

# Remote Learning Policy



**ST. MARTIN'S**  
*CE Primary School*

[www.stmartinsprimary.com](http://www.stmartinsprimary.com)

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**Review Date: September 2027**

Please note: The temporary statutory duty to provide remote education under the Coronavirus Act 2020 and the provision of remote education (England) temporary continuity (no.2) direction expired on 24 March 2022. St Martin's CE Primary School nevertheless remains committed to providing high-quality remote education when pupils cannot attend school. This policy explains the school's approach, expectations and responsibilities and how remote education will be monitored and evaluated.

*The school is part of the Frays Academy Trust, which is a charitable company limited by guarantee registered in England and Wales (Company No: 8335073)*



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## Who is the policy applicable to?

Remote learning is for pupils who are unable to attend school due to school closure or longer-term medical concerns but are well enough to spend some time working at home. St Martin's CE Primary School will provide remote learning where appropriate so that pupils continue to access education and do not fall too far behind.

We believe every pupil at St Martin's CE Primary School is entitled to high-quality remote education that is ambitious, accessible, inclusive and aligned with the curriculum taught in school. The school will take all reasonable steps to reduce barriers to learning, including SEND, language, technology, disadvantage and attendance challenges.

## 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
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Set out St Martin's CE Primary School's approach to remote education that ensures continuity of high-quality education when pupils cannot attend school in person (short-term absence, self-isolation, class or whole-school closure, or individual medical reasons).
- Ensure our remote provision is inclusive, safe, well-planned, aligned to the curriculum and supports pupils' learning, wellbeing and attendance.
- Clarify roles and responsibilities for leaders, teachers, support staff, pupils and parents/carers during periods of remote learning.
- Ensure compliance with relevant UK legislation and guidance including DfE remote education guidance, Keeping Children Safe in Education, Data Protection legislation and Trust requirements, and to align with the OFSTED inspection framework priorities (safeguarding, inclusion, curriculum, leadership and governance).

Use adaptive teaching strategies to meet individual needs, particularly for pupils with SEND, EHCPs and disadvantaged pupils.

Align remote learning with the school's curriculum intent and sequencing, including the use of Trust Foundational Knowledge Trackers (FK Trackers) to preserve and secure essential knowledge and skills.

## 2. Roles and responsibilities

### 2.1 ICT Lead

- During the event of a lockdown/ closure, the ICT Leader will be responsible for:
- Ensuring consistency in the approach to remote learning
- Setting out expectations for all members of the school community
- Providing information on how school resources will be distributed and used
- Support staff with the use of ICT

### 2.2 Teachers

Teachers are expected to be available during the normal school day (8:50am – 3:20pm). Any variation due to caring responsibilities must be agreed with the headteacher in advance.

If they are unable to work during this time, for example due to sickness, they should report this using the normal absence procedure.

Teachers should plan lessons and activities that are relevant to the curriculum sequence for the year group. Remote tasks should preserve the essential learning steps being taught in school and, where appropriate, use video clips, explanations, worked examples and tasks to support independent learning at home.

When providing remote learning during closure, teachers are responsible for:

#### Setting work:

- Setting work for their class/Year group
- Teachers will set daily Literacy (including reading and phonics where applicable) and Maths tasks that preserve essential learning steps. Each day will include a substantive afternoon curriculum task (for example topic, science or another foundation subject) and one weekly Religious Education lesson in line with the London Diocese learning scheme. Tasks should be clearly linked to curriculum sequencing and relevant FK Tracker priorities, state the expected time to complete, include clear success criteria and be adapted for learners with SEND or limited access to technology.
- This needs to be set for 9am each day for the children to access.
- Work will be uploaded to the ClassCharts page by 9:00am each day.
- Teachers will monitor engagement with remote learning. Where work is not being completed, teachers will follow up with parents/carers in line with the school's attendance and engagement procedures. Where contact cannot be made, this should be referred to the relevant phase leader.
- Direct parents to a range of online resources that can support them and their children.
- Where online access is difficult, pupils will be provided with learning packs covering the appropriate curriculum content. Where required, the school will support access to suitable devices or internet provision in line with Trust arrangements.

All remote learning activities should be accessible in more than one format where reasonably practicable, including online and printable alternatives, so that low- or no-tech households are not unnecessarily disadvantaged.

- Where a pupil has an EHCP, remote provision must take account of their specified needs and outcomes. Additional activities may be required, for example occupational therapy or speech and language activities. Teachers should seek support from the SENDCo where they are unsure how to adapt provision.

#### Providing feedback on work:

Platform and materials: Remote learning will be published primarily through ClassCharts. Where video conferencing or third-party platforms are used, staff must use school-approved accounts and platforms and follow the Trust ICT acceptable use, safeguarding and data protection requirements. Recorded lessons, where permitted, will be stored securely and retained only in accordance with Trust retention arrangements.

- Pupils/parents may submit completed work by photograph or other school-approved method through ClassCharts.
- Teachers will provide feedback through ClassCharts or another school-approved platform.
- Teachers will acknowledge receipt of submitted work within 48 working hours and provide meaningful feedback at least weekly for core subjects, where work is submitted regularly. Feedback should be diagnostic, identify next steps and, where appropriate, link to identified FK Tracker gaps. For Early Years and Key Stage 1, feedback should include guidance for parents/carers where this will help them support learning.
- Provide informative PowerPoints or help sheets to ensure that parents are able to support children or for children to refer to.

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

- Teachers should maintain regular contact with home. Where contact through ClassCharts is unsuccessful, appropriate phone contact should be attempted. Formal contact should be recorded in the school's central record in accordance with the school's safeguarding and record-keeping procedures.
- Teachers are not expected to respond to emails/message outside of the school day.
- Any complaints or concerns from parents should be directed to the Phase leader.
- Safeguarding concerns arising through remote learning must be reported and recorded in accordance with the Child Protection Policy and the school's safeguarding procedures.

#### Attending virtual meetings with staff, parents and pupils:

- Staff should be dressed appropriately for any meeting.

- Location should be well considered to avoid areas with background noise and to ensure there is nothing inappropriate in the background.
- Virtual meetings with pupils and parents/carers must use school-approved platforms and follow the school's remote safeguarding guidance. Staff should work from an appropriate private location, avoid inappropriate backgrounds and consider supervision arrangements. Meetings should only be recorded where there is a clear school-approved purpose, appropriate consent/legal basis and secure storage arrangements.

Lighthouse staff:

- Setting work for the children within the SRP with support from the class teacher
- English (including reading/phonics where applicable) and Maths will be set daily, alongside a substantive afternoon curriculum activity and one weekly Religious Education lesson in line with the London Diocese learning scheme. Provision will be adapted to individual EHCP outcomes and needs.
- In addition to daily lessons, OT and Speech and Language Therapy activities will be provided where specified in the pupil's EHCP and available through the agreed provision arrangements.
- This needs to be set for 9am each day for the children to access.
- Work will be uploaded onto the ClassCharts page
- Teachers will monitor engagement with remote learning. Where work is not being completed, teachers will follow up with parents/carers in line with the school's attendance and engagement procedures. Where contact cannot be made, this should be referred to the relevant phase leader.
- Direct parents to a range of online resources that can support them and their children.
- Where online access is difficult, pupils will be provided with learning packs covering the appropriate curriculum content. Where required, the school will support access to suitable devices or internet provision in line with Trust arrangements.

All remote learning activities should be accessible in more than one format where reasonably practicable, including online and printable alternatives, so that low- or no-tech households are not unnecessarily disadvantaged.

Providing feedback on work:

- Work will be uploaded as a photo via ClassCharts or via email.
- Teachers to provide feedback via ClassCharts or email via the school office
- Teachers will acknowledge receipt of submitted work within 48 working hours and provide meaningful feedback at least weekly for core subjects, where work is submitted regularly. Feedback should be diagnostic, identify next steps and, where appropriate, link to identified FK Tracker gaps. For Early Years and Key Stage 1, feedback should include guidance for parents/carers where this will help them support learning.
- Provide informative PowerPoints or help sheets to ensure that parents are able to support children or for children to refer to.

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

- The class teacher should maintain regular contact with home and, where appropriate, daily contact for pupils requiring enhanced pastoral or SEND support. Where ClassCharts contact is unsuccessful, phone contact should be attempted with SENDCO support.
- Teachers are not expected to respond to emails/message outside of the school day.
- Any complaints or concerns from parents should be directed to the SENDCO
- Safeguarding concerns arising through remote learning must be reported and recorded in accordance with the Child Protection Policy and the school's safeguarding procedures.

Attending virtual meetings with staff, parents and pupils:

- Staff should be dressed appropriately for any meeting.
- Location should be well considered to avoid areas with background noise and to ensure there is nothing inappropriate in the background.

- Virtual meetings with pupils and parents/carers must use school-approved platforms and follow the school's remote safeguarding guidance. Staff should work from an appropriate private location, avoid inappropriate backgrounds and consider supervision arrangements. Meetings should only be recorded where there is a clear school-approved purpose, appropriate consent/legal basis and secure storage arrangements.

## **2.3 Learning Support Assistants**

When assisting with remote learning, LSAs must be available during their normal working hours.

If they are unable to work for any reason during this time, for example due to sickness then absence will be dealt with in line with current absence management procedures that are in place.

When assisting with remote learning, LSAs are responsible for:

### **Supporting pupils who are not in school with learning remotely:**

- Providing work for their intervention groups.
- Providing a bank of ideas and resources for parents/carers to support learning at home, including activities that reinforce key knowledge and identified intervention priorities.

Line Managers will be responsible for ensuring the Learning Support Assistants are directed accordingly and managed well to ensure pupils are effectively supported.

## **2.4 Subject leads**

Alongside their teaching responsibilities, subject leads are responsible for:

- Making any changes necessary to accommodate remote learning.
- Working with teachers delivering their subject remotely to ensure work is appropriate, accessible, consistent with curriculum sequencing and aligned with subject-specific expectations.
- Supporting class teachers with resources they can use to teach their subject remotely and advising on how work can be adapted, modelled and assessed virtually.

## **2.5 Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set, engagement data and feedback, and gathering feedback from pupils and parents/carers. Monitoring should consider the experience and engagement of vulnerable groups, including pupils with SEND/EHCPs and disadvantaged pupils.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations, and ensuring appropriate actions are taken where risks or breaches are identified.

## 2.6 Designated safeguarding lead

The DSL is responsible for:

- Ensuring all staff know how to report concerns effectively and receive any necessary training. Monitoring contact made with vulnerable families.
- Implementing a robust communication plan for those children on the edge of social care support, or who would normally receive pastoral-type support in school.
- Working alongside multiple agencies to ensure that effective support is in place for families e.g. Social workers, key worker service, Health service.
- Ensuring the SENDCo is contacting those with an EHCP or additional needs on a weekly basis.

## 2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Engage with the school and remote learning at an appropriate frequency, with daily engagement encouraged where practicable. A flexible approach will be taken where technology, SEND, health or home circumstances create barriers.
- Complete work by the deadline set by teachers where possible and seek help if they need it. The school will recognise differing home circumstances and will provide reasonable flexibility.
- Alert teachers if they cannot complete work.
- Contact the teacher if they have any concerns or need support.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise is unable to complete work.
- Seek help from the school if required.
- Be respectful when making any complaints or concerns known to staff.
- Should anything be unclear in the work that is set, parents can communicate with class teachers via ClassCharts or by contacting the school office- [smartins@fraysacademytrust.org](mailto:smartins@fraysacademytrust.org). They should make clear which year group and subject the question relates to in their email.
- Parents/carers should support a regular routine and, where possible, provide an appropriate place for learning. They are encouraged to support concentration and independence but are not expected to act as teachers. The school recognises differing home circumstances and will offer flexibility and additional support where barriers to learning are identified.

The school will include opportunities for wellbeing, movement and reflection and will signpost additional pastoral or mental health support where appropriate.

As a broad guide, remote learning should be age-appropriate and manageable: Reception — up to 2 hours per day; Key Stage 1 — up to 3 hours; Key Stage 2 — up to 4 hours. These are maximum guides rather than rigid expectations and should be adjusted for individual need, health, SEND and home circumstances.

## 2.8 Governing body

**Safeguarding during remote learning:** All safeguarding concerns raised through remote learning channels will be logged and handled in accordance with the Child Protection Policy. Virtual contact must follow school safeguarding guidance, including appropriate locations, supervision and professional boundaries. A two-adult approach should be used for one-to-one pupil contact where practicable and appropriate.

**Attendance and engagement:** The school will monitor engagement for pupils receiving remote learning. Where non-engagement is identified, staff will follow the school's agreed attendance and welfare escalation procedures, taking account of the reason for absence and barriers to access. This may include same-day contact, welfare follow-up, a home visit or safeguarding referral where appropriate.

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible, including accessibility, engagement, curriculum continuity and outcomes for vulnerable groups.
- Ensuring that remote learning systems are appropriately secure for data protection and safeguarding purposes and that the school has sufficient resources to support vulnerable pupils' access to remote education.

## 3. Who to contact

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

- Adaptive teaching – talk to the relevant subject lead or SENDCo.
- SRP or SEN issues – talk to SENDCO Miss Kelly Higgins
- Challenging behaviour – talk to the Deputy Headteacher Mr. Matthew Rowden
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about safeguarding – talk to the DSL Mr Matthew Rowden
- Unsure of what work to set – Year group partner, then subject lead

For more contact details please see our staff list on our website.

## 4. Data protection

Formal phone calls and virtual meetings with parents/carers or pupils should be logged on the appropriate central school record (for example SIMS, CPOMS or ClassCharts, according to school practice) within 24 hours, noting the purpose, outcome and any actions. Staff must not share personal phone numbers or personal email addresses with parents/carers.

Contact and record keeping

### 4.1 Accessing personal data

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

- Use school-managed devices and school accounts for remote teaching and communications wherever possible.
- Ensure that no personal details are printed and taken home
- Not use personal storage devices, such as memory sticks or portable hard drives, to transport pupil data.

## 4.2 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Making sure the device is locked 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 update

Any suspected or actual personal data breach must be reported immediately through the Trust's data protection procedures to the Data Protection Officer and Headteacher.

When working from home, staff should use secure Wi-Fi, unique passwords and automatic updates where available, and save pupil information only to school-approved cloud storage or systems.

## 5. Monitoring arrangements

This policy will be reviewed annually. During periods of sustained remote learning or school closure, senior leaders will review provision at least termly and more frequently where required.

Monitoring will include: the quality and accessibility of learning tasks; alignment with curriculum sequencing and FK Tracker priorities; daily engagement information; feedback arrangements; safeguarding and welfare records; and the impact of remote learning on attendance and learning for vulnerable groups. Governors will receive a termly summary during periods of sustained remote learning, including engagement of SEND/EHCP and disadvantaged pupils and actions taken to address gaps.

## 6. Links with other policies

This policy is linked to our:

Behaviour policy  
Child protection policy (Safeguarding)  
Data protection policy  
ICT policy