Goat Lees Primary School

Remote Learning Policy
May 2026

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Signed by Headteacher	*T Adams*
Signed Chair of Curriculum	*W Michael*
Date Policy to be Reviewed	1 year or as required

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1. Aims

The Governors and Senior Leadership team at Goat Lees Primary School are aware that there may be times where remote learning must be provided to many or all children at the school, in accordance with the DFE's guidance on providing remote education: https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools/providing-remote-education-guidance-for-schools

This document seeks to inform and guide families and not impose strict expectations. Each family is unique and because of this, should approach home learning in a way which suits their individual needs. We realise that any circumstances that causes our school to close groups, classes or the whole school, will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- Parents may be trying to work from home so access to technology as a family may be limited.
- Parents may have two or more children trying to access technology and families may need to prioritise the needs of their individual children.
- Teachers may be trying to manage their home situation and the learning of their own children.
- Teachers may be trying to manage teaching both children who are at home and those in school.
- IT systems may not always function as they should.
- Children may not respond well to learning from home as they find the balance between home life, home learning and work at school, difficult to understand.

This remote learning policy aims to:

- Outline our approach for children that will not be attending school, as a result of government guidance or the closure of a group, class, Key Stage or the whole school.
- Outline our expectations for staff who may not be attending school due to self-isolation or other extenuating circumstances, but are otherwise fit and healthy and able to support with the education of our learners.
- Ensure consistency in the approach to remote learning for pupils who aren't in school.
- Provide appropriate guidelines for data protection.

This policy is intended to cover the actions the school will take in the following scenarios:

- The event of a total national or local lockdown where the school is closed to all but key worker and vulnerable pupils.

- The event that a class, key stage or smaller group closes and pupils must be remotely educated.

- The event of a partial lockdown, where groups or classes are attending on a rota basis.

- The event of individual staff and pupil absences for an extended period of time.

- An event where unsafe building materials or an unsafe learning environment means that a class, key stage or the whole school must close until it is deemed safe by the relevant bodies.

- Adverse weather conditions which restrict our children and teaching staff from accessing the school, or cause a local-authority-enforced closure of the school.

2. Roles and responsibilities

The content of remote learning provision and the consistency of provision across the school will be monitored by the Senior Leadership Team.

2.1 Teachers

At the start of the school year, children and their families will be provided with logins for Numbots & TTRockstars, and Spelling Shed. In some year groups, Epic Reading accounts may also be provided for home-reading.

When providing remote learning, if working from home, teachers will be working between 8.30am and 3.30pm. They will be available for contact from parents, between 10am and 12pm, to allow them time to set up work for their classes in the mornings and offer feedback and live lessons in the afternoons.

Short-Term Closure or Absence

In the event that a pupil, group, class or the whole school is unable to access the school building for a short period of time (up to 1 week, with advanced notice), teachers can use Arbor email, or phone numbers to directly contact parents & carers with work and links to websites for children to access learning remotely. Parents and carers can respond via email with feedback and completed work to their class teachers.

Longer-Term Closures or Absences

If a pupil, group, class or the whole school is unable to access the school building for more than one week, teachers will use Arbor email to send out logins and instructions to access Google Classrooms to provide a more dynamic learning platform where children and their teachers can communicate about their remote learning. Google Classroom will need to be set up in advance as the school accounts are currently lapsed – the school will monitor situations and events that may look likely in becoming a long-term closure, at which time they will take the precaution of creating Google Classroom accounts for necessary children. They will be available to respond to queries from parents and children, between the hours of 10am and 12pm. This will be confirmed with parents in the event of a closure of class, key stage or the whole school.

If teachers 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 and the Senior Leadership Team will make alternative arrangements to ensure that remote learning is provided.

When providing remote learning, teachers are responsible for:

- Setting appropriate learning activities each day:
  - 3 hours per day of remote learning activities for Reception and Key Stage One

- 4 hours per day of remote learning activities for Key Stage 2
- This work should be set via Google Classrooms and / or Arbor email by 5pm the day before it is due to be completed.

- Ensuring that learners have access to useful resources (including videos, website links etc.) to support their learning.
- 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
- Monitoring the completion of work.
- Providing useful feedback on work returned through Google Classrooms or emails.
- Responding promptly, within reason, to requests for support from families at home. This should be done through google classroom or by a phone call, ideally within 24 hours.
- Keeping in touch with pupils who aren't in school on a weekly basis; either themselves or the class TA; (messages should not be responded to out of the hours);
- Informing SLT/FLO of any pupils routinely not accessing work and/or not returning work on time.
- Attending virtual meetings with teachers, parents and pupils – ensuring that they:
    - Dress according to the staff code of conduct.
    - Attend meetings from a suitable and appropriate location

If teachers are also working in school to support key-worker children, they should arrange with their class support to take time out to manage the remote learning of their home learners. If this is not possible, they should speak to their line manager to support with cover.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.30am and 3.30pm. 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.

When assisting with remote learning, teaching assistants are responsible for and maybe asked to:

- Support pupils who aren't in school with learning remotely by providing feedback and additional resources where possible particularly with tasks set via email or Google Classrooms.
- Teaching their class bubble, allowing the class teacher to manage the learning of any children who are self-isolating or awaiting test results
- If attending or leading virtual meetings with teachers, parents and pupils – ensuring that they:
    - Dress according to the staff code of conduct.
    - Attend meetings from a suitable and appropriate location

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Supporting teachers in teaching their subject remotely to make sure the work that is set is appropriate and consistent.
- Alerting teachers to resources they can use to teach their subject remotely, including relevant and engaging online learning resources.

2.4 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 seeking feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Monitoring that pupils without access to effective internet are provided with paper packs of work either in person, by post or through personal delivery;
- Providing opportunities for learning to be shared and celebrated to keep motivation high

2.5 Designated safeguarding lead

The DSL is responsible for ensuring that the school's Child Protection Policy is adhered to by all staff, children and parents/carers, including when accessing remote learning.

2.6 IT staff

IT staff (EIS, Computing Leads and the SLT) are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they are 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. This may include lending laptops or iPads to families so that they can access online remote learning resources that their classes are set.

2.7 SENCo

The SENCo is responsible for:

- Coordinating the provision for pupils with SEND across the school.
- Monitoring the engagement levels of pupils with SEND.
- Liaising with parents and other family members to ensure their wellbeing and help them to access available support networks.

2.8 Pupils and parents

Staff can expect families and pupils who are learning remotely to:

- Be contactable during the school day – although we do not expect them to be sat in front of a screen throughout the normal school hours.
- Log on to online lessons to take part in 'live learning' sessions regularly (if the whole class is isolating at home).
- Complete work to the deadline set by teachers (usually the same day).
- Make the school aware if their child is sick or otherwise and therefore cannot complete work.
- Seek help from the school if they need it, such as requesting online devices or support with working methods and learning.
- Be respectful when making any complaints or concerns known to staff.

- Understand that every effort will be made by staff to ensure that work is set promptly on appropriate platforms but the school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents can contact us promptly and alternative solutions will be made available to ensure continuity of learning (e.g. paper copies of work delivered or to be collected). These will be discussed on a case-by-case basis.

2.9 Governing body

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains at a high standard for all learners, despite absences or group, class or whole-school closures.
- 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:

- Issues in setting work – contact the relevant subject lead, computing leads (Louise Cooper & Joanne Caddy) or SENCO (Becca Coles/Alison Crockford)
- Issues with behaviour – contact a member of the SLT.
- Issues with IT – contact computing leads (Louise Cooper & Joanne Caddy) or EIS (Lee Gribbens)
- Issues with their own workload or wellbeing – contact a member of the SLT
- Concerns about data protection – contact the data protection officer (Cathy Renwick)
- Concerns about safeguarding – contact the DSL (Teresa Adams) or Deputy DSL (Andrea de Roeck/Bea Martinho/Alison Crockford)

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes:

- Data can be accessed securely via Arbor.
- The school will provide staff with a laptop or iPads to use when planning, teaching and assessing remotely.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and telephone numbers as part of the remote learning system. As long as this processing is necessary for the school's official functions and is part of our internal systems, individual permission is not required.

However, staff are reminded to collect and/or share as little personal data as possible online and ensure it is removed or deleted when no longer required.

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/memory stick 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
- Keeping operating systems up to date – always install the latest updates

5. Safeguarding

Please reference our Child Protection Policy and the DFE's guidance on keeping children safe in education.

6. Monitoring arrangements

This policy will be reviewed regularly to reflect changing guidance and updates during the pandemic and beyond. Feedback will be gathered from staff, parents and pupils and used to adapt the remote learning provision from the school.