



Remote Learning Policy

Date of approval: Autumn 2025

Review date: Autumn 2028

Staff lead: Headteacher

Approved by: FGB

This remote learning policy 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.

When providing remote learning, teachers are responsible for:

- Setting all work (assignments) using Class Dojo.
- Ensuring learning is organised and planned in advance and is ready for pupils/parents to access by 9.00am on the day it is required (following 24 hours' notice).
- Providing age-appropriate learning.
- Offering support and guidance to pupils who are not engaging.
- Planning activities, enabling pupils to present their work to ensure a high standard of presentation is maintained.
- Incorporating appropriate work and challenges using Chancel's online teaching resources e.g. Times Tables Rockstars.
- Signposting the online safety curriculum to be followed via Online Safety Websites.

Once pupils have submitted work via Class Dojo, teachers will provide feedback using the same platform.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils with SEND, who aren't in school, with their remote learning (as appropriate), this may include providing resources/handouts for pupils.
- Supporting the class teacher/pupils and parents/carers where necessary to ensure all pupils engage in remote learning.

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, ensuring all work set (for remote learning) is appropriate and consistent
- Alerting teachers to resources they can use to teach their subject remotely

Assistant Head-Teachers and Computing Coordinator 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 or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated safeguarding lead and SENDCO are responsible for:

- The safeguarding and well-being of all pupils.
- Monitoring well-being calls made to families.
- Calls being made to pupils who are not engaging with remote learning.
- Offering additional support to SEN/Disadvantaged pupils as appropriate.

Staff can expect pupils learning remotely to:

- Be contactable during the school day via ClassDojo.

- Complete work to the deadline set by teachers.
- Seek help if they need it.

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.
- Be respectful when making any complaints or concerns known to staff.
- Ensure work set by their child's class teacher is completed to the deadline set.

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 the school continues to provide an 'outstanding learning culture' for all pupils.
- Ensuring that staff are using remote learning systems are appropriately secure, for both data protection and safeguarding reasons
- Supporting the well-being of the whole school community

Data protection

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

- Access the data using secure digital platforms.
- Access data using a school laptop or IPAD
- Follow the acceptable user policy for Computing and ensure GDPR guidelines are followed.

Processing personal data

Staff members may need to collect and/or share personal data such as 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. However, staff are reminded to collect and/or share as little personal data as possible online.

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
- 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

Remote Learning Plan

We use Class Dojo as an online learning platform to provide pupils with easy online access to work and as an additional way to communicate with families. The site enables teachers to set appropriate work to individual pupils on a daily basis. The learning uploaded to Class Dojo will be linked to what is being studied in school. In addition to this, links to useful websites will be provided on the school website learning pages, so that if children are able to access the internet, they can supplement their learning.

EYFS (Nursery and Reception) home learning will be available via the Evidence Me app (2-Simple).

The school has adopted a Tiered Approach

1. Individual child – teacher will upload subject specific links, worksheets and on-line tutorials for each lesson throughout the day.

2. Year group – teacher will prepare video lessons for all core subjects, with directed tasks set for foundation subjects.

3. Whole school closure – teacher will prepare video lessons for all core subjects, with directed tasks set for foundation subjects. Additionally, remote assemblies and other whole-school gatherings, will be organised via Zoom.

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

- ***EYFS (Reception) At least 2 - 3 hours daily (according to age and stage)***
- ***Key Stage 1 (Years One & Two) 3 hours daily***
- ***Key Stage 2 (Years Three, Four, Five & Six) 4 hours daily***

Chancel Primary School is committed to ensuring that all children receive a quality education in the form that has been designed by the school. Therefore, the school is committed to ensuring that any remote learning is aligned to the school curriculum. This ensures the school community maintains cohesion and children are collectively enthused by their learning. However, there may be times when teachers do direct families to some online learning platform to complement their learning such as:

- ***White Rose/RM Easimaths***
- ***Read Write Inc/Bugclub***
- ***Purple-Mash***
- ***BBC Bitesize...***

Where individual pupils need to self-isolate but the majority of their peer group remains in school, the remote education provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school. However, where possible work will be directly linked to the class learning.

The school has developed systems to monitor engagement through pupil attendance online and welfare phone calls. The school will target families with low engagement so that they can support remote learning. Children's access to technology is ascertained, and where possible will loan equipment to children.

Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding and Child protection policy
- Data protection policy and privacy notices
- Acceptable Use policy

This policy will be reviewed as required in line with any changes by the DfE or Headteacher, it will be approved by the full governing body at each review.

Equality Information

This policy is underpinned by the Equality Objectives Policy for Chancel, which is available on request.

As a dyslexia friendly school we take into account the needs of children with specific learning difficulties. This policy applies to the whole of Chancel Primary School, including the Early Years Foundation Stage. This policy will be disseminated widely to all staff members, governors and parents, and will be reviewed every three years.

Approved by Governing Body (sign): _____

Dated: _____