

# Remote learning policy

Cowley St Laurence CE Primary School



**Reviewed: September 2025**

**Next Review date: September 2027**

## Table of Contents

<b>1. Aims .....</b>	<b>2</b>
<b>2. Roles and responsibilities .....</b>	<b>2</b>
2.1 ICT Lead.....	2
2.2 Teachers.....	2
2.3 Learning Support Assistants .....	4
2.4 Subject leads .....	4
2.5 Senior leaders.....	4
2.7 Pupils and parents .....	4
2.8 Governing board.....	5
<b>3. Who to contact .....</b>	<b>5</b>
<b>4. Data protection.....</b>	<b>5</b>
4.1 Accessing personal data.....	5
4.2 Keeping devices secure .....	5
<b>5. Monitoring arrangements .....</b>	<b>6</b>
<b>6. Links with other policies .....</b>	<b>6</b>

# Empowering Minds - Nurturing Hearts - Journeying in Faith and Purpose

## Who is the policy applicable to?

Remote learning is for pupils that are unable to attend school due to self-isolation or medical concerns but are feeling well enough to spend some time working at home. Cowley St Laurence Primary School will provide remote learning (online) where appropriate for pupils so that no-one falls too far behind.

### 1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not 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 ICT Lead

- During the event of a lockdown the ICT Leader will be responsible for:
- Ensure consistency in the approach to remote learning
- Set out expectations for all members of the school community
- Provide information on how school resources will be
- Support staff with the use of ICT

#### 2.2 Teachers

When providing remote learning, teachers should be available between 8.50pm – 3.20pm (regular school day). If caring for/providing home learning for a dependent, then a discussion should be had with the headteacher to ensure that an effective balance can be found.

If they are unable to work during this time, for example due to sickness, they should report this using the normal absence procedure.

Teachers should plan lessons/activities that are relevant to the curriculum focus for that year group and endeavour to replicate this through video clips and tasks for home learners.

When providing remote learning, teachers are responsible for:

**Setting work:**

- Setting work for their class/Year group
- Maths, English will need to be set daily. Along with a topic-based activity for the afternoon. One Religious Education lesson will be included each week in line with the London Diocese learning scheme. Then ability of pupils and level of differentiation should be considered at this stage.
- This needs to be set for 9am each day for the children to access.
- Work will be uploaded onto the Class Dojo page
- Make sure the work is being completed (digitally or on paper) and follow up with parents if the work is not being completed, on a weekly basis. If contact can not be made then this should be referred to phase leaders.
- Direct parents to a range of online resources that can support them and their children.
- Where online access is difficult, children will be provided with 'learning packs' covering the appropriate content.
- Where a pupil in the class has an EHCP, additional activities may need to be given to support progress towards their targets e.g. occupational therapy activities, speech and language activities. If teachers are unsure how to do this they can seek support from the SENDCo.

**Providing feedback on work:**

- Work will be sent as a photo via Dojo.
- Teachers to provide feedback via Dojo.
- Feedback to be given as soon as possible.
- Provide informative PowerPoints or help sheets to ensure that parents are able to support children or for children to refer to.

**Keeping in touch with pupils who are not in school and their parents:**

- Teachers should attempt to make regular contact with home. If this has been unsuccessful via Class Dojo then phone calls should be made.
- Teachers are not expected to respond to emails/message outside of the school day.
- Any complaints or concerns from parents should be directed to the Phase leader. ☒ Safeguarding concerns should be reported in the usual way.

**Attending virtual meetings with staff, parents and pupils:**

- Staff should be dressed appropriately for any meeting.
- Location should be well considered to avoid areas with background noise and to ensure there is nothing inappropriate in the background.
- Procedures for meeting with parents will be considered on an individual basis. In some cases, with parental consent, meetings will be recorded as evidence.

**Providing feedback on work:**

- Work will be uploaded as a photo via Dojo or via email.
- Teachers to provide feedback via Dojo or email via the school office ☒ Feedback to be given as soon as possible.
- Provide informative PowerPoints or help sheets to ensure that parents are able to support children or for children to refer to.

