



Thistly Meadow Primary School

REMOTE LEARNING POLICY

THISTLY MEADOW PRIMARY SCHOOL

REMOTE LEARNING POLICY

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
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
 - They have an infectious illness
 - They are preparing for or recovering from some types of operation
 - They are recovering from injury and attendance in school may inhibit such recovery
 - Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

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 during normal working hours.

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
- 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:

- Setting work:
 - 3 hours a day on average across the cohort for Key Stage (KS) 1, with less for younger children
 - 4 hours a day for KS2
 - This work needs to be set by 3pm the day before.
 - The work will be provided through Class Dojo, our school website and any other platform that the school may deem suitable. Training will be provided for staff.
 - Teachers will liaise with their key stage lead and the pupil premium co-ordinator, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects.
 - This includes considering the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills
 - This also includes considering the needs of pupils' families or carers, including how much adult involvement is needed in each activity and whether pupils have a suitable place to study
 - Feedback on work will be provided through Class Dojo and any other platform that the school may deem suitable

- Keeping in touch with pupils who aren't in school and their parents:
 - Teachers will call the parent/carer of their pupil at least once a week or more frequently if they feel the pupil needs additional support/feedback. For vulnerable pupils calls may need to be more frequent.
 - Teachers will respond to emails received through the office email during working hours.
 - Any complaints or concerns shared by parents/carers will be dealt with under the schools' Complaints Policy. Safeguarding concerns will be referred to the DSL in line with the school's Child Protection Policy.
 - Where a pupil fails to complete work set the teacher will raise this with the parent/carer during their check in call. Depending on the reason for not completing the work i.e. lack of understanding, access to adequate WIFI, laptop/PC availability support and feedback will be provided and access to IT as required.
 - Teachers will provide pupils with opportunities for regular interaction with their peers during the school day
 - When attending virtual meetings with parents/carers and pupils the usual dress code will apply and a suitable location chosen avoiding areas with background noise and nothing inappropriate in the background.

3.2 Teaching assistants

Teaching assistants may support the teacher in providing support to pupils and contacting parents by telephone.

3.3 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
- Monitoring the remote work set by teachers in their subject
- Alerting teachers to resources they can use to teach their subject remotely
- Making decisions about the use of online video lessons such as Oak National Academy

3.4 Senior leaders

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:

- Monitoring the effectiveness of remote learning
- Liaising with the school's IT contractor to ensure the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring staff remain trained and confident in their use of online digital education platforms
- Working with the catering team to ensure pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

3.5 Designated safeguarding lead (DSL)

The DSL remains responsible for safeguarding in line with the school's Child Protection Policy.

3.7 Pupils and parents/carers

Staff can expect parents/carers supporting their child learning remotely to:

- Be contactable an agreed time for a call
- Engage with the school and support their children's learning, and to establish a routine that reflects the normal school day as far as reasonably possible
- Seek help if they need it their child's class teacher
- Make the school aware if their child is sick or otherwise can't complete work
- Be respectful when making any complaints or concerns known to staff

3.8 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains of as high a quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

4. Data protection

5.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will use school laptops rather than their own personal devices.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. The school will follow its usual Data Protection policy and procedures.

6. Safeguarding

Safeguarding policies and procedures contained in the school's Child Protection and Online Safety policies will apply.

7. Monitoring arrangements

This policy will be reviewed every three years.

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

Version	Date	Comment
V2	Date created: 3/4/2025 Review date: April 2028	Revised