



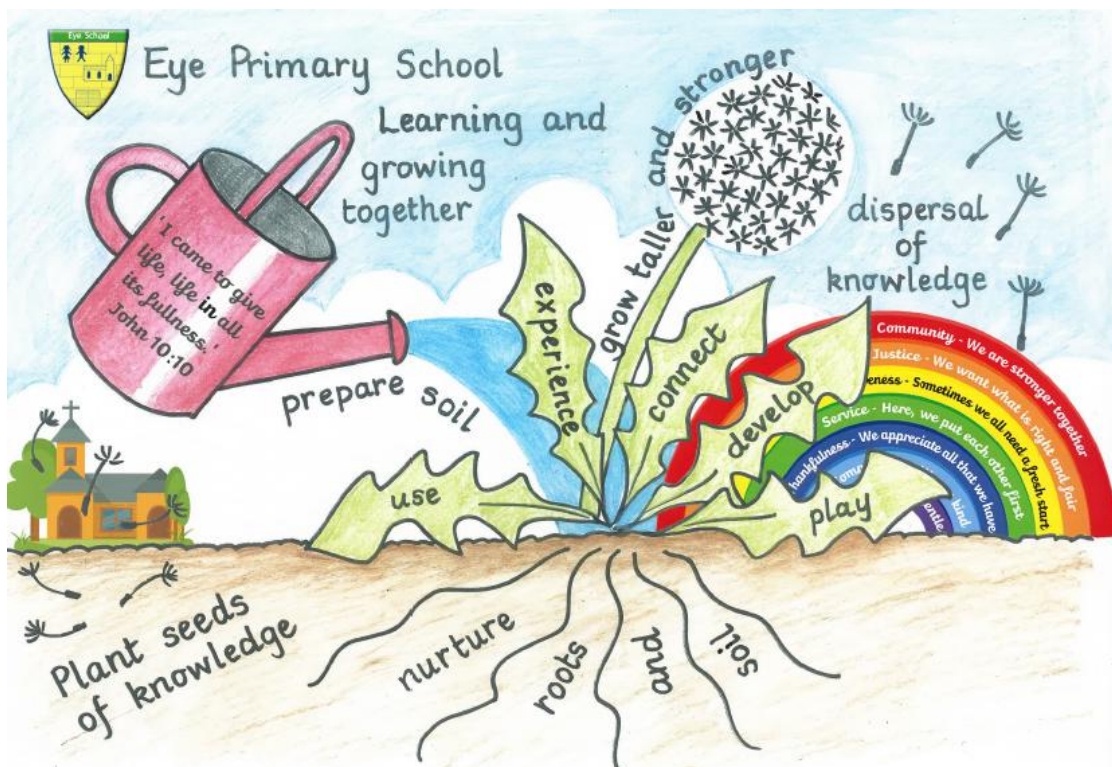
Eye C of E Primary School



Learning and Growing Together

"I came to give life, life in all its fullness." John 10:10

Remote Learning Policy



Approved by: J. Webster

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COMMUNITY FORGIVENESS SERVICE THANKFULNESS COMPASSION PEACE JUSTICE

Contents

1. Aims	2
2. Roles and responsibilities	2
3. Who to contact	6
4. Data protection	7
5. Safeguarding	8
6. Monitoring arrangements	8
7. Links with other policies	8

Who is the policy applicable to?

In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms

- A continuous cough
- A high temperature above 37.8°C
- A loss of, or change to, their sense of smell or taste
- Have had access to a test and this has returned a positive result for Covid-19
- When recommended to self-isolate as others in the home have symptoms

Remote learning for pupils that are not able to attend school due to self-isolation, year group bubble isolation or in line with government guidelines.

Eye CE Primary School will provide remote learning (online) for pupils that are not able to attend school so that nobody falls too far behind. The teaching programme will be of equivalent length to what pupils would receive were they in school.

In the following points, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents.

1. Aims

In line with our school vision based on Jesus' teaching 'I came to give life, life in all its fullness' (John 10:10, this remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school, including those with SEND
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Roles and responsibilities

2.1 Teachers

Teachers must be available between 8.30am and 3.30pm (with an hour break at lunch time). 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 procedures (to phase leader) on the designated absence number. If it affects the completion of any work required, they should ensure that arrangements have been made with year group partners or SLT to ensure that work is completed.

Teachers will adapt teaching and resources appropriately to meet the needs of pupils with SEND, and seek advice and support from the SENDCO where required.

Teachers are responsible for:

› Setting work:

- Creating a weekly timetable of work for their year group in liaison with year group partners. This must include subjects from across the curriculum, and as closely aligned to the Long-Term Plan as possible (intended curriculum). Differentiate work where needed.
- In years 2-6, teachers should set weekly work on TTRS and Spelling Shed, where children are already familiar with the apps and have their logins as part of their weekly home learning.
- Year group weekly timetables should be emailed to the phase leader by the end of the week before the work commences. Once checked, these will be uploaded to the class webpages and Tapestry account for the week ahead by the class teacher.
- Working as a year group team to ensure the above work is planned and ready by communicating effectively within their teams and with their phase leaders.
- Where possible, create short video clips for key teaching points and upload to Tapestry and/or the class page.
- This might also extend to live Zoom sessions where we have the relevant staff capacity.
- As a minimum, work will be uploaded to the class page/ Tapestry the evening before to avoid any internet connection issues.

› Providing feedback on work:

- Pupils can send any completed work to teachers via class emails (class@eye.peterborough.sch.uk) and Tapestry.
- Teachers should email back feedback when required, or provide feedback on the Tapestry platform.
- Teachers should respond to any emails from parents/children within 24 hrs.
- Teachers are to upload examples of excellent work to their class pages, detailing why it is so and/or notify the Headteacher for recognition (Golden Award).
- Live feedback given during any Live Zoom sessions.

› Keeping in touch with pupils and parents:

- Emails received in the class emails or notifications from Tapestry from parents and pupils are to be checked between 8.30am and 3.30pm, Mon- Fri, with an hour each day taken for lunch. Emails must be replied to within 24hrs. Aim to send replies between these times. SLT/ parallel year group teachers can also respond to year group enquiries; it does not have to be the actual class teacher.
- Any issues that are received are to be dealt with professionally by the class teacher and the phase leaders (SLT) should be BCC'd in the communication so that they are in the loop and can advise accordingly. (See emailing tips and strategies in the appendix).
- Teachers are to attempt to make contact with all pupils in their class directly every week via telephone call when in school/ from a withheld number offsite OR through a live Zoom meeting

using the school's Zoom accounts only. Contact details can be accessed from Scholar pack; please ensure you log off completely and do not share information with a third party. Record all contact with parents on the class 'safe and well' check form and send to SLT. Add any relevant actions. Please try all contact numbers listed for the family and relevant email contacts prior to raising a 'safe and well' concern that contact could not be made. Ensure that you speak with the student where possible and check they are well and able to access the work set.

- If there is a safeguarding concern, then alert the safeguarding team using MYCONCERN, the 'safeguarding' email address and/or liaise directly with the school's Pastoral Support Team.
- Contact should be polite, supportive and encouraging. Any other concerns (not safeguarding) should be raised with the phase leader (SLT).
- All children will receive a 1-1 phone call from their class teacher over a half term, in addition to the regular live sessions and Tapestry platform/ emails.

➤ **Attending virtual meetings with staff, parents and pupils:**

- Consider Locations (e.g. avoid areas with background noise, nothing inappropriate in the background, not in bedrooms)
- Ensure you are appropriately dressed.
- Ensure others in the household are aware and do not interrupt and say or do anything inappropriate whilst 'live'.
- Use the class emails to send out meeting ID's, linked to the school's Zoom account ONLY.
- Attend relevant CPD or tasks set by phase leaders.
- Be contactable via Microsoft TEAMS for internal meetings or Zoom.

2.2 Teaching assistants

Teaching assistants must be available between 8.30am – 3.30pm, Mon to Fri, with a 30-minute lunch taken during the day. During this time, they are expected to check work emails and be available when called upon to attend school. 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 (to their phase leader).

