



Lisle Marsden
Church of England
Primary Academy

Remote Learning Policy

Effective Date: March 2025

Review Date: March 2027

This procedure is non-contractual and can be amended by the academy at any time

Contents:

1. Guidance	2
2. Aims	3
3. Roles and responsibilities	3
4. Who to contact	8
5. Data protection	9
6. Safeguarding	10
7. Monitoring arrangements	10
8. Links with other policies	10
9. Remote learning chart	11

1. Guidance

When compiling this policy the following DfE guidance document has been considered:

'Providing remote education Non-statutory guidance for schools January 2023' updated 19th August 2024

'Remote education should only ever be considered as a last resort where a decision has already been made that attendance at school is not possible, but pupils are able to continue learning.' DfE 19th August 2024

'Pupils absent from school and receiving remote education still need to be marked as absent in the register. Schools must continue to record pupil absence in the register in line with the [School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#) and attendance guidance, using the most appropriate code.' DfE 19th August 2024

Circumstances where it might not be possible for pupils to receive in person education fit into two broad categories:

- **School closures or restrictions on attendance, where school access for pupils is restricted, for example:**
 - Covid Pandemic
 - Closures due to weather
 - Closures due to other factors at the school (lack of water, power etc.)
- **Individual cases where a pupil is unable to attend school but is able to learn**
 - 'When a pupil is absent, the school should always seek to overcome the barriers to attendance and provide support for the pupil to attend, regularly reviewing any barriers in conjunction with the pupil, parents or carers, and if appropriate, a relevant medical professional.
 - Remote education should not be viewed as an equal alternative to attendance in school, and providing remote education during a pupil's absence does not reduce the importance of bringing that absence to an end as soon as possible.
 - In the limited circumstances when the school decides to use remote education for individual pupils when they are absent, the following should be considered:
 - Ensuring mutual agreement of remote education by the school, parents or carers, potentially pupils, and if appropriate a relevant medical professional. If the pupil has an Education, Health and Care plan or has a social worker, the local authority should also be involved in the decision.
 - Where remote education is being used as part of a plan to reintegrate back to school, putting a formal arrangement in place to review its efficacy regularly, alongside identifying what other

support and flexibilities can be put in place to help ease the pupil back to school at the earliest opportunity.

- Setting a time limit within which the period of remote education provision should be reviewed, with the aim that the pupil returns to in person education with the required support in place to meet their needs.' (DfE January 2023)

Remote education during a suspension or permanent exclusion

As outlined in the [suspension and permanent exclusion guidance](#), headteachers should take steps to ensure work is set and marked for pupils during the first 5 school days of a suspension or permanent exclusion.

2. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in the academy
- Set out expectations for all members of the academy community with regards to remote learning
- Provide appropriate guidelines for data protection

3. Roles and responsibilities

It is the role of the academy staff to provide a remote education to **all children** and overcome any technological barriers to a remote education.

The expectation is that the child will have the necessary work set as closely aligned to the academy curriculum entitlement for their year group as possible. The level of support will be dependent upon whether or not the teacher is also teaching the remainder of the class at the academy. The Academy recognises that a class teacher cannot support a child remotely during the academy day if they are also teaching a class for the whole day.

If children are absent due to school closures remote learning will be provided for the next the academy day (after 24 hours of being notified) and for the duration of their absence.

In the limited circumstances when the school decides to use remote education for individual pupils when they are absent, a careful plan will be considered with the support of the Headteacher and appropriate staff and agencies and will be time bound.

3.1 Teachers

When providing remote learning from home, teachers must be available between 8.45 am and 3.30 pm if they are not caring for a dependent. If caring for a dependent, they

may extend these hours, so they fulfil their working hours, and notify parents and the SLT.

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 sick. If caring for a dependent, the teacher must let the parents know when they will be able to support remote learning.

When teachers are providing remote learning and teaching in class, work needs to be uploaded to Class Dojo either the day before or before the academy commences. Where possible teachers will deliver live lessons to the class on Microsoft Teams. If teachers are working in the academy with children, teachers are expected to set work remotely for their class but, not expected to support during the day as they are teaching. The class teaching assistant can be available to support/approve posts and provide feedback if not in the academy that day.

When providing remote learning, teachers are responsible for:

Setting work/Delivering lessons

'Work provided during periods of remote education should aim to be high quality, meaningful, ambitious, and cover an appropriate range of subjects to enable pupils to keep on track with their education.' DFE January 2023 (August 19th 2024 update)

- Teachers will set work for the children in their class and post it onto ClassDojo through the Class Story and Portfolio function. SEND children will receive the appropriate level of work and support.
- Where possible teachers will deliver live lessons to the class through Microsoft Teams.
- Teachers will provide a sequence of learning in line with the academy curriculum entitlement. Video lessons and sequences of learning provided by Oak National Academy will heavily support the learning programme. These will include:
 - Daily mathematics lesson.
 - Daily English lesson(s) including high expectations of reading, utilising BugClub. These lessons might shorter phonics, spelling, grammar lessons and reading comprehension activities.
 - Daily Foundation lesson (History, Geography, Science, DT, Computing, Art etc.). This will be blocked in line with the academy curriculum strategy.
 - Extension project for the week that is creative and inspiring (possibly around nature, life skills, wellbeing etc.).
 - 1 hour of RE each week.
- The work needs to be delivered/set daily.

- Work will be posted onto the Class Story on ClassDojo and individual tasks will be set through the Portfolio function and/or children can respond with their learning through email.
- If year groups are absent then planning should be consistent across three classes, in line with the medium-term plan. This should be closely aligned to the academy provision so learning is maintained.
- Working to overcome barriers to digital access where possible for pupils by, for example:
 - Auditing access to devices and connectivity across the school as part of wider emergency planning.
 - Distributing school-owned devices accompanied by a user agreement or contract if and where necessary and possible.
 - Supporting families to find appropriate internet connectivity solutions if and where necessary and possible.

Providing feedback on work

- Teachers will provide feedback using the portfolio function of ClassDojo. They will also challenge work that is not up to the expected standard.

Keeping in touch with pupils who aren't in the academy and their parents

This will depend upon the length of time the children are absent from the academy.

- The academy's main vehicle for communication will be ClassDojo as this is directly to the class teacher and immediate. However, parents may be contacted by phone or email.
- Teachers will respond to parents at their earliest convenience within 24 hours. The academy expects teachers to set 'quiet hours' on ClassDojo when they are unavailable for communication.
- Any complaints or concerns should be shared with the appropriate person/team (Leader of Learning/ Heads' Team/ Inclusion team / Safeguarding team / Emma Lingard (SENCo)) through CPOMs and/or email where appropriate.
- All children and families will be encouraged to complete the work set. Teachers will try to overcome any barriers to learning with the children and families. Telephone conversations might be necessary to engage with children and families. If children are not engaging with remote learning, families will be contacted after 48 hours of work being set to overcome barriers.
- In the case of a longer closure the academy staff will contact the children by telephone every week to check on their learning, welfare and mental health. If there

any concerns about children, then staff must alert the appropriate person/team (Class teacher/Leader of Learning/ Heads' Team/ Inclusion team / Safeguarding team / Emma Lingard (SENCo)) through CPOMs and/or email where appropriate.

Attending virtual meetings with staff, parents and pupils

- Staff must be suitably dressed when attending virtual meetings.
- Suitable locations must be selected to aid the professional conversation.
- Professional decorum will be observed throughout the meeting.
- Suitable cover arrangements will be made with the Heads' Team to continue the educational provision in class whilst teachers attend virtual meetings.

3.2 Support staff (Teaching assistants and Inclusion staff)

When assisting with remote learning, support staff must be available between 8.45 am and 3. 20 pm unless they work part-time hours - then they must be available for their 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 caring for a dependent, they may extend these hours to work their normal hours and notify the class teacher and the SLT.

If support staff are working in the academy with keyworker children during future closures, they are not expected to support during the day as they are supporting teaching and learning in the academy. The class teacher can be available to support/approve posts and provide feedback if not in the academy that day.

- Support staff are responsible for supporting pupils who aren't in the academy with remote learning and pastoral care:
 - They will support the children for the classes they work in if it is multiple classes.
 - This will be through approving work on Portfolio function of Class Dojo and celebrating success on the class story.
 - Make weekly telephone calls/video calls to children needing pastoral support.
- Attending virtual meetings with teachers, parents and pupils:
 - Staff must be suitably dressed when attending virtual meetings.
 - Suitable locations must be selected to aid the professional conversation.
 - Professional decorum must be observed throughout the meeting.

3.3 Leaders of Learning

Alongside their teaching responsibilities, Leaders of Learning are responsible for:

- Monitoring the remote learning planned for their particular phase and considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Working with teachers remotely to make sure all work set is appropriate and consistent.
- Alerting teachers to resources they can use to teach remotely.

