



"Mighty oaks from little acorns grow"

Hayton C E Primary School

REMOTE LEARNING POLICY

Approved by¹	
Name:	Sarah Threlkeld-Brown
Position:	Head Teacher
Signed:	
Date:	March 2025
Review date²:	March 2027

Review Sheet

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	October 2020
2	Reviewed to include further details on the remote learning parents and children can expect	December 2020
3	Updated and reviewed.	December 2022
4	Reviewed	March 2025

Contents

1. Aims	5
2. Roles and Responsibilities	5
3. Who to Contact.....	7
4. Data Protection.....	7
5. Safeguarding	8
6. Monitoring Arrangements.....	8
7. Links with Other Policies.....	8
8. The Remote Learning that Parents/Children can expect from Hayton School	8

THIS PAGE IS INTENTIONALLY BLANK FOR PRINTING PURPOSES

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- 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

When providing remote learning, teachers must be available during usual 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.

When providing remote learning, teachers are responsible for:

- Setting work as follows:
 - All children in their class who are absent due to Covid19, whether for individual children or the whole class, must be provided with work;
 - The amount of work provided should reflect the lessons for that day/week.
 - Work will be set by 9am each day and some activities will be set weekly.
 - Work will be uploaded (onto Tapestry/Google Classroom) or printed off and sent home.
- Providing feedback on and engagement with work:
 - Pupils' work should be uploaded onto Tapestry/Google Classroom.
 - Feedback to be shared with pupils via Tapestry/Google Classroom, class email or telephone.
 - Specific concerns about lack of engagement with school work will be brought to the attention of parents via an email and/or telephone call.
 - Teachers and/or the Senior Leadership team will monitor the situation and take further appropriate action.
- Keeping in touch with pupils who aren't in school, and their parents:
 - Parents to be contacted via Tapestry/Google Classroom, class email or telephone.
 - Teachers are not expected to answer emails from parents outside working hours.
 - Any complaints or concerns should be shared with the Head Teacher.
 - Inform the Head Teacher if a child fails to complete work, unless this is due to illness.
- Attending virtual meetings with staff, parents and pupils:
 - See Staff code of conduct

2.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available during their usual 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.

When assisting with remote learning, Teaching Assistants are responsible for supporting those pupils not in school with their school work. This may include:

- Responding to posts on Tapestry/Google Classroom.
- In consultation with the class teacher, giving feedback about children's work.
- Preparing work.
- Reading a daily story or holding a class assembly.
- Creating quizzes to aid learning and teacher assessment on Google classroom.
- Attending virtual meetings with teachers.
- Contacting parents/pupils via zoom/google classrooms/ telephone to help with specific school work related problems.
- Continuing to provide 1-1 support sessions via zoom/google classrooms.
- Support teachers with the distribution of resources as required.

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 who are 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 that work set remotely across all subjects is appropriate and consistent.
- ⊖ Reviewing and monitoring the remote work set by teachers in their subject.
- Alerting teachers to resources they can use access 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, alongside the Head Teacher.
- 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.

2.5 Designated Safeguarding Lead

Refer to Child Protection Policy and Covid19 Addendum and Overarching Safeguarding Statement.

2.6 IT staff – System IT

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff 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 via the Head Teacher.

2.7 Pupils and Parents

Staff can expect **pupils** who are learning remotely to:

- Be contactable during the school day.
- Log on to their Year group Google Classroom each day.
- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or teaching assistants.
- 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 sick or cannot complete their work.
- Seek help from the school if they need it.
- Be respectful when communicating with staff.
- Support pupils to access their home learning.
- Set routines to support their child's education e.g. specific times to engage with school work within the normal school day e.g. between the hours of 8.30am – 3.30pm.

2.8 Governing Body

- The governing body 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.

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 the Head Teacher
- **Issues with IT** – talk to IT staff and Head Teacher
- **Issues with their own workload or wellbeing** – talk to the Head Teacher
- **Concerns about data protection** – talk to the Data Protection Officer via the Administrative team.
- **Concerns about safeguarding** – talk to the DSL/DDSL

4. Data Protection

4.1 Accessing Personal Data

The only staff with access to personal data for remote learning purposes will be the Administrative team and the Head Teacher. These staff members will:

- Access data remotely, and securely, via the School server link set up by System IT.

