



Newton Leys

Primary School & Nursery

Newton Leys Primary School & Nursery
Remote learning policy

Approved by: Full Governing Body

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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

Teachers

When providing remote learning, teachers will be available during the times of the school day (8:30am – 3pm).

If they are 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 (see staff handbook).

When providing remote learning, teachers are responsible for:

➤ Setting work:

- For their own class/year group as appropriate
- 3/4 daily lessons
- Lessons/resources should be available on Google Classroom at 5pm of the previous day. This does not apply to live lessons.
- Where work should be uploaded to Google Classroom, Iain Mortimer-Fox will be available for support.
- There should continue to be year group meetings to ensure consistency of approach and content. These may be held remotely or in person and should continue to be weekly.
- Year leaders, in discussion with their team, should discuss the core offer that children will be receiving. This will be for example: daily maths, English, reading, phonics/SPAG. Children should still be offered a broad and balanced curriculum (Topic day on Wednesday)

➤ Providing feedback on work:

- Pupils will upload their work onto Google Classroom to submit work to their teacher that can then be marked.
- Some feedback will be given via the learning platform – such as Tapestry (EYFS only)
- Teachers will provide written feedback on Google Classroom assignments
- During live lessons, teachers will give verbal feedback where appropriate
- Feedback to children should be completed before the start of the next lesson in that particular curriculum area

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

- When an individual child is absent from school in self-isolation, parents should receive a phone call from the class teacher once a week to check on the progress and

wellbeing of the child/family. This does not apply if a class/year group are all self-isolating.

- Children will have access to live lessons, where a teacher will address them through the live feed
- Parents/children who are not in school are welcome to email their class teacher with queries or questions. Teachers will respond to these emails within working hours. There is not an expectation that teachers will reply during teaching time.
- Should children have a query for their teacher regarding their work, they are able to add private comments when submitting work (unseen to anyone but the teacher) or for a more general question the child can post a message on Teams.
- Should a parent have a query or complaint, please refer this to the class teacher/phase leader who will respond to the complaint
- Should a safeguarding concern be raised, please seek a DSL and follow the usual safeguarding procedures (as recorded in the Child Protection and Safeguarding Policy)
- If a child is not completing work set by the school, in the first instance a telephone call with the family is recommended to discuss any particular concerns that can be overcome. Should this continue to be the case, alert the phase leader.

➤ Attending virtual meetings with staff, parents and pupils:

- Newton Leys School & Nursery School expect members of staff to adhere to the dress code (see staff handbook)
- Locations – it is important to consider where the virtual meeting is taking place. Consider your background, ensure no confidential information is in the background of your screen; ensure you are attending the meeting from a quiet location where children cannot be seen in the background
- For children working at home, parents/ carers ensure the advice above 'Locations'

Teaching assistants

When assisting with remote learning, teaching assistants must be available during their usual working hours.

If a teaching assistant is 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 (see staff handbook).

When supporting a teacher who is not on site, the teaching assistant is responsible for:

- Managing behaviour of children in the classroom
- Organising movement of children around the school
- Welcoming and dismissing children from the building

➤ Attending virtual meetings with teachers/colleagues:

- When attending virtual meetings, teaching assistants will ensure that the school dress code is adhered to
- If in a virtual meeting from school, ensure that sensitive material/photographs/children are not in the background

- If in a virtual meeting from home, again ensure that the background is appropriate and that confidentiality of any agenda items is not breached

Subject leads

Specialist teachers employed by the school may need to consider how their curriculum subject needs to change to accommodate remote learning. These subjects will include: Spanish, Art/DT and PE.

The SENCO will also liaise with members of the teaching team to ensure provision is appropriate for the needs of SEND children. The SENCO will be available to discuss any needs/resourcing issues/additional support that should be put into place.

Senior leaders will continue to reach out to key families in the school community.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – Mr Mortimer-Fox will have overall responsibility for this role. However, each phase leader is responsible for the organisation of their curriculum, planning and delivery
- Monitoring the effectiveness of remote learning – regular reviews of practice will be carried out to ensure the best possible provision for the children of Newton Leys. This will include: regular meetings with teachers, reviewing work set, asking for feedback from parents and children.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- 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
- Ensuring staff remain trained and confident in their use of online digital education platforms
- Training staff on relevant accessibility features that your chosen digital platform has available
- Providing information to parents/carers and pupils about remote education – specify if you will do this on your website or via email
- 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

Designated safeguarding lead (Miss Donoghue)

The DSL is responsible for:

The safety and wellbeing of the children at Newton Leys School. This includes children both on the school site and those who are working online (See Online Safety Policy).

IT staff

IT staff are responsible for:

- › Fixing issues with systems used to set and collect work
- › Publishing 'how to' documents with regards to Teams
- › Helping staff and parents with any technical issues they may be experiencing
- › Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- › Assisting pupils and parents with accessing the internet or devices
- › Supporting in the training of staff

Pupils and parents

Staff can expect pupils learning remotely to:

- › Listen carefully to my teacher and engage with lessons, following the teacher's instructions
- › Dress appropriately for lessons
- › Avoid snacking during lessons
- › Let the class teacher know if work is challenging/unable to complete work
- › Complete work set online to the deadline set by the class teacher
- › Be contactable during the school day. Children will not be on an electrical device for the whole day
- › Alert teachers if they are not able to complete work

Staff can expect parents with children learning remotely to:

- › Make the school aware if their child is sick
- › Ensure that pupils maintain an acceptable standard of behaviour when joining a live teaching session from home - ensuring they follow teacher instructions etc
- › Ensure that other members of the household behave appropriately during a live teaching session - using appropriate language and behaviour that does not distract the other pupils
- › Keep the links to live teaching sessions confidential and not share these with any third parties
- › Ensure they do not record any part of any live teaching sessions or pre-recorded sessions (either photographs, video or audio) and do not share with any third parties or on social media platforms
- › Raise any concerns regarding the live lessons appropriately with phase leaders at the school
- › Not attempt to engage directly with the teacher at any time during a live teaching session
- › Inform the teacher if their child is finding difficulty in completing the work set
- › Be respectful when raising concerns with the teacher – either by phone or email

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

4. Who to contact

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

- › Issues in setting work – relevant class teacher/phase leader: Mrs Hand (upper key stage 2), Mr Wilson (lower key stage 2), Mrs Forbes (key stage 1), Mrs Villa (nursery and reception)
- › Issues with behaviour – Class teachers will discuss with phase leader/SLT
- › Issues with IT – Mr Mortimer-Fox
- › Issues with their own workload or wellbeing – Phase leader/Mrs Edmonds
- › Concerns about data protection – Mrs Reoch
- › Concerns about safeguarding – Miss Donoghue, Mr Mortimer-Fox, Miss Lora Edmonds, Mrs Villa, Mrs Reoch

5. Data protection

Accessing personal data

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

- › Access data through SIMs. This can only be accessed from a school laptop. Staff are unable to use SIMs and access information from any other device.

Processing personal data

Staff members may need to access and/or share personal data such as a child's telephone number or 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 access and/or share as little personal data as possible online. Immediately having used SIMS, staff members will close the program. Staff must ensure that the laptop is not left on and open where others may see the information.

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)
- › Making sure the device locks if left inactive for a period of time
- › Ensuring that, if leaving a device, the screen is closed
- › Not sharing the device among family or friends
- › Avoid tampering with or attempting to bypass any antivirus or security software
- › Not disabling or bypassing any operating system updates and ensuring computers are restarted regularly (outside of teaching hours) to allow such updates to take place

6. Safeguarding

Whether in school or online through remote learning, safeguarding is still at the core of our practice. If a member of staff has a safeguarding concern, they will continue to follow the usual protocols (as safeguarding policy and addendum suggests).

If a member of staff has a concern, they should contact a DSL to seek advice.

DSLs: Miss Donoghue, Mr Mortimer-Fox, Miss Lora Edmonds, Mrs Villa, Mrs Reoch

7. Monitoring arrangements

This policy will be reviewed as necessary or October 2025. At every review, it will be approved by the full governing board.

8. Links with other policies

This policy is linked to our:

- Behaviour policy and addendum 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
- Staff handbook – absence and dress code

Remote Learning Agreement

The school will:

- Provide access to live teaching/pre-recorded lessons each morning for maths, English, phonics or SPAG daily for all pupils – this may vary according to the requirements of each year group
- Where possible, to provide access to live/pre-recorded teaching for wider curriculum subjects
- Provide secure links sent by Teams to access the live sessions
- Provide activity sheets and other supporting materials for pupils to complete work on the year group Teams platform (where appropriate)
- Ensure that when live teaching is being led from the classroom at school, the camera will not show any pupils in the class, only the board and teacher when a single child is isolating. Where teaching of the whole cohort is remote, children will be able to see each other and the teacher in Teams.
- Ensure that any individual pupils not attending school due to self-isolation have at least weekly contact with the pupil's class teacher to see if further support can be offered to access the learning materials. This applies to individual pupils who are not at school. This does not apply when a class or year group are isolating.
- Provide feedback to children about their work either verbally or via email about completed pieces of work

Parents will:

- Ensure that pupils maintain an acceptable standard of behaviour when joining a live/pre-recorded session from home - ensuring they follow teacher instructions etc
- Ensure that other members of the household behave appropriately during a live teaching/pre-recorded session - using appropriate language and behaviour that does not distract the other pupils
- Keep the links to live teaching/pre-recorded sessions confidential and not share these with any third parties
- Ensure they do not record any part of any live teaching sessions or pre-recorded sessions (either photographs, video or audio) and do not share with any third parties or on social media platforms
- Raise any concerns regarding the live lessons appropriately with class teachers/ phase leaders at the school
- Not attempt to engage directly with the teacher at any time during a live teaching session
- Inform the teacher if their child is finding difficulty in completing the work set
- Be respectful when raising concerns with the teacher – either by phone or email

Pupils will:

- Arrive for lessons punctually and ready to learn
- Have resources ready at their workspace
- Listen carefully to the teacher and follow the teacher's instructions
- Engage with lessons
- Dress appropriately for lessons i.e. not in pajamas, bare chested
- Avoid snacking during lessons
- Inform the class teacher if work is challenging or unable to complete work – this can be done verbally in the live lessons or in feedback on the assignments in Google Classroom
- Complete work set online to the deadline set by the class teacher

By taking part in live lessons, parents and children are agreeing to the above code of conduct. Any parents who are not able to follow this agreement will not be able to have access to live teaching for their children.