

Catton Grove Primary School



Remote learning policy

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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

Use of Remote Learning

All pupils should attend school, in line with our attendance policy.

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 when we decide that opening our school is either:

- Not possible to do so safely
- Contradictory to guidance from local or central government
- When individual pupils, for a limited duration, are physically unable to attend school but are able to continue learning – e.g. because they have an infectious illness.

DfE guidance explicitly states that remote education should only ever be used as a short-term, last-resort measure when attendance is impossible or contrary to government guidance, rather than standard practice for minor absences.

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 8:45am and 3:30pm - (however when in school supporting the learning - this remote learning support will be provided as and when is appropriate).

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. Call the Office and let year leader and a member of SSLT know.

When providing remote learning, teachers should:

- Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners

- Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely

When providing remote learning, teachers are responsible for:

- **Setting work**

- The amount of learning will match the age, stage and ability of the child and the learning being taught in class.
- 3 hours a day for Key Stage 1 (Years 1–2) and 4 hours a day for Key Stage 2 (Years 3–6).

Learning set for each day will involve Reading, Writing, Maths and a foundation subject.

- Work will be uploaded to either Google classroom (if the whole class is accessing remote learning) or Class Dojo. All staff within the team uploading work will be familiar with how to do this. Teachers must instruct new members of staff on this.
- The uploading of work will be coordinated by Year Leader, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.
- Hard copies will be offered, where possible, if the child does not have access to a device.

- **Providing feedback on work -:**

- Pupils may take photos of their work and upload to class dojo, complete work online/ Google Classroom platform. If they are self-isolating and completing hard copies of work, then work can be handed in on return to school and feedback given.
- Members of staff will provide feedback on learning via Class Dojo or Google Classroom

- **Keeping in touch with pupils who aren't in school and their parents – :**

- Phone calls to Office from parents reporting absence – if the parent indicates a period of absence where the child is infectious but well enough to work or unable to physically attend school i.e broken limb but again is well enough to work, then the office staff will inform the Class teacher.
- A member of the year team will make contact on Class Dojo/ Google classroom
- Parents/ carers can message about work/learning on class dojo and can expect a response during school hours 8:45 -3:30 or as agreed by class teacher.
- Any complaints or concerns shared by parents and pupils will be dealt with either by Class teacher, Year Leader or SSLT accordingly.
- Any safeguarding concerns will be recorded on CPOMs and reported to a DSL
- If there is a failure to complete work regular contact will be made, support will be offered (either from a learning perspective in the way of further explanation or practically the offer of tech support/ hard copies sent out)

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

- Dress code – work wear
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)
- 2 adults present should be present for 1-to-1 interactions on live streaming

When teachers are working in school, PPA time will be used to provide remote learning. TAs where possible will make contact with those absent pupils who are self-isolating but well enough to learn (see below).

- The school maintains its statutory "best endeavours" duty under the Children and Families Act 2014 and Equality Act 2010 when providing remote learning for pupils with SEND/EHC plans.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8:45-3:30 (however when in school supporting the learning - this remote learning support will be provided as and when is appropriate).

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 – inform the School Office.

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

- Supporting pupils who aren't in school with learning remotely:
 - TA can contact pupils/ parents on Class Dojo/ Google Classroom to ensure they understand the learning.
- Attending virtual meetings with teachers, parents and pupils
 - Dress code – work wear
 - Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

If teaching assistants will also be working in school, they will make contact at an appropriate time during the day.

2.3 Year Leader/ Subject champions

Alongside their teaching responsibilities, year leaders and subject champions are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject or members of their year team 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 an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject –through meetings with teachers or by reviewing work set
- 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:

- Distributing school owned laptop accompanied with a user agreement
- Monitoring the effectiveness of remote learning –through regular meetings with teachers and subject leaders, reviewing work set and receiving feedback from pupils and parents

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations. Class teachers will notify CS and AL of any potential issues. AG will monitor Google Classrooms through the website.
- Adam Greenall – Assistant Head for Inclusion is the named member of SLT for coordinating the remote learning approach across the school. Other member of SSLT assist with the smooth running of the approach.

2.5 Designated safeguarding lead

If any safeguarding issues arise all staff must inform the Safeguarding Officer, Micka Gilroy-Singh and or one of the DSLs , Ann marie Lacey, Catherine Lorne, Claire Shenton, Tara Pacey, Adam Greenall, Kyle Grimadell or Cathy Bryan- CPOMs is used to record all safeguarding concerns.

Our safeguarding procedure can be found in our Child Protection policy.

DSLs will carry out regular welfare checks for vulnerable and will coordinate with social care professionals when pupils are absent.

2.6 IT staff

Initially class teachers/ year teams will assist with the following.

- 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 remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

If these cannot be resolved at class teacher/ year team level, our in-school tech support (LC) will assist, if this still cannot be resolved the matter will be referred to In Touch or LGFL – dependent on the issue.

2.7 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
- Alert teachers if they're not able to complete work
- Act in accordance with normal behaviour rules (see behaviour management policy, in particular off site behaviour)

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

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. Remote teaching and Learning

Teachers will ensure -

- Learning Objectives for remote learning match those being taught in school.
- Regular feedback will be provided to those completing learning remotely.
- Teachers may use remote learning schemes such as Oak Academy and White Rose to support remote learning.
- Activities will be modified from the in-school teaching sequence in order that pupils can access them remotely
- Remote learning will be adapted to meet the varying needs of pupils.
- Additional support will be put in when a new concept or topic is being introduced remotely.

4. Who to contact

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

- Issues in setting work – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to year leader / SSLT
- Issues with IT – talk to year leader/ in school IT staff
- Issues with their own workload or wellbeing – talk to year leader/SSLT
- Concerns about data protection – talk to the data protection officer (DPO – matter can be referred to the Finance Officer - Gayle Caldwell who can refer issues on)
- Concerns about safeguarding – talk to a DSL - Claire Rider, Ann marie Lacey, Catherine Lorne, Claire Shenton, Adam Greenall, Kyle Grimadell, Tara Pacey or Cathy Bryan

5. Data protection

5.1 Accessing personal data

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

- How they can access the data, such as on a secure cloud service.

5.2 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.

5.3 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

6. Monitoring arrangements

This policy will be reviewed annually by Claire Shenton – Deputy Headteacher. At every review, it will be approved by the full governing board.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection/ Safeguarding policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy