Remote Learning Policy 2025-2026

This policy was reviewed on:	This policy was ratified/reviewed by Governors on:
Date: 23 February 2025	**Date:**
By: Euan Macdonald	
Policy will be reviewed on: August 2026	**Frequency of review:** Every 2 year(s)

Note: This document uses the most current Government information and guidance at the time of writing. It may change according to Government 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

2.1 Teachers

Teachers must be available between 8.30 am and 4 pm. 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 procedures between 7 am and 4 pm on the designated absence number. If it affects the completion of any work required to ensure that arrangements have been made with year group partners or SLT to ensure work is completed Setting work.

Teachers are responsible for:

➜ Running their Microsoft Teams- setting work for home learning when a year group bubble closes:

➜ Create a timetable for the week (with year group partners)- similar to that taught in school

➜ This must include subjects from across the curriculum.

➜ The timetable must include a mixture of live and pre-recorded lessons.

➜ Ensuring children have access to lessons from 9.30 am to 3 pm the same length taught in school.

➜ Ensuring children have continued interaction with the teacher and other pupils

➜ Liaising with year group partners to produce weekly English and Maths plans differentiated where necessary.

➜ Uploading the Weekly timetable to Microsoft Teams-

➜ Creating online resources to support lessons throughout the week on Microsoft Teams.

➜ These will range from pre-recorded lessons by the class/year group teacher, live lessons, Northstar New School resources.

➜ Resources to be used, in the near future

➜ Ensuring children know how to complete assigned work, turn it in, use templates, take

photos of written work and upload

➔ Marking and commenting on children's work
➔ Delivering online safety lessons to children- how to interact on the live stream, cyberbullying, appropriate language, safe searching
➔ Providing feedback on work:
  ◆ Pupils can send any completed work to teachers via Microsoft Teams.
  ◆ Teachers can mark and return work to pupils via the comments feature
  ◆ Teachers should mark work daily and return with a comment to the pupil within 24 hours
➔ Keeping in touch with pupils and parents:
  ◆ Via the private message function in Microsoft Teams
  ◆ Certificates of Achievement to be sent to pupils regularly
  ◆ Bonus points are given to children for excellent work
  ◆ Parents to be called if pupils do not attend the daily register via Microsoft Teams /are not engaging in the home learning
  ◆ Year group emails- Emails received in the year group email from parents and pupils are to be
  ◆ checked between 9 am and 3 pm, daily. Emails must be replied to within 48hrs. Only send replies between these times. Anyone can respond to year group enquiries it does not have to be the actual class teacher.
  ◆ Any issues that are received are to be dealt with professionally by the class teacher and the Headteacher should be BCC'd in the communication. If necessary, teachers to contact a member of SLT for advice (see emailing tips and strategies in the appendix)
  ◆ Teachers are to make contact with all pupils in their class every day via Microsoft Teams, telephone, email, Microsoft Teams. For nonattendance, the parent will receive a call.
  ◆ Withheld numbers may be used as teachers can use their mobile phones from home. Contact details can be accessed from the Teacher's Shared Drive, please ensure you log off and do not share information with a third party. Record all contacts with parents on CPOMs and add any relevant actions.
  ◆ Example CPOMS comment 'Telephoned Mum offered support during home learning and I spoke with child who is getting on well. No concerns.' Alert the safeguarding team with any immediate concerns via telephone.
  ◆ Contact should be polite and encouraging. Teachers must not give out any personal details. Any concerns should be forwarded to a member of SLT who may choose to contact the parents directly.

2.1a In the event of individual pupil self-isolation- SLT responsibility

➔ Weekly home learning to be set via Microsoft Teams for all individual pupils who find themselves in isolation

- → Children in isolation are tracked daily and work is allocated as soon as possible once a child has been identified as self-isolating
- → Daily lessons span across the curriculum, lessons are closely matched to the curriculum delivered in school.
- → Work is tailored to each pupil and those with SEN have individual work provided.
- → Lessons for these pupils come from Oak Academy and other online sources.

2.2 Teaching assistants

Teaching assistants must be available between 9am – 3.30pm, Mon to Fri. During this time, they are expected to check work emails and be available when called upon to support the children with their learning. 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.

Teaching assistants are responsible for:
Supporting pupils with learning remotely:
- → When requested by the SLT

2.3 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:
- → Co-ordinating the remote learning approach across the school – SLT
- → Monitoring the effectiveness of remote learning – reviewing work set by teachers weekly, monitoring email correspondence between parents and teachers
- → Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.4 Designated safeguarding lead

The DSL is responsible for:
Maintaining contact, collating, passing on information and responding to any concerns.
See the COVID-19 amendments to the Child Protection Policy

2.5 IT staff

IT staff are responsible for:
- → Creating emails accounts
- → Fixing issues with systems used to set and collect work
- → Helping staff and parents with any technical issues they're experiencing
- → Reviewing the security of systems and flagging any data protection breaches to the data protection officer
- → Assisting pupils and parents with accessing the internet or devices

2.6 **Pupils and parents**

Expectations of students

Assuming that a student is healthy and well enough to work, students will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability.

Students will also be expected to read and respond to communication from the school (e.g. an email from a teacher, support staff, SLT) on a regular basis.
In the event of an extended school closure, teachers will continue to deliver content in line with existing schemes of work once the school is reopened; if any student misses significant parts of the content, they will be able to view material posted online and the school will give consideration to the practicalities of helping students to catch up once the school reopens.

Students should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress. For example, where tasks are set using Microsoft Teams then they should mark tasks as "done" so teachers can monitor their progress.

If students or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant subject area. If there are questions about a student's overall workload (e.g. a student feels they are overwhelmed or falling behind), these should be directed to the student's teacher.

Teachers must work on the assumption that students will not necessarily have the full range of books and equipment that they would usually have in school. However, if advance notice is possible, teachers will instruct students to take relevant equipment home, or for parents to ensure they have duplicates. The school does not expect students to have access to any specialist equipment that would usually be provided by the school (e.g. science or art). Teachers should ensure they are able to scan or upload photos of important resources in case students do not have access to them at home. Online textbooks are helpful in this regard and many subjects are now moving over to these. The school expects that parents have internet access at home to access remote learning resources, but teachers will make no presumption of the student's ability to print at home.

Staff can expect pupils to:
➔ Be contactable during the hours of the school day 9am – 3.15pm – although they may not always be in front of a device the entire time
➔ 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 to:
➔ Seek help from the school if they need it

→ Be respectful when making any complaints or concerns known to staff

2.7 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 systems are appropriately secure, for both data protection and safeguarding reasons

3 | Who to contact

If staff have any questions or concerns, they should contact the following individuals:
→ Issues in setting work – talk to the SLT
→ Issues with behaviour – talk to the SLT
→ Issues with IT – talk to Deputy Head (Mickie Foley) who can contact support if needed
→ Issues with their own workload or wellbeing – talk to SLT
→ Concerns about data protection – talk to the data protection officer
→ Concerns about safeguarding – talk to the DSL
→ All staff can be contacted via the school email addresses

4 | Data protection

4.1 Accessing personal data

When accessing personal data, all staff members will:
→ All staff have access to CPOMS to record any parent contact or concerns about children, this is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party.
→ Teachers are able to access parent contact details via Microsoft Teams Teacher's Shared Drive. Do not share
→ SLT have the ability to locate personal details of families when required
→ SLT will deem what information is necessary to share with the teachers.

4.2 Sharing personal data

Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system. Such a collection of personal data applies to our functions as a school and doesn't require explicit permissions.
While this may be necessary, 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

5 | Safeguarding

Please see the following for updates concerning safeguarding in relation to home learning. COVID-19 amendments to the Child Protection Policy also details reference to remote learning curriculum and risks online.
This policy is available on our website.

6 | Monitoring arrangements

This policy will be reviewed as and when updates to home learning are provided by the government by the SLT. At every review, it will be approved by Euan Macdonald (Headteacher) and The Board of Governors.

7 | Links with other policies

This policy is linked to our:

➔ Behaviour policy

- ➜ Child protection policy
- ➜ Data protection policy and privacy notices
- ➜ ICT and internet acceptable use policy
- ➜ Online safety policy

8 | Teacher guides/support resources

Google classroom accessed via the relevant app or the 'waffle' (9 dots) on any google search page. Children have all been assigned emails to access:
- ➜ White Rose Maths
- ➜ Education City
- ➜ Classroom MTPs
- ➜ Oak Academy

The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both students and teachers to participate in remote learning. For shorter closures, for example, teachers may set work on firefly for submission in person once the school has reopened. For longer closures, teachers would make more use of live sessions (see specific guidance below and appendix) and electronic assessment. The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

The setting of tasks (using Microsoft Teams)

- ➜ Subject areas will provide work broadly in line with students' timetables through the school's Microsoft Teams.
- ➜ Tasks will be set in accordance with existing schemes of work, and tasks will be designed to allow students to progress through schemes of work at the same pace as if they were in school, where possible.
- ➜ Naturally, remote learning will require students and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-school teaching and ensure students do not fall behind. The nature of tasks set should allow students to learn independently, without the specific support of an adult at home
- ➜ Unless there is a good reason not to, tasks will be set for individual classes. The type of task set will vary between subjects, but examples of appropriate tasks might include:
  - ◆ Reading and noting new material from a common subject area textbook or electronic resource
  - ◆ Working through subject-specific presentations or worksheets provided by the

subject area
◆ Watching a relevant video resource and making notes on it
◆ Completing a listening exercise
◆ Written responses to prompt questions, essay plans etc.
◆ Completion of practice questions or past papers, particularly for those in examination years
◆ Working through relevant exercises offered by external providers (e.g. Oak Academy)

Live sessions

Academic subject areas may also arrange for teaching teachers to deliver content in a 'live' manner (either by text or audio and/or visual means). There is no expectation of teachers to carry out live sessions.
Microsoft Teams and Google Meet are platforms that allow for resources to be shared, teachers to provide exposition, and students to ask questions in 'real-time'. Students will be provided with details of sessions and will be expected to participate in them if they are asked and able to. Live sessions can be particularly helpful as they can facilitate contemporaneous communication, with students able to respond to teachers' questions (and ask them) via the conversation functionality in teams and meet. In a live session, there is no need for teachers or students to broadcast audio or video, as the text (conversation) function is adequate.

Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to students on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers, and this would continue to be the case should the school employ remote learning. Assessed work will be set using via the Microsoft Teams tasks function, regardless of how students' work is eventually submitted (e.g. by google classroom or mail), with clear due dates given to students for completion, thereby helping students to organise their time. The tasks function on Google also allows students to submit work to the teacher before a task can be signed off. Students and teachers should keep accurate records of all work completed, submitted and assessed. Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.
Possible methods may include:
➜ Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research

→ Using the "Comments" function on online documents on google
→ Providing feedback directly in the tasks function on google
→ Sending a direct email (or google message) to students with specific feedback/targets

Additional functionality is available in Microsoft Teams classroom if teachers want to create assignments for students to complete. These might include, for example, the creation of a tailor-made quiz (containing either multiple choice or extended answers) and teachers are able to use assignments to give feedback within Google.

Support for pupils with SEND, EAL and other specific learning enhancement needs

Teachers should ensure that work is differentiated as required for all learners when setting online tasks. Profiles are available for SEND pupils and advice can be sought from the Deputy Head.

In addition, the SLT will maintain contact with pupils requiring regular support, by email or phone with parents/pupils and feedback to teachers using CPOMS if required.

Pastoral care during a school closure

In the event of a school closure, the primary responsibility for the pastoral care of a student rests with their parents/guardians. However, SLT and teachers should check in regularly with their students to monitor both academic progress and their general wellbeing.

Teachers will be expected to pass on feedback to SLT, particularly if there are concerns or a lack of communication.