

# Remote learning policy

Waterfield Primary School



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# Contents

1. Aims	
2. Use of remote learning .....	2
3. Roles and responsibilities .....	3
4. Who to contact .....	6
5. Data protection .....	6
6. Safeguarding .....	7
7. Monitoring arrangements .....	7
8. Links with other policies .....	7

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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

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 9:00am to 3pm

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- by phone call or text message to Phase Leads by 7am.

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 (there is a **SCENARIO A** and **SCENARIO B** – see below).
- 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:

**SCENARIO A:** this is when the school needs to close at short notice due to e.g. weather events (flooding / snow). In this instance, teachers will:

- Set work online via Google Classroom/ Purple Mash by 10.00am. There will be: 1 x phonics / reading; 1 x writing task (this can be a standalone writing activity that sits outside the writing unit being taught in school); 1 x maths task linking to the unit being studied, or a maths practice (times tables / number bonds); 1 x research-driven topic-related task
- Teachers will: ask for completed work to be uploaded on Google Classroom/ Purple Mash be available online to answer queries from parents on Google Classroom/Purple Mash between 9:00am and 3.00pm

**SCENARIO B:** for when school is closed more long-term due to government instruction.

#### SETTING WORK:

- Ensure on the first day of closure that all members of the class have access to Google Classroom/Purple Mash, including logins and passwords and that children are adequately resourced with equipment (books, pencils etc.) and devices are loaned as necessary and if possible. Check in with all children and families via Google Classroom/ Purple Mash on Day 1
- From Day 2, set work daily that ensures coverage of the subjects (each day should be planned according to the subjects on the normal class timetable on average 3 hours a day KS1 (maximum of 2 hours for EYFS); 4 hours a day KS2. Set work by 9:00am on the day you want it complete via Google Classroom/ Purple Mash.
- Ensure work set is of high-quality, is meaningful and ambitious (all subjects should be taught across the week in accordance with the class timetable)
- Ensure learning outcomes can be completed as independently as possible through supportive scaffolds and resources
- Ensure children with SEND are well-supported, setting work that is accessible and promotes independence
- Use the systems in place on Google Classroom to give spoken and/or written feedback to individual children and encourage editing of work
- Ensure opportunities to meet online as a class (via Teams or Zoom) are made available to all children regularly

## CHECKING IN:

- Complete a register between 9:00am and 9:15am each day (report to the DSL by 9:30am children who do not respond or families who do not provide a reason for being offline)
- Be available online during the hours of 9:00 am and 3.00pm to respond to children and families
- Provide a phone call / individual Google Classroom check-in with children once a week to discuss: pastoral / safety / mental health/wellbeing issues: this could be delegated to Support Staff who have good relationships with the child. Teachers can then refer concerns to the wider team to support (ELSA / DSL)

## PROVIDING FEEDBACK:

- Children should upload all work onto Google Classroom/ Purple Mash on the same day at the end of each lesson slot
- Teachers will provide feedback for English and maths on an individual basis once a week per child. Teachers can provide more feedback on top of this if required for the child to make better progress. Teachers may provide whole class feedback more regularly once class work is checked. Feedback will be provided on Google Classroom either through online marking or written feedback.

## EXPECTATIONS & CONDUCT:

- The school's behaviour policy will be followed. We will expect behaviours that we want to see in school online. All online participants will ensure their camera background is appropriate for online learning (participants can blur their background or change the background) and their learning environment makes it suitable for learning (quiet).

### 3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9:00am and 3.00pm Monday to Friday (or the days they work if they are part-time).

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 by calling or texting the Phase Lead or Deputy Principal by 7.00am.

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

- Following the guidance of their class teacher (or the teacher they have been assigned to) and supporting remote learning
- Providing support to individuals in interventions (if this is a normal aspect of their job)
- Supporting hearing readers online where possible

## EXPECTATIONS & CONDUCT:

- The school's behaviour policy will be followed. We will expect behaviours that we want to see in school online.

If teaching assistants are required to be in school, they will be assigned to a classroom / role by the Principal.

### 3.3 SENCO

- To liaise with teachers and work with them on planning effective lessons for SEND
- To hold regular meetings with families of SEND children to check learning is accessible
- To ensure physical resources are made available that promote independence in children

### 3.4 Senior leaders

The Principal, along with the Deputy Principal and Senior Leaders, have 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:

- Checking the quality of remote learning on a fortnightly basis across the school
- Monitoring uptake in lessons, registration and outcomes submitted and following up concerns immediately
- Monitoring safeguarding and data protection so that children and families are safe in their use of the internet
- Checking on the wellbeing of staff with regards to workload and their own work-life balance
- Ensuring staff are well-trained in developments in remote learning
- Communicating effectively with families via email, text and whole-school Google Classroom (when appropriate) about remote education, national developments etc.
- Ensuring families who are in receipt of Free School Meals are adequately provided for through vouchers or meals

### 3.5 Designated safeguarding lead (DSL)

The DSL is responsible for:

- Following the school's Safeguarding Policy
- Monitor filtering systems and alerts from school devices
- Respond to concerns raised by staff and / or parents about safeguarding quickly

### 3.6 IT Support

IT support (employed centrally by TCT) are responsible for:

- Fixing issues with systems used for remote learning
- Providing support to families who are experiencing challenges in accessing remote learning
- Enabling access to the internet for families who do not have access
- Reviewing the security of remote learning systems and flagging any data protection breaches to the Data Protection Officer

### 3.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Complete the work set by the teachers by the deadline given
- Ask for help if they require it, or need more time to complete

- Register on time
- Behave according to the school behaviour policy, remembering the behaviour we expect at all times

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

- Support their children as best as possible with the learning
- Ask for help if they require it, or need more time to complete
- Provide a space that is conducive to learning at home – ideally quiet with a table (although this may not always be possible)
- Raise concerns in a respectful manner with the appropriate person at school (classroom issues with class teacher, safety issues with Principal/DSL, IT issues with SLT who will refer these to IT Support.
- Provide explanations if a child is not able to complete the learning or is unable to due to sickness

### 3.8 Governing body

The governing board is responsible for:

- Monitoring the school's remote learning provision, ensuring all children can access the learning and receive timely support from school staff
- Ensure that safeguarding and data protection systems provide secure access for children, families and members of staff

## 4. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues setting work: talk to relevant Phase Lead
- Issues with behaviour online: talk to the class teachers/ DSL or DDSLs
- Issues with IT: talk to class teacher/ SLT who will contact IT support
- Issues with workload and wellbeing: talk to Phase Leads
- Concerns about data protection: contact the DSL / DDSL
- Concerns about safeguarding: contact the DSL or DDSLs

## 5. Data protection

### 5.1 Accessing personal data

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

- Access data through our IT network which is secure

### 5.2 Processing personal data

Staff members may need to collect and/or share personal data such as emails to invite families to Google Classroom 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 our data protection policy / privacy notice in terms of handling data.

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
- School will continue to filter and report use of the internet that goes against our code of conduct

## 6. Safeguarding

See our Safeguarding Policy

## 7. Monitoring arrangements

This policy will be reviewed annually by the Headteacher. At every review, it will be approved by the Full Governing Body.

## 8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy