff members may need to collect and/or share personal data such 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.

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
- 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 whilst working at home
- Storing the device safely.

5. Safeguarding

The safeguarding of our pupils remains our highest priority, whether the pupil is learning in school or remotely from home. Please refer to and religiously follow our safeguarding policy.

Where possible, all interactions will be textual and public.

All staff and pupils using video communication must:

- Communicate with another adult present where possible
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Ensure live lessons have two members of staff and permission has been given from parents for children to be involved.
- Always remain aware that they are visible.

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Always remain aware that they can be heard.
- The school will communicate to parents/carers via class emails any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

During the period of remote learning, the school will maintain regular contact with parents/carers to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

6. Monitoring arrangements

This policy will be reviewed yearly. At every review, it will be approved by the full governing board/committee.

7. Links with other policies

This policy is linked to our:

- Teaching and Learning policy
- Behaviour policy
- The Academy Safeguarding policy
- The Academy Data protection policy
- The Academy Online safety Policy
- The Academy Acceptable use policy
- Remote Learning Home-school agreement

Appendix 1

SLEDMERE
Primary School

Remote learning Home-School Agreement

School will...	Pupils will...
• Provide a blended remote learning approach, consisting of live lessons, independent activities and other relevant tasks (e.g. on Purple Mash, Times Table Rockstars, RWI Phonics} in order to continue learning at home (as a whole class or in smaller groups) • Respond to completed assignments/tasks through Teams and Purple Mash • Contact pupils who do not log into live lessons to check in on them and their family • Offer pupils the opportunity to ask for extra help if they don't understand • Ensure staff are available via the school email address should any questions arise	• Attend all live lessons unless they have a genuine reason that they are unable to • Leave profile pictures as initials so that they are easily identifiable during the lesson • Find a quiet place to join their live lesson and have a pencil and paper to make jottings • Use the 'Raise your hand' and 'Chat' function to participate in the lesson • Remain on mute unless the teacher asks for them to unmute, • Focus on learning during the live lessons • Complete Purple Mash and other follow up activities to practise skills • Use the chat function for learning ONLY, this is not a social media chatroom • Remember class expectations still apply always adhere to the school Core Values

Parents/ Carers will ...

- To ensure their child is following the daily timetable and completing their work to avoid more learning time loss
- Let the school know if their child has any technical issues with accessing online learning
- If parents/ carers have any safeguarding concerns about online lessons, please contact the school office/ class teacher
- Ensure their child only uses the platforms for educational purposes
- Monitoring the use of their devices for access of other online materials and apps
- Support their child to stay safe online

"I, the parent/ carer, and my child, agree to all the statements outlined in the Remote Learning Home School Agreement." If I have any concerns, disagreements or any questions, I will contact the school/ class teacher

01384 476150 or email