Teaching assistants are responsible for:

➤ **Supporting pupils with learning remotely:**

- When requested by the SENDCO
- When requested by their phase leader
- This might be via Zoom or Tapestry
- TAs may be tasked with calling specific families on a more frequent basis ('Safe and Well' Checks)

➤ **Attending virtual meetings with teachers, parents and pupils:**

- Consider Locations (e.g. avoid areas with background noise, nothing inappropriate in the background, not in bedrooms)
- Ensure you are appropriately dressed.
- Ensure others in the household are aware and do not interrupt and say or do anything inappropriate whilst 'live'.
- Use the class emails to send out meeting ID's, linked to the school's Zoom account ONLY.

- Attend relevant CPD or tasks set by phase leaders.
- Be contactable via Microsoft TEAMS for internal meetings or Zoom.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- 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
- Alerting teachers to resources they can use to teach their subject remotely
- Alerting teachers to CPD to support their professional development in that subject area
- Any other tasks which contribute to the development of the curriculum set by the DHT

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school (K. Wilson, R. Bright and L. Thorpe).
- Monitoring the effectiveness of remote learning by liaising with teachers, parents and pupils, and report to the DHT.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.5 Designated safeguarding lead

The DSL (T. Lee-Smith) is responsible for:

- Maintaining contact, collating, passing on information and responding to any concerns.
- Co-coordinating the DDSLs in school and Pastoral team to ensure that vulnerable families are well supported
- Review the 'safe and well' checks and follow up any issues or concerns with the class teacher and phase leader.
- Continue with virtual meetings and telephone calls with other professionals supporting families.
- Continue to contact vulnerable families where needed to ensure that needs are being met.

2.6 IT staff

St John's School IT Support are responsible for:

- Fixing issues with systems used to set and collect work (Tapestry/ emails/ website/ server)
- Helping staff and parents with any technical issues they're experiencing via an IT support email

- 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 via IT support email

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 to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Where IT is a barrier to learning, this needs to be established early on so that printed work can be distributed

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 – use the distance learning tab of the school website/ use the class email address
- Be respectful when making any complaints or concerns known to staff
- Support their child with uploading work for feedback from the teacher
- Try to implement a regular and familiar routine
- Ensure child is dressed appropriately and when involved in a Zoom call it is an appropriate, quiet setting under adult supervision.

2.8 Governing board

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

2.9 SENDCO

The SENDCO is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains inclusive and as high quality as possible for all pupils

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 the relevant subject lead or SENDCo

- Issues with behaviour – talk to K. Johnson or relevant phase leader
- Issues with SEND needs – talk to SENDCo
- Issues with IT – talk to St John's.
- Issues with their own workload or wellbeing – talk to their line manager (phase)
- Concerns about data protection – talk to the link data protection officer (A. Escott) for Donna Flynn
- Concerns about safeguarding – talk to the DSL (T. Lee-Smith)

All staff can be contacted via the school email addresses.

4. Data protection

4.1 Accessing personal data

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

- All staff have access to Scholarpack to record any parent contact or concerns about children, this is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party. ('Safe and Well checks')
- Teachers are able to access parent contact details via Scholarpack using a secure password. Do not share any details with third parties and ensure it is in logged off.
- SLT have the ability to locate personal details of families when required through securely accessing Scholarpack. 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.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses or phone numbers 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 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the memory sticks are encrypted – this means if the device is lost or stolen, no one can access the files stored
- 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
- Making sure that devices are not left in unsecure areas (e.g. cars, visible through a window etc.)

5. Safeguarding

Refer to the:

- Keeping Children Safe in Education Part 19.2023
- Guidance for Safer Working Practice with annex for home learning' documents
- and school's most recent Safeguarding and Child Protection policy for further information.

All of which are available on our website, and was given to all staff during INSET safeguarding training (1.9.20).

6. Monitoring arrangements

This policy will be reviewed as and when updates to home learning are provided by the government by K. Wilson (DHT). At every review, it will be approved by J. Webster (Headteacher) and other SLT members.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy