

Meersbrook Bank



Community Primary School

Remote Learning Policy

(Adapted and adopted Model Policy – The Key)

July 2025

Revision history

Date	Changes	Author(s)
Sept 20	New Policy	The Key & GH © The Key Support Services Ltd For terms of use, visit thekeysupport.com/terms
Jan 2022	Updates to reflect changes in government guidance. 2.3 Clarity about how work is uploaded in different age phases; amended feedback timeline; Info about live sessions 2.4 Addition to TA's role in preparing paper copies of home learning Appendix I – wording change	G Harvey, M Knight, C Shaw, K Dyball, A Hopkins
July 2025	References to Covid removed Added sections about striking staff to Appendix I	C Shaw

Approval

Date	Approver(s)	Minute number
15/10/20	FGB	15.1
20/1/22	FGB	10
8/7/25	FGB	12.4

Review: This policy will be reviewed every 4 years

Date due for review:
June 2029

To be read in conjunction with:

- [Safeguarding Policy & Covid Addendum](#)
- [Behaviour policy](#)
- [Data protection policy and privacy notices](#)
- [Home-school agreement](#)
- [ICT and internet acceptable use 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. Roles and responsibilities

- Head Teacher
- Senior Leaders
- Class Teachers
- Teaching Support Staff
- SENCO

2.1 Head Teacher

To ensure that the infrastructure is in place to enable remote learning.

To ensure that the school communicates with parents about home learning arrangements and support parents, senior leader, teachers and support staff as required.

2.2 Senior Leaders

To ensure that teachers provide home learning, as required.

Support all staff with

- technical assistance
- pastoral care
- managing priorities and workload

2.3 Teachers

When providing remote learning, teachers must be available between 8am and 5pm for school staff to contact them. They must be available between 9am and 4pm for parents and pupils to contact them, with a 1 hour break at lunchtime.

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.

When providing remote learning, teachers are responsible for:

- Setting work
 - For pupils in their own class.

- In rare instances they may be called upon to assist in setting a small amount of work for pupils in another class if a colleague is too ill to work, but only in exceptional circumstances.
- Work will be set 2-3 days at a time
- The activities need to be set and uploaded to the learning platform by 9am, along with all supplementary materials such as videos, documents and images.
- Early Years (Nursery & Reception) will use a learning grid. All other classes will upload separate subject learning content.
- Liaise with other members of staff for support and consistency as required.

➤ Providing feedback on work

- Feedback to submitted work will be provided in a timely manner. Feedback should be child-friendly and positive. The teacher may feel that a question or comment to further extend learning is appropriate.

➤ Keeping in touch with pupils who aren't in school and their parents

- Aim to speak to each family once per week if possible. If there are safeguarding concerns, this may need to be more often, in conjunction with the Designated Safeguarding Leader in school. It is good practice to speak to the child IN ADDITION to the parent. Always ask if they are happy and if they feel safe.
- If you are in school, then make use of the school telephone. Phone calls made from your home phone may be claimed back via expenses, along with a copy of the phone bill.
- Ensure that if phone calls are made, then caller ID is hidden so that parents do not have access to your personal details.
- If parents email teachers. Please respond in a timely manner. You are not expected to respond before 9am or after 4pm.
- If parents complain, listen to their issues. If these are easily solvable, address them. If you feel that you are unable to comment or help, contact your phase leader, and ultimately the head teacher. If it relates to an administrative issue, contact the office. If it is a serious complaint, parents will be advised to follow the school's complaints policy.
- If any member of staff has a safeguarding concern, log it on the CPOMS system. If it is urgent, contact the school immediately to speak to the designated safeguarding lead.
- If pupils are not completing work, contact the parents to check in and see if they need any support. Offer to speak to the child. Ascertain if it is a problem with understanding or a problem with access/technology. Try to encourage pupils to submit work. Pupils may need a stronger, more direct approach if previous encouragements have been unsuccessful.
- Class dojo points should be used to reward work submitted, engagement, quality of work, involvement in other aspects of home-learning.

➤ Attending virtual meetings with staff, parents and pupils

- Please dress appropriately (modestly and with no slogans which may be deemed offensive).
- Please choose a location in your house as to avoid background noise, interruptions and with nothing inappropriate in the background.

2.4 Teaching Assistants

When assisting with remote learning, teaching assistants must be available between 9am and 4pm (depending on their own personal contracted hours and timetables)

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.

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

- Supporting pupils who aren't in school with learning remotely
 - Liaise with teachers to agree which children will need additional support
 - Preparing paper copies of work
 - This may be through messaging or phone calls, as directed by the teacher

- Attending virtual meetings with staff, parents and pupils
 - Please dress appropriately (modestly and with no slogans which may be deemed offensive).
 - Please choose a location in your house as to avoid background noise, interruptions and with nothing inappropriate in the background.

2.3 Middle Leaders

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum or aspect of leadership need to change to accommodate remote learning.
- Support colleagues if required to make sure all work set is appropriate and consistent.
- Alerting teachers to resources they can use to teach their subject remotely.

2.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning –through regular dialogue with teachers, subject leaders, reviewing work set and reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.5 Designated Safeguarding Lead

The DSL is responsible for:

Ensuring that safeguarding considerations run through all remote learning practices and procedures.

2.6 IT staff

IT staff are responsible for:

- Dealing with infrastructure issues.
- Helping staff with any technical issues they're experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer as necessary.
- Assisting staff, pupils and parents with accessing the internet or devices.

2.7 Pupils and Parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day (although we appreciate that 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 teaching assistants.
- Alert teachers if they're 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 can't complete work.
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here.
- Be respectful when making any complaints or concerns known to staff, observing staff working hours.

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 that 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 – Phase Leader
- Issues with behaviour – SENCO
- Issues with IT – School Office
- Issues with their own workload or wellbeing – Head Teacher
- Concerns about data protection – School Office/Head Teacher
- Concerns about safeguarding – talk to the DSL or deputy DSL

4. Data protection

4.1 Accessing personal data

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

- Access data on a secure cloud or on the remote server system.
- Use school laptops and devices (unless something different has been agreed with the Head Teacher)

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as parent's email addresses and phone numbers 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 and all records will be shredded when they are no longer needed.

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

5. Monitoring Arrangements

This policy will be reviewed every term for the first year, and annually thereafter. This will be undertaken by the Head Teacher alongside the Senior Leadership Team. At every review, it will be approved by the Curriculum & Standards Committee.

Appendix I

What 'remote learning' can I expect?

This information is to be used as a general guide and parents can expect further details of remote learning for their child as and when it is required. We aim to implement remote learning from your child's first full day of absence if they are well enough to learn. This will be agreed through communication between you and school.

There are several general scenarios outlined below:

Circumstance	Remote learning
My child is absent because they are feeling poorly	No work will be set. The main focus is on your child making a full recovery so they are able to attend school again.
My child is absent because parents are choosing to keep them away from school (e.g. term time holiay)	No work will be set if your child is fit and healthy and their class are in school. They government's expectation is that school attendance is mandatory.
My child is absent due to a teacher strike	No work will be set by teachers on strike. Other members of staff are also advised by their unions not to set work on behalf of the striking teachers.
<p>My child is absent because they are awaiting a medical test result or appointment but they are well enough to access and complete work</p> <p>Or</p> <p>My child is absent because they are injured (eg. broken leg) but are well enough to access and complete work</p> <p>Or</p> <p>My child is absent due to a family emergency or travel issues but are well enough to access and complete work</p>	<p>Assignments will sent via Class dojo, following on/reflecting the work which has been covered in class. You can expect:</p> <ul style="list-style-type: none"> • Reading, writing and spelling tasks • Maths • Physical activity • Creative tasks <p>Class dojo will also be used to reward and motivate your child and so they can keep in touch with their teacher and classmates on a more child-friendly level.</p> <p>The level of teacher feedback will be limited as the teacher will be in school teaching each day.</p> <p>There will be no live teaching sessions for the same reason.</p> <p>Paper copies of work can be given but parents will be expected to collect and return to the school office.</p>
My child's whole class is not permitted to attend school due to bad weather or an emergency	<p>Assignments will be uploaded via Class dojo with the addition of further videos/tasks to support learning.</p> <p>There may be video snippets This could be brief messages, demos or story sessions, uploaded to Class dojo.</p> <p>Feedback (Between the hours of 9am and 4pm) on work submitted.</p> <p>Class dojo will also be used to reward and motivate your child and so they can keep in touch with their teacher and classmates on a more child-friendly level.</p>
My child is absent sue to a support staff strike.	<p>Feedback (Between the hours of 9am and 4pm) on work submitted.</p> <p>Class dojo will also be used to reward and motivate your child and so they can keep in touch with their teacher and classmates on a more child-friendly level.</p>