4.2 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. 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).
- 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, as advised by IT.
- Keeping operating systems up to date – always install the latest updates.
- Blocking their caller ID if using their personal mobile phone or landline to make contact with families.

5. Safeguarding

See Safeguarding Policy and Addendum.

6. Monitoring Arrangements

This policy will be reviewed termly by the Head Teacher. At every review, it will be approved by the Chair of Governors and the Teaching and Learning committee of the Governing Body.

7. Links with Other Policies

This policy is linked to our:

- Whole school Behaviour policy and coronavirus addendum
- Child protection policy and coronavirus addendum
- Data protection policy and privacy notices
- Home-school agreement and coronavirus addition
- Online safety policy and coronavirus addendum
- Code of Conduct and coronavirus addendum

8. The Remote Learning that Parents/Children can expect from Hayton School

This information is to be used as a general guide and parents can expect further details of remote learning for their child as and when it is required. There are 2 general scenarios outlined below; the first scenario is where an individual child is not permitted to attend school and the second outlines the actions in the case of a whole class bubble not being permitted to attend school.

The government's Oak Academy online lessons (<https://www.thenational.academy/>) will be used to facilitate remote learning for every year group as they are a good quality resource covering a wide range of curriculum objectives.

	EYFS (Reception Only)	KS1 (Year 1 & 2)	KS2 (Year 3 & 4)	KS2 (Year 5 & 6)
TIME	Up to 2 hours of activities	2 hours of activities in total	2-3 hours of activities in total	Up to 4 hours of activities in total
ACCESS	Online via Tapestry or email	Online via Google Classroom	Online via Google Classroom	Online via Google Classroom
CONTENT COVERING	Reading, phonics, maths and other play based, adult-led learning activities Supplemented with Oak Academy lessons as appropriate	Daily reading, spellings, times tables Daily English and Maths activities from Oak Academy 1 x daily activity in science or other area of curriculum	Daily reading, spellings, times tables, SPaG Daily English and Maths activities from Oak Academy 1 x daily activity in science or other area of curriculum	Daily Reading, spellings, times tables, SPaG Daily English and Maths activities from Oak Academy 1 x daily activity in science or other area of curriculum
'HANDED IN' VIA	Parents using Tapestry to add observations to child's profile	Google Classrooms	Google Classrooms	Google Classrooms

Circumstance	Remote learning
<p>My child (<i>and their siblings if they are also attending Hayton CE Primary</i>) is absent due to awaiting test results and our household is required to self-isolate.</p> <p>Remaining pupils in the child's school bubble are attending school and are being taught as normal.</p> <p><i>Short term absence</i></p>	<ul style="list-style-type: none"> • Maths tasks for KS1 and KS2 (Year 1 to Year 6) – Teachers will photocopy the relevant Maths text book and work book pages that give coverage for at least two days of work. This will mirror the sequence of work in class. This may also be supplemented with a combination of maths videos from White Rose, Oak Academy, online resources, such as Timetables Rock Stars, Mathletics and other relevant resources or worksheets. • Maths tasks for EYFS (Reception & Nursery) – These will be uploaded to Tapestry/sent home, mirroring the maths being covered in the classroom for that day. This may be a combination of online maths videos from white Rose, NCTEM, Oak Academy, practical activities and worksheets. • English tasks for KS1 & KS2 (Year 1 to Year 6) - Teachers will photocopy the relevant Spelling, Grammar and Comprehension activities that give coverage for at least two days of work. This will mirror the sequence of work in class. This may also be supplemented with a combination of literacy videos from Oak Academy, online resources such as Spelling Shed, 'Deepening Understanding', and other relevant resources or worksheets. • English tasks for EYFS (Reception & Nursery) – Teachers will set appropriate work on the phonic phase your child will be missing in phonics. They will upload/send home other appropriate learning tasks mirroring the sequence of learning happening in the

classroom. This may be a combination of online, practical activities and worksheets.

- **Reading tasks for ALL children (Reception to Year 6)** - to continue daily reading scheme book/s, supplemented by books they may enjoy reading at home.
- **Foundation subjects (Topic) tasks (ALL children)** – these will follow the lessons being covered in class that day. This may be the screens from the lesson being uploaded onto Tapestry/Google Classroom along with other resources/worksheets. It may include instructions for practical tasks. If the lessons being taught in class are not able to be delivered remotely (i.e. if it requires additional resources such as art resources - clay or pastels, or geography resources - maps and atlases) then alternative ‘topic’ learning will be set making use of the Government’s ‘Oak Academy’ lessons.
- **1:1 support & SEND** - We recognise that some pupils may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils. If your child receives 1:1 support, a more bespoke programme of provision will be set up. They will still usually be expected to complete some of the learning set by their teacher.

Some/all of these will be **‘handed in’** to your **child’s class teacher** on Tapestry/Google Classrooms for **feedback**. The class teacher will make it clear which activities need to be ‘handed in’ for feedback. Please use the class teacher’s email or Tapestry/Google Classroom **to make regular daily contact**. Teachers will be available after school, up to 5pm, if you wish to speak to them about your child’s work.

Circumstance	Remote learning
<p>My child's whole bubble is not permitted to attend school because he/she, or another member of their bubble, has tested positive for Covid-19.</p> <p><i>We enter another 'lockdown' with total school closure.</i></p>	<ul style="list-style-type: none"> • Maths lessons KS1 and KS2 (Year 1 to Year 6) - A sequence of lessons will be uploaded to Google Classrooms which will mirror the maths that would be being covered in the classroom at that time. This may be a combination of Power Maths instructional videos, online resources such as Times Table Rock Stars, Mathletics, White Rose and Oak Academy maths lessons, resources and worksheets. • Maths tasks for EYFS (Reception & Nursery) - A sequence of lessons will be uploaded to Tapestry, mirroring the maths that would be being covered in the classroom. This may be a combination of Power Maths instructional videos, online resources such as Numberblocks, White rose, NCTEM, Oak Academy maths lessons, resources and worksheets. • English tasks for KS2 - A sequence of lessons will be uploaded to Google Classrooms which will mirror the English work that would be being covered in the classroom at that time. This will include spelling, grammar, writing and reading. We will make use of appropriate lessons on Oak Academy, online resources and instructional videos from BBC Bitesize. • English tasks for KS1 and EYFS - A sequence of lessons will be posted on Tapestry or Google Classroom mirroring the phonics, reading or writing sequence of learning that would be happening in the classroom. These may be a combination of practical and recorded tasks, using a range or resources including online resources such as Oak Academy Lessons, Alphablocks. • Reading for ALL children - Continue daily reading scheme book/s, supplemented by books they may enjoy reading at home. • Foundation Subject tasks - will be uploaded to Tapestry/Google Classroom for children to complete. These will be lessons your child would have had in class during the term which can be most easily adapted to remote learning. We will also make use of the wealth of Oak Academy lessons to supplement learning. • Instructional videos - will be uploaded on to Tapestry/Google Classroom to support learning across the curriculum, as appropriate to the sequence of learning. These will use qualified teachers from the Oak Academy and will be supplemented by videos or Zoom sessions from your child's teacher or teaching assistant. • 1:1 support & SEND - We recognise that some pupils may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils. If your child receives 1:1 support, a more bespoke programme of provision will be set up. They will still usually be expected to complete some of the learning set by their teacher. • A suggested weekly timetable will be provided for children by their class teacher. <p>Some/all of these will be 'handed in' to your child's class teacher on Tapestry/Google Classrooms for feedback. The class teacher will make it clear which activities need to be 'handed in' for feedback. Please use the class teacher's email or Tapestry/Google Classroom to make regular daily contact. Teachers will be available after school, up to 5pm, if you wish to speak to them about your child's work.</p>

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- pupils will have access to any printed materials needed if they do not have online access e.g. text books, work books and other resources e.g. lesson notes from teachers.
- pupils can submit work to their teachers by dropping work off to school or teachers collecting from their homes in a COVID-19 secure manner e.g. work will be quarantined before teachers take it to children and before teachers mark it etc.
- Teachers will communicate via telephone to give feedback on children's work.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others.

Teacher assessment will use formative and summative methods against your child's age related expectations based upon the work that has been handed in for feedback. Specific assessment pieces of work may also be set by the class teacher.