Bishop Ian Ramsey C of E Primary School

Remote / Blended Learning Policy

Date ratified: October 2026

Date of review: October 2027

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, but working at home

• Set out expectations for all members of the school community with regards to remote learning

• Provide appropriate guidelines for data protection

• Ensure pupils unable to attend school remain fully included within the school community and follow the same curriculum as those in school

• Continue to ensure that every child receives the best education the school can provide them

• Ensure that remote education is integrated in the curriculum so it is an essential part of the school curriculum, alongside classroom teaching, or in the case of a individual isolation / whole class isolation or local / national lockdown.

2. **Roles and responsibilities**

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

• Monitoring the security of remote learning systems, including data protection and safeguarding considerations

• If the class teacher is unwell and unable to lead remote learning, then the Senior Leadership team will take direct responsibility for this. If this is the case, home learning provision and systems may need to be adapted so that school leaders can continue to manage their leadership roles while carrying out remote learning for the class.

Designated Safeguarding Lead

The DSL is responsible for: Safeguarding concerns, including those related to Remote Learning Please refer to Child Protection and Safeguarding Policy.

Teachers

When providing remote learning, teachers will be available between 8.30am and 3.30pm and will respond during these hours. If teachers are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they will report this to the Headteacher using the normal absence procedures.

When providing remote learning, teachers are responsible for:

Setting work: For individuals in self-isolation

Teachers will post the work on our remote learning platforms 'Teams', 'Tapestry' & 'Dojo' for those individual pupils to access. Teachers may also respond and send work for pupils via email and communicate with parents / carers via this method. The work set will be in line with what the class are completing in school that day.

Setting work: For Whole Class in isolation / National Lockdown

Teachers will create a weekly timetable of work for their year group / class. This will include subjects from across the curriculum and be in line with what is planned at medium and long- term curriculum level.

- Phonics, English, Mathematics, Reading, Science, RE, Foundation subjects will follow the timetable for that day.
- Work will be ready and available to access from 9am each morning.
- Work will be uploaded to our remote learning platforms Teams, Tapestry or Dojo for consistent access to all pupils across school.

Providing Feedback on work:

- Pupils are asked to submit completed work back to teachers via Teams /Tapestry/Dojo for marking / feedback.
- Teachers will provide and share their feedback with pupils / parents via Teams /Tapestry/Dojo learning platform.
- Teachers and parents/carers are able to communicate through Teams/Tapestry/Dojo email and / or telephone.

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

- If a child / family is self-isolating, parents to keep in contact via telephoning school, email or via the Teams /Tapestry/Dojo Learning platform. All emails will be answered between the hours of 8.30am and 3.30pm daily.
- If parents / carers email outside of these times, they will be responded to on the next available working day (Monday to Friday)
- In the event of a national or local lockdown, teachers / senior leaders will contact pupils/parents weekly. Any concerns should be recorded on CPoms and the Headteacher alerted. In the event of a self/class bubble isolation, communication will be via email and /or Teams/Tapestry/Dojo. If there hasn't been any communication from either a parent or child by day 3 of the lockdown/self-isolation period starting, the class teacher or SLT member will call parents/pupils. If there is not a response via phone or text we will ask the Attendance Officer to make a welfare call at the home address.
- Identified vulnerable pupils will be called weekly - CP/EHCP/identified pupils, this will be done by SENCO/DSL.
- Complaints or concerns raised by parents / carers linked to work being set / class issues / curriculum etc will be addressed following the usual complaints procedure. They will, in the first instance, be addressed by the class teacher to resolve the issue. If the issue remains unresolved, this will be then be escalated to the Headteacher.
- Safeguarding issues raised by parents will be dealt with in line with the school Safeguarding and Child Protection Policy. All safeguarding issues will be referred to Mrs Howes, Headteacher as the Designated Safeguarding Lead in school.

Attending virtual meetings with staff, parents and pupils:

- School will use Microsoft TEAMS as the main way of accessing virtual meetings.
- Professional standards will be adhered to when taking part in virtual meetings.
- Staff , Parents and pupils will be expected to follow the code of conduct for live video conferencing

- Teachers are expected to wear work clothes when holding virtual meetings with parents, pupils, other members of staff or external agencies.

Meeting locations should avoid unnecessary background noise and it is recommended that staff blur the background / change the background setting on TEAMS for the duration of the meeting.

Teaching Assistants

When supporting remote learning, teaching assistants must be available between 8.45 am and 3pm.

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 supporting remote learning, teaching assistants are responsible for:

- Supporting pupils who are not in school with learning remotely:

o When requested by the teacher / senior leaders;

o Will liaise with class teachers to support planning and resourcing differentiated learning.

Attending virtual meetings with staff, parents and pupils:

School will use Microsoft TEAMS as the main way of accessing virtual meetings.

Professional standards will be adhered to when taking part in virtual meetings.

Teachers are expected to wear work clothes when holding virtual meetings with parents, pupils, other members of staff or external agencies.

Subject leads (including SENDCO)

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the curriculum need to change to accommodate remote learning and to meet the needs of individual children

- Consider how approaches to remote learning are integrated into the wider curriculum design
- 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 reasonable and age-appropriate
- Monitoring the work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely.

IT Shared Engineer Staff / Computing lead

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they may experience
- 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

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are unable to complete work

Staff can expect parents with children learning remotely to:

- Engage with the learning set each day
- Communicate with teachers and send work back to teachers for feedback using the Dojo remote learning platform.
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it

- Be respectful and timely when making any complaints or concerns known to staff

Governing body

Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible and is integrated into the wider curriculum design

Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Who to contact

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

- Issues in setting work –relevant subject lead, Mrs Howes Headteacher, or Miss Richards, Deputy Head SENDCO
- Issues with behaviour –relevant teacher or senior leader
- Issues with IT – IT staff /Computing leader (One IT Shared Engineer)
- Issues with their own workload or wellbeing – Mrs Howes Headteacher, or Miss Richards, Deputy Head SENDCO
- Concerns about data protection – Data Protection Officer (L Aitkin)
- Concerns about safeguarding – DSL (Mrs Howes Headteacher, or Miss Richards, Deputy Head SENDCO)

Data protection

Accessing personal data

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

- All staff have access to office 365 through the remote server, which is password protected.
- Staff and SLT have the ability to locate personal details of families when required through securely accessing Scholar Pack.

- SLT are not to share their access permissions with other members of staff.
- School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils.
- School Acceptable Use Policy Remote / Live learning home / school agreement.

Processing personal data

Staff members may need to collect personal data, such as email addresses, as part of the remote learning system.

Staff are reminded to collect as little personal data as possible online and to use school communication systems, not personal details or devices.

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

Safeguarding

Please see the school KCSIE Safeguarding and Child Protection Policy which is available on the school website

Monitoring arrangements

This policy will be reviewed as and when updates to home learning are provided by local or central Government by S Howes.

Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

Parental Guide to Remote and Blended Learning

This remote and blended learning guide has been written alongside the policy as guidance for staff and parents during the time that schools are closed due to unforeseen circumstances. It sets out the systems and technology that staff will use to keep the learning experience going for children, and details how they can be used effectively and safely, while allowing for the differing needs of families.

The school's usual Online Safety Policy and Acceptable Use Agreements still apply at this time, but this policy is an addendum in these unprecedented circumstances.
Additional home school agreements which cover access to learning platforms will be required.

Remote / blended learning following isolation of a Class Bubble or Individual.

In the first instance, where a bubble bursts and children are required to isolate, children will be provided with work packs so that they can begin to access learning at home immediately and independently. Following the initial period, including the giving out of work packs, children will be taught remotely and as in school wherever possible and appropriate. Staff will ensure that the correct work and teaching materials are available on our learning platforms (Teams/Tapestry/Dojo), which are accessible 24 hours a day to aid parents who may be juggling home-schooling with their own working responsibilities. Children may be given project/research-based work for non-core subjects, whereby a flexible approach to learning can be achieved.

Remote / Blended learning following National Lockdown.

Where a lockdown is imposed children will be provided with daily remote learning opportunities (paper packs can be requested). Children other than vulnerable pupils or Critical Worker Pupils will be taught remotely following the same planning and objectives as those children remaining in school. Staff will ensure that the correct work and teaching materials are available on our learning platforms (Teams/Tapestry/Dojo), which are accessible 24 hours a day to aid parents who may be juggling home-schooling with their own working responsibilities. Children may be given project/research-based work for non-core subjects, whereby a flexible approach to learning can be achieved. Worked will be planned to ensure independent learning wherever possible.

How long can I expect work set by the school to take children each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly 3-4 hours each day depending on age.
We will set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects; this will be of equivalent length to the core teaching pupils would receive in school, and as a minimum: 3 hours a day, on average, across the school cohort.

How will children access any online remote provided?
The main electronic communications tool which will be used across the school will be Microsoft Teams and Dojo. This mechanism will allow staff to keep in regular contact with their pupils and parents using an appropriate platform and one which is user friendly to all. During a period of remote learning, the normal day to day teaching and learning which normally takes place in a school environment, will be carefully considered and this will form the content of the activities delivered into the home electronically or indeed by way of a class pack where possible. The Health and well-being of our pupils and families will also be a focus with activities and communications designed to address these needs.
We understand that everyone's circumstances at home will be different. Some families have one child to support while others have several. Some families have one device to share while others may have more – and some things may work differently on different devices. Some parents will have plenty of time to help their children learn, while others will be working from home and may have much less time and some children will be able to work more independently than others or need greater challenge.
Due to this we are providing a flexible approach to remote learning. The government's emergency legislation lifts curriculum requirements for schools, giving flexibility to provide support, activities and education in the way they see fit, following curriculum objectives and expectations as closely as possible. However, the Government expects remote learning to cover 3-4 hours a day depending on the age of the child.

How will my child be taught remotely?
We offer a variety of daily online and offline learning activities across the curriculum so that pupils can dip in and out and work their way

through things as and when they are able. Core subjects will continue to be taught as we do in school, supported by pre-recorded teaching videos from a range of sources and staff members will be available at all times to answer queries and offer support. If a child is self-isolating and other pupils are in attendance, or lockdown is imposed and keyworker/vulnerable pupils remain on site, support staff will support remote learners in the first instance as the class teacher will be working with onsite pupils. We use a combination of approaches to teach pupils remotely, including commercially available websites supporting the teaching of specific subjects (available in the table below), long term project/research work, printed packs produced and provided by teachers and frequently uploaded work to our online learning platforms, mirroring the expectations of work in school. The Government's Oak Academy provides recorded lessons, taught by experienced teachers, which link to national curriculum learning objectives and expectations. These are quality assured and recommended for use by the DFE. These will be used alongside other appropriate providers to support pupils' learning. Teachers and support staff may provide some 'live' or pre -recorded teaching opportunities during the week which may be at a whole class, small group or individual level. Welfare calls will be made to all pupils at least once a week.

Sites and services:

We are currently delivering remote learning through a range of sites and services, most of which are part of our usual online provision for children: Teams, Tapestry and Dojo are our main method of communication between school and families. We supplement this with the use of emails, ParentPay and the school Facebook page.