

Tickhill Estfeld Primary School

Remote Learning Policy



Approved by:	A Painter	Date: 01.09.2025
Last reviewed on:	01.09.2024	
Next review due by:	01.09.2026	

Contents

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

1. Aims

This remote learning policy 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

2.1 Teachers

When providing remote learning, teachers must be available between normal school hours.

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:
 - Teachers should set work for all children in their class including personalised provision for any children who may need this.
 - Children need to be provided with a balanced curriculum on a regular basis including: Maths, Reading, Writing and all wider curriculum subjects. This should reflect the normal weekly timetable.
 - Microsoft Teams and/or ClassDojo must be used to provide remote learning as specified in the Home Learning Protocol.
 - Phase teams should coordinate with each other to ensure that all children across the phase receive the same learning opportunities.
 - Work set on Microsoft Teams should mirror the lessons that the children would be doing if they were in school.
 - Teachers are responsible for ensuring that the needs of all children are met including those with SEND and EHCP.
- Providing feedback on work:
 - Feedback **will** be given in line with the school feedback policy. Please see the school's feedback policy. Feedback is not necessarily written comments on children's work.
 - Feedback can be provided in **two** different ways:

1. Whilst a child is working on a task - instant feedback can be provided.
2. When work has been completed ('turned in') on Microsoft Teams or ClassDojo, teachers can provide feedback on children's work.

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

- Children are expected to complete their work on a daily basis via Microsoft Teams. If a child does not engage with this for one whole day, teachers should contact their parents/carers via telephone. If contact has not been made within 48 hours, teachers must inform a DSL in school immediately.
- If teachers have any safeguarding concerns, the school safeguarding procedures should be followed. The teacher should contact a DSL immediately.

➤ Attending virtual meetings with staff, parents and pupils:

- Teachers will use a combination of remote learning tasks to be completed at home. Teachers will liaise with their class and deliver some lessons using live links on Microsoft Teams. Where teachers feel that a recorded video or a group contact meeting will support children's learning, these should be broadcast or videoed against a blank background if not broadcast from the school environment.

➤ Communication between staff, parents and pupils:

- Teachers can be contacted using the usual communication channels. Queries about class work and learning activities only can be directed through Microsoft Teams or ClassDojo.
- General queries about school organisation, policies or areas of concern must be directed via the admin@estfeld.doncaster.sch.uk email address. The inbox is monitored daily.
- Teachers must send their response to parents via admin@estfeld.doncaster.sch.uk email address.
- Communication of documents for remote learning can be sent via ClassDojo, Microsoft Teams or ParentMail.
- Teachers will only respond during normal working hours.
- The SLT should be notified of any concerns and complaints.
- The DSL must be notified of any Safeguarding concerns that you have.

➤ Whilst school is open or partially open:

If a teacher's bubble does not close and remote learning needs to be provided for some children at home, teachers should set the same lessons remotely that they will be delivering in the classroom in line with the Home Learning Protocol.

Teachers have used Microsoft Teams and ClassDojo to set home learning activities for all children on a regular basis as homework since September 2020 so that pupils and parents are familiar with the platforms should they become the sole delivery option.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their contracted working hours.

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:

- Teaching assistants should communicate with teachers to identify their role to support with remote teaching each day.
- Teaching assistants will be asked to support with providing feedback to children or groups of children via Microsoft Teams or ClassDojo.
- Teaching assistants will be expected to liaise with identified children e.g. those with SEND or EHCP on a regular basis via Microsoft Teams or ClassDojo.

2.3 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
- › 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 appropriately
- › Monitoring the remote work set by teachers in their subject
- › Alerting teachers to resources they can use to teach their subject remotely
- › Reporting to senior leaders and governors as requested

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- › Co-ordinating the remote learning approach across the school. In the first instance, this will be co-ordinated by Amanda Painter and monitored by other senior leaders
- › Monitoring the effectiveness of remote learning –through regular meetings with teachers and subject leaders, reviewing work set or seeking 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 all staff are aware of the safeguarding procedures in place during remote learning.
- › Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- › Liaising with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- › Identifying vulnerable pupils who may be at risk if they are learning remotely.
- › Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- › Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- › Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working

- › Ensuring all safeguarding incidents are adequately recorded and reported.

2.6 IT lead

The IT lead is responsible for communicating with Adept in order to:

- › Fix issues with systems used to set and collect work
- › Help staff and parents with any technical issues they're experiencing
- › Review the security of remote learning systems and flagging any data protection breaches to the data protection officer
- › Assist pupils and parents with accessing the internet or devices

2.7 SENDCO

- › Monitor that remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- › Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the head teacher and other organisations to make any alternate arrangements for pupils with EHC plans that may be necessary.
- › Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- › Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

2.8 Pupils and parents

Staff can expect pupils learning remotely to:

- › Be contactable during the school day – although consider 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 via Microsoft Teams or ClassDojo
- › Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- › Support their child to do their homework and other remote learning through Microsoft Teams and ClassDojo.
- › Make the school aware if their child is sick or otherwise can't complete work
- › Seek help from the school if they need it in terms of remote learning
- › Be respectful when making any complaints or concerns known to staff

2.9 Governors

The Governors are 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 that staff wellbeing is not adversely affected whilst delivering remote learning due to workload and their own caring commitments

3. Data protection

3.1 Accessing personal data

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

Access personal data via CPOMS in order to contact parents/carers as required

Staff should only use devices that have been provided by school.

3.2 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. 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.

3.3 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

4. Safeguarding

Please refer to the safeguarding policy and safeguarding addendum

5. Links with other policies

This policy is linked to our:

- › Behaviour policy
- › Child protection policy and coronavirus addendum to our child protection policy
- › Data protection policy and privacy notices
- › Home-school agreement
- › Pupil Home-school agreement
- › Home Learning Protocols
- › ICT and internet acceptable use policy
- › Remote Learning Policy

- › Parental Consent Form for Face to Face Teams Sessions

At 6. Monitoring arrangements

This policy will be reviewed at least annually. At every review, it will be approved by the SLT and DSLs.

7. Who to contact

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

- › Issues with their own workload or wellbeing – talk to their line manager
- › Issues in setting work – talk to the relevant subject lead or SENCO
- › Issues with behaviour – talk to the relevant Assistant Head or Headteacher
- › Issues with IT – email Shaun Beverley
- › Concerns about data protection – email Lynn Fisher who can contact the DPO
- › Concerns about safeguarding – talk to the DSLs – admin@estfeld.doncaster.sch.uk