**Keeping in touch with pupils who are not in school and their parents:**

- The class teacher should attempt to make daily contact with home. If this has been unsuccessful via Class Dojo then phone calls should be made supported by the SENDCO
- Teachers are not expected to respond to emails/message outside of the school day. ☒ Any complaints or concerns from parents should be directed to the SENDCO ☒ Safeguarding concerns should be reported in the usual way.

**Attending virtual meetings with staff, parents and pupils:**

- Staff should be dressed appropriately for any meeting.
- Location should be well considered to avoid areas with background noise and to ensure there is nothing inappropriate in the background.

## **Empowering Minds - Nurturing Hearts - Journeying in Faith and Purpose**

- Procedures for meeting with parents will be considered on an individual basis. In some cases, with parental consent, meetings will be recorded as evidence.

### **2.3 Learning Support Assistants**

When assisting with remote learning, LSAs must be available during their normal working hours.

If they are unable to work for any reason during this time, for example due to sickness then absence will be dealt with in line with current absence management procedures that are in place.

When assisting with remote learning, LSAs are responsible for:

- Supporting pupils who are not in school with learning remotely:
- Providing work for their intervention groups.
- Providing a bank of ideas and resources for parents to support the children with whilst at home.

Line Managers will be responsible for ensuring the Learning Support Assistants are directed accordingly and managed well to ensure pupils are effectively supported.

### **2.4 Subject leads**

Alongside their teaching responsibilities, subject leads are responsible for:

- Making any changes necessary to accommodate remote learning.
- Working with teachers delivering their subject remotely to ensure all work set is appropriate and consistent.
- Supporting class teachers with resources they can use to teach their subject remotely.
- Providing support to teachers about how work can be set virtually.

### **2.5 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 meetings with teachers and 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.

### **2.6 Designated safeguarding lead**

The DSL is responsible for:

- Ensuring all staff know how to report concerns effectively and receive any necessary training. Monitoring contact made with vulnerable families.
- Implementing a robust communication plan for those children on the edge of social care support, or who would normally receive pastoral-type support in school.
- Working alongside multiple agencies to ensure that effective support is in place for families e.g. Social workers, key worker service, Health service.
- Ensuring the SENDCo is contacting those with an EHCP or additional needs on a weekly basis.

### **2.7 Pupils and parents**

Staff can expect pupils learning remotely to:

- Be in communication at least once a day. A flexible approach to this is required as a result of pupil access to technology etc.
- Complete work to the deadline set by teachers (most should be daily).
- Seek help if they need it.
- Alert teachers if they are not able to complete work.
- Contact the teacher if they have any concerns or need support.

# Empowering Minds - Nurturing Hearts - Journeying in Faith and Purpose

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise is unable to complete work.
- Seek help from the school if required.
- Be respectful when making any complaints or concerns known to staff.
- Should anything be unclear in the work that is set, parents can communicate with class teachers by contacting the school [cowleystl@fraysacademytrust.org](mailto:cowleystl@fraysacademytrust.org). They should make clear which year group and subject the question relates to in their email.
- We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

## 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:

- How to differentiate – talk to the relevant subject lead or SENCO
- SEN issues – talk to SENDCO
- Challenging behaviour – talk to the Deputy Headteachers
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about safeguarding – talk to the DSL
- Unsure of what work to set – Year group partner, then subject lead

For more contact details please see our staff list on our website.

## 4. Data protection

### 4.1 Accessing personal data

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

- Use provided laptops (where possible)
- Ensure that no personal details are printed and taken home
- No personal storage devices e.g. memory sticks and portable hard drives to be used to transport pupil data

### 4.2 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Making sure the device is locked 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 update

# **Empowering Minds - Nurturing Hearts - Journeying in Faith and Purpose**

## **5. Monitoring arrangements**

This policy will be reviewed every 2 years.

In the event of a lockdown/School closures the policy will be looked at termly.

## **6. Links with other policies**

This policy is linked to our:

- Behaviour policy
- Child protection policy (Safeguarding)
- Data protection policy
- ICT policy