

Remote Learning Policy



We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

School Name	Ellington Infant School
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Contents

		Page
1	Aims	1
2	Roles and Responsibilities	2-5
	2.1 Teachers	2
	2.2 Teaching Assistants	2-3
	2.3 Subject Leaders	4
	2.4 Senior Leaders	4
	2.5 Designated Safeguarding Lead	4
	2.6 IT Staff	4
	2.7 Pupils and Parents	5
	2.8 Local Governing Board	5
3	Who to Contact	5
4	Data Protection	5-6
	4.1 Accessing Personal Data	5-6
	4.2 Processing Personal Data	6
	4.3 Keeping Devices secure	6
5	Safeguarding	6
6	Monitoring and Review Arrangements	6
7	Links to Other Policies	6-7

1. Aims

This remote learning policy aims to:

- Ensure consistency in an approach to remote learning (should child/bubble/school need to be at home or there is a local/national lockdown).
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection.
- Clarify the expectations for communication about home and remote learning as part of everyday practice.

2. Roles and Responsibilities

Teachers and teaching assistants will be asked to provide remote learning (ideally online) and to follow procedures to ensure that children still get access to a quality education. All teaching, learning support, pastoral, admin, and site staff will be required to continue work where possible, but in adapted ways.

There may also be other times when there is a need to provide remote/online work e.g., if a child is hospitalised, removed from class for a period of time, faces internal or external fixed term exclusion but is still required to participate in learning.

The importance of a timely and rapid response to any given situation i.e., being able to switch to online learning is critical to avoid loss of learning and provide continuity of a high-quality education.

In order to make sure that staff, pupils and families are prepared for a lockdown situation we will consider the following principles:

- We will send out learning via Parent Mail and Reach More Parents for parents to send in photographs of their child's work and for teachers to give feedback. By using the apps that are constantly in use by the school we ensure that staff, children, and parents are safe, knowledgeable and skilled in using the technology.
- The school is proactive in its preparation and is therefore able to switch to remote learning rapidly.
- Leaders will ensure that staff have appropriate training to enable them to fulfil the remote learning policy.
- Provision to support and guide parents will be put in place ahead of a lockdown situation.

2.1 Teachers

- Unless already in class teaching, when providing remote learning, teachers should be available between normal working hours. 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. If they are required to provide online work or feedback, then this will be delegated to a suitable person who can fulfil this role.
- If working from home, it is important that teachers and teaching assistants take part in weekly team meetings with their year group colleagues to ensure that everyone is following the agreed curriculum and to evaluate how the pupils are responding via Tapestry. The school will only provide asynchronous learning.
 - Synchronous- Children engage in course activities at a specific date/time requiring that everyone is online at the same time.
 - Asynchronous – Children engage in activities at any time, contributing at their own pace.
- When providing remote learning, teachers are responsible for setting work. Teachers will be required to set work for their class and in some cases their year group. Learning support staff and Special Education Needs Assistants (1:1) and SENCo's may be asked to support the provision of work for specific children.
- In EYFS and KS1 the work provided will cover a weekly diet of at least:
 - 5 Phonics tasks/activities
 - 5 Reading/Writing tasks/activities
 - 5 mathematics tasks/activities/live
 - 1 science task
 - 1 History or 1 Geography
 - 1 art task/activity
 - 1 PSHE and/or 1 RE task/activity
 - 1 PE task/activity
- Direction to teachers will then be given along with a timetable template that allows them to plan the first two weeks of learning. These timetables will be shared with parents and placed on the website.
- Leaders will continue to meet as the curriculum evolves and provide direction to teachers, so that timetables are continually updated and shared with parents.

- Leaders and staff will need to survey device use between families to ensure live support can be successful in homes where siblings share devices, and where parents are working from home.
- Providing feedback on work: Teachers and support staff are expected to follow their school's feedback policy.
- Keeping in touch with children who aren't in school/are not engaging with learning:
 - Vulnerable families will be phoned weekly. Each school will identify who are the selected families that need this provision. Vulnerable families include those with additional agency support, parents/carers with additional needs.
 - Teachers will answer emails and requests from parents during school hours.

The amount of time it takes for a teacher to get back to a parent regarding a concern should be within 2 working days.

- Teachers from school will use the class email account to use primarily for answering/replying/responding to parents and children.
- If a child isn't completing set work online, the teacher will send emails to parents with offers of support. This will be monitored, and different thresholds can be set (e.g. an email may be sent if there are 2 days without work, a phone call may be given if there has been 5 days of missed work)
- Attending virtual meetings with staff, parents, and pupils:
 - In any video/conference/live event all staff are to wear appropriate clothing for the occasion. If working from home, they ought to similarly follow the school's dress code.
 - Ensure filming/videos are filmed in quiet locations with no background noise or anything inappropriate in background. Consider how backgrounds can be used to anonymise the room (be aware that other people can be detected in backgrounds).

2.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available between their normal working hours. If they do not have access to a suitable device to use for work purposes at home, they may be required to travel to the school site to use a device.

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 assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely.
- Children who need additional support
- Children who need additional challenge
- Attending virtual meetings with teachers, parents, and pupils:
 - In any video/conference/live event all staff are to wear appropriate clothing for the occasion. If working from home, they ought to similarly follow the school's dress code.

- Ensure filming/videos are filmed in quiet locations with no background noise or anything inappropriate in background. Ensure backgrounds are considered but be aware that other people can be detected in backgrounds.

2.3 Subject Leaders

Alongside their teaching responsibilities, subject leaders are responsible for:

- Ensuring their subject is being taught through remote learning and that the quality of that provision is strong.
- 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.
- Monitoring the remote work set by teachers in their subject – through Tapestry, regular meetings with teachers or 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:

- Co-ordinating the remote learning approach across the school to ensure everyone is able to use the online platform.
- Monitoring the effectiveness of remote learning –conduct regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.5 Designated Safeguarding Lead

The DSL is responsible for:

- Responding to any concerns/queries that are brought to their attention through safeguarding channels, policy and procedure.
- Communicating with the Local Authority Safeguarding Team to ensure multi-agencies have all relevant information.
- Ensuring staff remain trained in all areas such as Missing in Education/PREVENT.
- Conducting and sometimes leading Early Help meetings virtually.
- Supporting families who have requested support or who are identified by teaching staff.

2.6 IT Staff

Ellington Infant School is supported by EIS. EIS are responsible for:

- Responding to and 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.

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 set by teachers.
- Seek help if they need it, from teachers, teaching assistants or special needs assistants (1:1).
- 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 unwell 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.
- Adhere to the Parent Conduct policy.
- Be respectful when making any complaints or concerns known to staff.

2.8 Local Governing Board

The Local 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.
- Ratifying changes to the Behaviour policy to take account of online learning.

3. 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 Subject Leader.
- Issues with behaviour – talk to Headteacher.
- Issues with IT – report this to IT technician/EIS.
- Issues with their own workload or wellbeing – Headteacher or Assistant Headteacher .
- Concerns about data protection – talk to the school member of staff responsible for data protection officer.
- Concerns about safeguarding – talk to the DSL.

4. Data Protection

4.1 Accessing personal data

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

- Use the secure email system and ensure laptops/devices are password protected.
- Use school devices where possible when working from home. If this is not possible, use a secure computer which cannot be accessed or seen by anyone else. All apps must be accessed via a password and not remain open when unattended.

- Do not download personal data to personal devices.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as part of surveys and elements of our chosen platform 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.

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 9 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 or when a member of staff moves away from the device.
- Not sharing the device among family or friends with any applications/programme or document open or accessible without a password.
- Ensure all apps are accessed via a password and not left open when unattended.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date – always install the latest updates.

5. Safeguarding

Please refer to the school's Safeguarding Policy, any addendum, and the latest Keeping Children Safe in Education document (September 2025).

6. Monitoring and Review Arrangements

This policy will be reviewed annually by the Headteacher and Local Governing Board. In a more on-going manner, the policy will be monitored by the school's senior leaders, DSL and IT staff.

Additionally, with the changing situation around Covid-19 and increasing/declining rates of infection, schools need to be responsive and therefore the monitoring this policy is crucial.

7. Links to Other Policies

This policy is linked to our:

- Behaviour policy
- Teaching and learning policy
- Child protection/Safeguarding policy
- Data protection policy and privacy notices

- Home-school agreement
- ICT Acceptable Use Policy
- Online safety policy

This policy is linked to other documentation such as:

- Keeping Children Safe in Education (September 2025)
- EEF Rapid evidence assessment 'Distance Learning'
- Teaching online safety in school - DFE