

Remote Learning Policy

Believe Enjoy Succeed Together

“I can do everything through God who gives me strength”
Philippians 4:13

Cronton CE Primary School



The KEYS Curriculum

Knowledge and skills
Empower
You to
Succeed

Keys To Success



Knowledge



Skills



Vocabulary

OUR TRUST'S PRAYER

Heavenly Father

Let peace, friendship and love grow in our schools

Send the Holy Spirit to give:

Excellence to our learning

Love to our actions and

Joy to our worship

Guide us to help others

So that we may all

Learn, Love and Achieve, Together with Jesus.

Amen

Statement of School Philosophy

The provision of high-quality teaching and learning is at the core of everything we do at Cronton CE Primary School. Our remote learning policy seeks to ensure that this remains to be the case in the event of (i) single pupil self-isolation/single pupil long term illness (assuming child well enough to complete school work at home) (ii) groups of pupils or classes being required to work at home, or (iii) whole school closure due to Covid-19 (or other future infectious disease outbreaks).

This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term student absence.

There is no obligation for the school to provide continuity of education to children who are absent from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take children on holiday during term time. Similarly, this would apply if a child is absent from school, without prior agreement with the school, for example keeping a child off 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (inc. SEND pupils and disadvantaged pupils) who aren't in school through the use of quality online and offline resources
- Provide clear expectations of members of the school community with regards to the provision of high-quality remote learning
- Secure continuous delivery of the school curriculum
- Support effective communication between school and families and support attendance
- provide appropriate guidelines for data protection

Cronton CE Primary School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Cronton CE Primary School would recommend that each 'school day' maintains structure.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

Use of remote learning

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

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:

- Occasions when we decide that opening our school is either:
 - Not possible to do safely
 - Contradictory to guidance from local or central government
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
 - They have an infectious illness
 - They are preparing for or recovering from some types of operation
 - They are recovering from injury and attendance in school may inhibit such recovery
 - Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing pupils with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
- Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

Roles and responsibilities

Teachers

Cronton CE Primary School will provide ongoing CPD for staff on how to use Seesaw/ MS Teams/ Tapestry.

When providing remote learning during class or whole school closure, teachers 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 providing remote learning, teachers are responsible for:

Setting work:

- Set Home Study weekly via Seesaw
- Set work via Seesaw daily for individual children to attend school (Whole Class Reading, English, Maths and Other Subjects).
- Set work via Seesaw daily for groups of children in the same class unable to attend school (/Whole Class Reading, English, Maths and Other Subjects). One daily check in via MS Teams for these children at a scheduled time. This should follow the usual timetable for the class had they been in school, wherever possible.

- If extended class/school closure, teachers will set work for the pupils in their classes. The work set should follow the usual timetable for the class had they been in school, wherever possible (timetable for the week to be shared via Seesaw by 5pm on the evening before the extended period begins).
- Two live 'instructions' via MS Teams will occur daily and there will be 3 admission periods across the day.
- Teachers in Nursery and Reception will be setting work on Tapestry.
- Teachers in Y1-Y6 will set work via Seesaw and MS Teams.

Providing feedback on work:

- Reading, writing and maths work (morning activities), all completed work submitted by 12:30pm to be guaranteed teacher response and comments by 9pm the next day. If not submitted on time, then work may not be possible to mark until a later time.
- All wider curriculum tasks (afternoon activities) submitted by 3.30pm. Teachers will comment at the end of the week.

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

- If there is a concern around the level of engagement of a pupil/s parents will be contacted via phone to assess whether school intervention can assist engagement.
- All parent/carer emails should come through the school account (crontonce@ldst.org.uk)
- complaints or concerns shared by parents or pupils should be reported to a member of SLT- for any safeguarding concerns, refer immediately to the DSL

Teaching assistants

Teaching assistants must be available between 8:30 am 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.

During the school day, teaching assistant must complete tasks as directed by a member of the SLT or their class teacher. These tasks may include but are not limited to –

- Providing positive comments to foundation subject work posted by children
- Monitoring engagement in programmes such as TT Rock stars and Accelerated reader and notify the class teacher when children are not engaging in these programmes
- Make calls to families regarding non-engagement to identify any possible problems and alert the class teacher.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school inc. daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – *This will be through regular meetings with teachers and subject leaders, reviewing the work set and monitoring feedback from pupils and parents*
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Distributing school-owned laptops accompanied by a user agreement or contract (if possible)

- Securing appropriate internet connectivity solutions where possible
- Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern
- Monitoring the security of remote learning systems, including data protections and safeguarding.

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

IT Technicians

- IT technicians are responsible for:
 - Fixing issues with systems used to set and collect work
 - Helping staff 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

The SENCO

Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work
- Act in accordance with normal behaviour rules/conduct of the school
- To be dressed appropriately for the lesson and not be in Pyjamas

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

Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Consider whether any aspects of the subject curriculum needs to be changed to accommodate remote learning.
- Working with other Subject leaders and SLT to make sure work set remotely across all subjects are appropriate and consistent, deadlines are being set in an appropriate way.
- Monitoring the remote work set by teachers in their subject – explain how they will do this, such as through regular meetings with teachers or by reviewing work.
- Alerting teachers to resources they can use to teach their subject remotely.
- Making decisions about the use of online video lessons such as Oak Academy.

Local Governing Body

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

Who to contact

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

- Issues with IT talk to IT staff at Techminder.
- Issues setting work – Talk to subject leaders or SENCO
- Issues with Behaviour – Contact SLT or SENCO
- Concerns about Data Protection – contact Headteacher
- Concerns about safeguarding – contact DSL/ DDSL

Data protection

Accessing personal data

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

- Access information through their school provided laptop.
- Use secure access through the schools secure SharePoint system.

Processing personal data

Staff members may need to collect and/or share personal data such as names of pupils and 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. The school will follow its data protection policy / privacy notice in terms of handling data.

However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

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

In the event of a school closure, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school. This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy.

- The DSL / DDSL will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- The DSL / DDSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- Phone calls made to vulnerable pupils will be made using school phones where possible.
- The DSL / DDSL will arrange for regular contact with vulnerable pupils, with additional contact, including home visits, arranged where required.
- All contact with vulnerable pupils will be logged and suitably stored using CPOMs.
- The DSL/ DDSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

Links with other policies

This policy is linked to our:

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

Annexe 1: Contingency Planning

Scenario 1: In the event of an individual pupil going in self-isolation or bubble lockdown or whole school lockdown

Step 1: Parent/carer phones school to notify of self-isolation / waiting on a test.

Step 2: Office will ask if *seesaw/ google classrooms etc.* is accessible from home, if not paper copies will be arranged to send home the next day.

Step 3: Teacher will be notified and the teacher will set work for the child at the end of the school day of the first notification, for the following school day.

Step 4: Paper copy (2-week package) to be sent by office staff.

The following home learning activities are an example of what will be available for pupils who are not able to attend school:

	Activities using online platforms. E.g. SeeSaw etc	Paper based activities for children with no access to online learning
Nursery	Activities to engage children for all Areas of Learning Keep communication up with families	Activities to engage children for all Areas of Learning.
Reception to Year 2	White Rose Maths / maths activity/ maths Zoom lesson Phonics – letters and sounds video (link on Seesaw) Focus for English lesson via Zoom or National Oak lesson An activity chosen by the teacher for another subject via Zoom or Oak lesson Daily reading logs	Reading Book (if not already at home) White Rose worksheets Phonics sheet Handwriting sheets Grammar (Year 2) Wider Curriculum activities
Years 3 - 6	White Rose / maths activity/ maths Zoom lesson Phonics (letters and sounds if appropriate) Spelling Shed – encouraging daily log in TT Rockstars – encouraging daily log in Focus for English lesson via Zoom or National Oak lesson Wider curriculum activity Daily reading logs	Reading Book (if not already at home) White Rose maths worksheets Grammar worksheets Wider curriculum activities
Arrangements for checking the work of children self-isolating	Before the start of the next school day, the teacher will mark and set learning for the next day via Seesaw	Teacher to phone the child's home at the end of the school day to check if learning has been suitable if work has not been completed.
Arrangements for checking the work of children during a	During school working hours 9 to 12 / 1 to 3. Except Wednesday Afternoon when teachers will be taking their PPA to plan for the next weeks activities.	SLT / Learning Mentors to phone the child's home weekly to check if learning has been suitable and if tasks are suitable if work has not been completed.

wider school closure		
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Expectation of the parent/carer

We expect parents/carers to support their child’s education at home. Seesaw and paper activities can be accessed at any time of the day, suitable for the individual family. On the school website (visit your year group) we have given advice on how to engage the child at home and the length of time expected for the child to engage in learning activities. (Paper copies available on request)

Scenario 2: In the event of a class teacher in self- isolation (well and able to work from home)

Children will follow their usual timetable in school. The class teacher will continue to support remote learning by setting tasks for other pupils in isolation, homework activities and the weekly planning for the rest of the class. A qualified adult will supervise the class. Zoom / Teams remote contact

Scenario 3: In the event of a class teacher being unwell and unable to deliver remote learning during full school opening

A qualified adult will take classroom responsibilities including remote learning with the support of the TA.

Scenario 4: In the event of a class teacher being unwell and unable to deliver remote learning during a bubble closure or whole school closure

In event of this happening the school would hope to identify staff to support the children with their learning. This will initially involve the staff from the same year group.

Scenario 5: In the event of a self-isolation / closure, the child will not engage in home learning tasks.

If this happens, we would urge parent/carers to contact school via telephone (0151 424 3881) or email (crontonce@ldst.org.uk). A member of staff will contact you to discuss barriers to learning. A Learning Mentor may become involved with the family to support the well-being of the child. This will be done via telephone conversations.

We understand this can happen for a number of reasons. We will try and work with the family to encourage the child to re-engage. Seesaw activities can be completed by the child at any time of the day, at a time suitable for the family. The mental well-being of both parent/carer and child is also of importance to the school. We know there may be difficulties and we just ask everyone to do their best in supporting the learning the school is providing.

Monitoring arrangements

This policy will continue to be under review and may be revised as necessary in light of further experience of remote learning and the circumstances around its necessity. For example, the extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both children and teachers to participate in remote learning.

Review Schedule

Policy Author	CEO
Policy Approver	Board of Directors
Current Policy Version	2.0
Policy Effective From	19 th December 2025
Policy Review Date	December 2027

Revision Schedule

Version	Revisions	By whom
1.0	Policy created	CEO
2.0	Minor grammatical changes	CEO