3.4 Special Needs Coordinator (Emma Lingard)

The special needs coordinator is responsible for:

- Monitoring the remote learning planned for SEND children on Class Dojo.
- Working with teachers to support children with SEND with remote learning.
- Contacting families to overcome any barriers if the children are not accessing learning.
- Prioritising the provision for children with EHCP (Education, Health and Care Plans) and specialised needs and liaise with teachers to best meet their needs.
- Coordinating additional support from the Inclusion Team.

3.5 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the academy. The Leaders of Learning will ensure that all medium term and short-term plans are prepared with remote provision clearly identified and aligned to the curriculum provision for each year group. This will be monitored and supported by Mr Allen.
- Monitoring the effectiveness of remote learning. They will regularly check in on Class Dojo to monitor remote learning, the level of support and feedback to children.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

3.6 Designated safeguarding lead (see additional Child Protection Policy and Safeguarding addendum if in lockdown)

The DSL is responsible for:

- Responding accordingly to safeguarding concerns in line with the Child protection and Safeguarding Policy and addendum if in lockdown.
- Keeping safeguarding records up to date on CPOMs and communicating with the appropriate staff, families and agencies.

3.7 IT staff (Kate Johnson, TTS remote support, Class Dojo mentors and buddies)

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents with any technical issues they're experiencing.

3.8 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the academy day – although consider they may not always be in front of a device the entire time.
- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or the support staff.
- Alert teachers if they're not able to complete work.

Staff can expect parents with children learning remotely to:

- Make the academy aware if their child is sick or otherwise can't complete work.
- Seek help from the academy if they need it.
- Be respectful when making any complaints or concerns known to staff.

3.9 Governing body

The governing body is responsible for:

- Monitoring the academy'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.

4. 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 Leader of Learning for your phase.
- Issues with behaviour – talk to the Leader of Learning for your phase/ Inclusive team / Heads' Team.
- Issues with IT – talk to Kate Johnson and/or Class Dojo buddy/mentors (Hannah Cooper/Caty Sheasby/Carlie Smart).
- Issues with their own workload or wellbeing – talk to the Leader of Learning and/or Heads' Team.
- Concerns about data protection – talk to the data protection officer - Jerry Woolner
- Concerns about safeguarding – talk to the DSL (Designated safeguarding Lead).

5. Data protection

5.1 Accessing personal data

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

- Access personal data through the Academy VPN and SIMS (School Management System).
- Use the laptop provided by the academy.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and telephone contacts as part of the remote learning system. As long as this processing is necessary for the academy'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.

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).
- 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.

6. Safeguarding

See the Safeguarding and Child protection policies and addendum.

7. Monitoring arrangements

This policy will be reviewed termly by the Heads' Team and Standards and Curriculum Committee. At every review, it will be approved by the Standards and Curriculum Committee.

8. Links with other policies

This policy is linked to our:

- Behaviour policy and addendum to our behaviour policy;
- Child protection policy and coronavirus addendum to our child protection policy;
- Data protection policy and privacy notices
- ICT and internet acceptable use policy

9. Remote learning chart

Individual/ Group	Single child absent from class	Class /Year group /Key stage or whole Academy	A group within a class
Remote Learning commences	Remote Learning commences after agreement with Head teacher	Remote Learning commences within 24 hours	
	• Daily mathematics lesson. • Daily English lesson(s) including high expectations of reading, utilising BugClub. These lessons might shorter phonics, spelling, grammar lessons and reading comprehension activities. • Daily Foundation lesson (History, Geography, Science, DT, Computing, Art etc.). This will be blocked in line with the academy curriculum strategy. • Extension project for the week that is creative and inspiring (possibly around nature, life skills, wellbeing etc.). • 1 hour of RE each week.		
Changing provision	Remove provision if parents inform of illness and inability to complete work. Ensure admin are notified.		
When learning is set	Work is set appropriately as the class teacher is still teaching in class	Work is set daily as the class teacher is working remotely.	To be confirmed, dependent of group size.
Feedback and support	Feedback provided by teacher and support staff only when necessary to move learning on or challenge the quality of work	Feedback and support is provided daily	Feedback provided by teacher and support staff only when necessary to move learning on or challenge the quality of work
Lack of Engagement	Teacher contacts the parent through Class Dojo within 24 hours and then by phone call after 48 hours to ascertain barriers. Packs provided if technological barriers to be collected within a further 48 hours or delivered to the family home.		
Teacher Illness	If the teacher is ill, they must notify the academy and colleagues within the year group team will allocate learning to the children. The support staff will provide feedback to the children.		Cover arranged in class and remote learning provided by colleagues.