Bishop Monkton C of E Primary School

Remote Learning Policy

Approved by:	Sally Cowling	**Date:** October 2020 **Reviewed: May 2022** **Reviewed: 15th May 2023** **Reviewed: 6th May 2025** **Reviewed: 18th May 2026**
Next review due by:	This policy is subject to regular review and will be adapted in line with the release of any new government guidance.	

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1. Aims

This remote learning policy for our school 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
- Acknowledge that a flexible approach may need to be adopted to meet the needs of different families
- Provide appropriate guidelines for data protection

2. Roles and responsibilities

The DfE guidance on the provision of remote education (England), updated 19 August 2024, states that remote education should not be viewed as an equal alternative to attendance in school. We expect schools to consider it only as a last resort when the alternative would be no education, and only after it has been established that the pupil is, or will be, absent from school. In such cases, remote education can have the benefit of allowing absent pupils to keep on track with their education and stay connected to their teachers and peers.

Circumstances where it might not be possible for pupils to receive in person education fit into 2 broad categories:

- school closures or restrictions on attendance, where school access for pupils is restricted
- individual cases where a pupil is unable to attend school but is able to learn

A good remote education plan should be kept under review in consultation with staff and should demonstrate a consideration of any additional burdens that providing remote education may place on staff and families.

2.1 Teachers

- **Setting work:**

Class teachers are responsible for setting work for children in their class. However teachers will be working in their classrooms so, initially, a child who is absent but not medically unwell, would be expected to continue their learning with reading, spellings, TT Rockstars or White Rose Maths.

As soon as they are able to (or at the latest by the end of the next day) class teachers will share a general overview of the work that is intended to be done in class, with further specific links to use for lessons at home. Teachers will use a variety of teaching methods to move the learning forward. These may include sharing:

- PowerPoints
- Video clips
- White Rose Maths resources which may include a home-learning video, worksheet and answer sheet
- Directing children to certain educational websites such as Oak Academy / BBC Bitesize
- Personal directed tasks made available on the school website under Class Pages / child's class

For children in **Early Years** suggested activities will be provided by the class teacher and supplemented with further learning tasks that will be age-appropriate.

When providing remote learning, teachers are mindful that access to the use of technology may be limited and will therefore endeavour to provide blended learning opportunities that can be accessed by all children. If a child is unable to access online work, teachers will provide packs of work and post these out to the home address.

- **Feedback and marking:**

Teachers will be expected to give feedback on any work completed remotely. Children may be given the opportunity to self-mark their work with uploaded answer sheets. This particularly works well for Maths. This may be online via a specific learning platform eg. Teams, or via email/class pages

- **Curriculum**:

If locally or nationally the school has to move to tighter restrictions (for example due to a pandemic) whereby only vulnerable and key worker children can access school, the school will continue to provide a broad and balanced curriculum overview with specific lesson ideas for English, Maths, Science and foundation subjects. Topics would continue to follow the school's long and medium term planning so that key objectives can be covered.

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.

2.2 Teaching assistants

Teaching assistants will continue to work under the direction of the class teacher. When assisting with remote learning their responsibilities may include:

- Supporting identified individual pupils who aren't in school with learning remotely
- Providing telephone support for key pupils
- Furthering their professional development

- Supporting the class teacher

2.3 Headteacher

The Headteacher is responsible for

- ✓ Co-ordinating the remote learning approach across the school.
- ✓ Monitoring the effectiveness of remote learning
- ✓ Monitoring the security of remote learning systems, including data protection and safeguarding
- ✓ Ensuring the well-being of all school staff, keeping in regular contact

In the role of SENCO and Designated Safeguarding Lead (DSL), the Headteacher will:

- ✓ Ensure any identified vulnerable children are contacted regularly (at least once a week)
- ✓ Ensure remote-learning meets the needs of identified children with Special Educational Needs and/or Disabilities
- ✓ Be aware of any safeguarding concerns and follow the school's Child Protection Policy

2.4 Pupils

Teachers can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert their class teacher if they're not able to complete work

2. 5 Parents

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 are struggling to access learning materials/resources
- Be aware when contacting staff that teachers may not be available to respond immediately as they are teaching and may chose not to respond to emails after working hours

2.6 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
- Ensuring the well-being of the Headteacher

3. Who to contact

If there are any questions or concerns about remote learning, please contact the relevant person.

- Teaching assistants should contact the class teacher
- Class teachers should contact the Headteacher
- Parents should contact the class teacher
- Any concerns around safeguarding contact the DSL.
- Any technical issues contact the school administrator

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all teachers will use their designated school laptop rather than their own personal device.

4.2 Processing personal data

Teachers may need to collect and/or share personal data such as email addresses 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.

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)
- 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