



## Remote Learning Policy 2026 -2030

**Approved by:** Nicky Murrell

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**Reviewed on:**

**Last reviewed on:**

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## Holywell Primary School, Upchurch Remote Learning Policy

### 1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for 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

### 2. Roles and responsibilities

The school has outlined 4 Tiers of Remote Learning, each with different approaches should the need arise. A definition of each Tier is given below:

<b>Tier 1 – Absence whilst recovering from infectious/ contagious disease or after surgery but well enough to complete learning</b>	<b>Tier 2 – Emergency closure of school for period up to 48hrs</b>	<b>Tier 3 – Emergency closure of school for period up to 5 school days</b>	<b>Tier 4 – Local/National Lockdown – whole school closed.</b>
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#### 2.1 Senior Staff

The Headteacher is the overriding lead for all remote learning and curriculum and will ensure the Remote Learning Policy is implemented fully and reviewed in a timely fashion. Alongside this they will take overall responsibility for the welfare and safety of pupils through their DSL role.

The Assistant Headteacher will ensure all remote learning is accessible and relevant to all groups of children. The SENCo will ensure adaptations are appropriate for children on the SEND register and children identified as vulnerable. Both the Assistant Headteacher and the SENCo are also deputy DSLs.

#### 2.2 Teachers

Each of the Tiers 1-4 have different requirements of the class teacher and their interactions and support will vary.

All remote learning must take place in line with the requirements set out in our Online Safety, Child Protection/Safeguarding, Acceptable Use and Staff Code of Conduct Policies.

Staff recognise all family situations are unique and will take into consideration pupils' ages and abilities; their needs and circumstances and their access to online resources.

The school will urge to teaching staff to consider:

- **Making it manageable:** not overwhelming parents with lots of activities; pages of tasks or things to print, just asking them to do what they can.
- **Remembering, parents aren't teachers:** not to set the same activities they would expect pupils to complete in school – as in most cases they will not have the same level of adult support.
- **Adapting the usual timetable and curriculum:** whilst also keeping some routines to help structure the day at home, to support parents in knowing what to expect. (E.g. suggesting that children do English and Maths activities in the morning and creative activities in the afternoon).



- **Setting work that pupils can do independently, with materials they are likely to have at home:** setting some activities that are not dependent on technology, in case pupils do not have access to devices or the internet.
- **Flexibility:** making it clear to parents work and timetables are "suggested" and pupils will not be in trouble if work is not completed or handed in on time.
- **The class context and needs:** staff will be mindful of siblings and parents all needing to access online resources at a similar time.

Specific requirements of each Tier:

**Tier 1 – Absence whilst recovering from infectious/ contagious disease or after surgery but well enough to complete learning**

Children will be provided with work which is relatable to their age, ability and personal circumstances.

- Weekly learning will be set. (English, Maths and one topic area)
- Work received will be acknowledged but specific feedback may not be provided immediately as the class teacher will be responsible for maintaining their classroom responsibilities
- KS2 children may be encouraged to use TT Rockstars, Atom Prime as additional activities
- KS1 children could access to the Oak Learning Academy website lessons, BBC Bitesize or other online teaching websites
- Learning which is not 'online' such as art activities, writing tasks, outdoor learning

**Tier 2 – Emergency closure of school for period up to 48hrs**

All children will be sent the school closure activities document via Arbor.

Children unable to access online learning will be provided with paper copies for the duration of the closure.

- KS2 children may be encouraged to use TT Rockstars, Atom Prime as additional activities
- KS1 children could access to the Oak Learning Academy website lessons, BBC Bitesize or other online teaching websites
- Learning which is not 'online' such as art activities, writing tasks, outdoor learning

In both Tier 3 and 4 situations class teachers will provide an overview of learning being set for the following week. This will enable parents to have an overview of each day and what to expect.

<b>Tier 3 – Emergency closure of school for period up to 5 school days</b>	<b>Tier 4 Local/National Lockdown</b>
<p>All children will have a Google Login and work will be uploaded to Google Classroom.</p> <ul style="list-style-type: none"> <li>• Set at least 3 daily tasks. (One English and Maths and one other)</li> <li>• Provide an introduction to the daily tasks being set either written or pre-recorded.</li> <li>• Feedback will be provided to written work that has been submitted to the teacher through Google Classroom.</li> </ul>	<p>All children will have a Google Login and work will be uploaded to Google Classroom.</p> <p>In the event of a whole school closure the following will be provided by the class teacher – unless they are unwell or cover (SLT):</p> <ul style="list-style-type: none"> <li>• Set at least 3 daily tasks. (One English and Maths and one other)</li> <li>• The class teacher should provide pupils with an outline of the day – with tasks focused</li> </ul>



<ul style="list-style-type: none"> <li>• KS2 children may be encouraged to use TT Rockstars, Atom Prime as additional activities</li> <li>• KS1 children could access to the Oak Learning Academy website lessons, BBC Bitesize or other online teaching websites</li> <li>• Learning which is not 'online' such as art activities, writing tasks, outdoor learning</li> <li>• A register will be kept of all pupils accessing the learning. Those absent will have a welfare call.</li> </ul>	<p>on: English (reading, phonics, writing) and Maths followed by an additional non-core subject activity task.</p> <ul style="list-style-type: none"> <li>• Provide an introduction to the daily tasks being set either written or pre-recorded.</li> <li>• Feedback will be provided to written work that has been submitted to the teacher through Google Classroom.</li> <li>• KS2 children may be encouraged to use TT Rockstars, Atom Prime as additional activities</li> <li>• KS1 children could access to the Oak Learning Academy website lessons, BBC Bitesize or other online teaching websites</li> <li>• Learning which is not 'online' such as art activities, writing tasks, outdoor learning</li> <li>• A register will be kept of all pupils accessing the learning. Those absent will have a welfare call.</li> <li>• Weekly check ins will take place via Teams – Classteachers to invite children attend a weekly Teams call. The usual Online Safety rules will apply for all pupils, staff and parents.</li> <li>• Additional calls from SLT may be made as appropriate.</li> </ul>
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When providing remote learning in Tier 3 and 4, class teachers must be 'online' between 9.00am and 3.00pm and be available to provide feedback at an agreed time with their class (for example for one hour at the end of a morning session and one hour at the end of the afternoon session).

If the class teacher is 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 and provide any planning / links to the class teacher in their phase or to the Headteacher.

When providing remote learning, teachers are expected to:

- Ensure that all Online Safety, Child Protection and Staff Handbook Policies are followed throughout all interactions with pupils and record any concerns immediately using CPOMs.
- Remain vigilant to the safety and welfare of pupils who are not in school and who are part of remote learning and inform DSL of any concerns in line with normal procedures.
- Set work in line with the requirements outlined in this policy.
- Co-ordinate with other teachers, including those teaching in school if applicable, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.
- Provide feedback on work between the hours set each day. Feedback will vary depending on which Tier of remote learning is occurring.
- Keep in touch with pupils who are not in school and their parents.
- Contact should be made through telephone and/or email.
- Contact and response should only be made within working hours – staff should not be answering emails outside of working hours 8:30-4:30pm – Monday – Friday.



- When attending virtual meetings with staff, parents and pupils:
  - Dress code – should be professional and in line with Staff Code of Conduct.
  - Locations – bedrooms should not be used and other members of the household should not be present. Neutral backdrop if possible.

### **2.3 Inclusion Practitioners**

If appropriate, when assisting with remote learning, Inclusion Practitioners must be available between 9.00am and 3.00pm.

If the Inclusion Practitioner is 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 in Tier 3 or 4, Inclusion Practitioners are responsible for:

- Attending all Zoom meetings with pupils.
- Attending any other virtual meetings with teachers, parents and pupils in line with the requirements above.
- If Inclusion Practitioners are working in school they will be expected to assist in the production of hard copies and resources for remote learning and/or supporting other classes or in an administrative capacity, or any other reasonable redeployment.

### **2.4 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 their 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, and deadlines are being set an appropriate distance away from each other.
- Monitoring the remote work set by teachers in their subject.
- Alerting teachers to resources they can use to teach their subject remotely.

### **2.5 Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-coordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning – through: regular feedback with parents/pupils and regular staff meetings with teachers and subject leaders.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Ensuring children with SEND have appropriate support during this time

### **2.6 Designated safeguarding lead**

The DSLs are responsible for all elements outlined in the Child Protection/Safeguarding Policy to ensure the welfare of all pupils is paramount at all times. This will include:

- Ensuring staff are up to date with any relevant updates/training.
- Ensuring staff are utilising CPOMs and responding to concerns regarding children's safety and welfare.
- Following up and analysing attendance of pupils – investigating non-attendance at meetings.
- Ensuring staff are able to make contact with parents/pupils in a safe fashion.
- Ensuring staff follow the AUP and Online Safety Policy.
- Liaising with external support providers – Social Services and Early Help



- Meeting virtually with Deputy DSLs to discuss concerns and cases open to external services.

## **2.7 Pupils and parents**

Staff can expect pupils learning remotely to:

- Be contactable via parents during the school day in case of emergencies
- Complete work to the deadline set by teachers. Seek help if they need it, from teachers or Inclusion Practitioners.
- 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 cannot complete work.
- Seek help from the school if they need it.
- Support their child with their learning.
- Send children's work to their child's class teacher within the time slot that has been given. Contact staff within working hours 8:30am – 4:30pm.

## **2.8 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 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 following individuals:

- Issues in setting work – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to the relevant phase leader
- Issues with IT – talk to HT
- Issues with their own workload or wellbeing – talk to SLT/HT
- Concerns about data protection – talk to HT
- Concerns about safeguarding – talk to the DSLs

## **4. Data protection**

### **4.1 Accessing personal data**

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

- Liaise with the HT/Office to send appropriate messages to parents regarding remote learning via Arbor – including daily/weekly invites to sessions and any appropriate updates.
- Use school supplied devices at all times, unless there is a malfunction.
- Use school software and online facilities.

### **4.2 Processing personal data**

Staff are reminded to collect and/or share as little personal data as possible online.

### **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).



- 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

Staff should adhere to the full requirements of the Safeguarding, Online, AUP, Staff Conduct Policies. Staff should remain vigilant during periods of remote learning in the following ways:

- **Children in Tier 1** – office will carry out first day calling to see how children and family are on a daily basis.
- **Children in Tier 2** – DSL and DDSs to contact CHIN and CP children.
- **Children in Tier 3** – TA will take a register of all those attending online meetings. Those absent will receive a check in call.
- **Children in Tier 4** – teacher will undertake a weekly check in to talk to all members of the class – parents and pupils. SENCO/SLT will carry out additional check ins with vulnerable children and families.

## 6. Hard Copies

Parents will be able to request hard copies of remote learning in the event they are unable to access school online remote learning. A request for hard copies will need to be made by emailing the school office directly. Parents/Carers may then collect the hard copies from the school office.

## 7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection and Safeguarding & PREVENT Policy 2025
- Data protection policy and privacy notices
- Home-school agreement
- Acceptable Use policy
- Online safety policy