Cornerstone Schools (Barton. East Cowton and Ravensworth CE Primary Schools)

Remote Learning Policy

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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. 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.

3. Roles and responsibilities

- Headteacher – responsible for determining when remote learning is appropriate. Overseeing the use of remote learning and how children are accessing it. Responsible for ensuring safeguarding is maintained for children working remotely.
- SENCO – support for vulnerable children as well as children with SEND, LAC, PP. Ensuring their needs are met when working remotely. Additional resources etc, if needed delivered to home (with another adult)

3.1 Teachers

When providing remote learning, teachers must be available between 9am and 3.30pm.

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 providing remote learning, teachers should:

- Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners
- Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely

They are also responsible for:

- Setting work
    - Providing work for the children in their class
    - Providing enough work to fulfil the below requirements
        - 3 hours a day on average across the cohort for Key Stage (KS) 1, with less for younger children
        - 4 hours a day for KS2
    - Set work by 9am where possible if the need for remote learning is determined before this – later if it is unexpected eg. Snow day
    - Works should be uploaded to Seesaw – emailed to parent should that be requested
    - Work in partnership with other schools in the collaboration to share workload and ensure consistency of curriculum.
    - For longer periods of remote learning, live lessons should be led by class teachers using Microsoft teams.
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects (this may fall under the responsibility of someone else in your school)

- This includes considering the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills
- This also includes considering the needs of pupils' families or carers, including how much adult involvement is needed in each activity and whether pupils have a suitable place to study

- Providing feedback on work
  - Work uploaded to Seesaw will get feedback whether written for verbal

- Keeping in touch with pupils who aren't in school and their parents
  - For longer periods of remote learning, children will be expected to join live lessons.
  - Teachers should only be expected to respond during work hours (9am – 3.30pm)
  - Complaints regarding the way children are being taught should be directed to the Headteacher. For safeguarding concerns, staff should follow the usual practice of recording on CPOMS and discussion with DSL
  - Staff should use the reward and sanction procedure as much as possible when working remotely – reward completion of work and contact parents for non-completion.
  - Staff may consider a 'virtual playtime' for longer periods of reduced contact to allow children to socialise.
- Attending virtual meetings with staff, parents/carers and pupils –
  - All participants should be appropriately dressed.
  - Participants should be in a communal area with low background noise while considering the background (blurred or false backgrounds may be used.

If teachers are working in school, it will be possible to allow children to attend live lessons. Senior leaders will support with time management of providing additional work for children at home.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available 9am - 3.30pm - minus lunchbreaks.

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
  - This could be children with additional needs or those in need of a specific intervention.
  - This could be in live meetings or through work set on Seesaw.

3.3 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, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely
- Making decisions about the use of online video lessons such as Oak National Academy

3.4 Senior leaders

The headteacher has overarching responsibility for the quality and delivery of remote education.

Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.

They should continue to overcome barriers to digital access where possible for pupils by, for example:

- 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 daily, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern

They are also responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning – through meetings with teachers, drop ins to live lessons and monitoring of work posted on Seesaw. Feedback will also be sought from parents/carers.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring staff remain trained and confident in their use of online digital education platforms
- Training staff on relevant accessibility features on Seesaw/Teams
- Providing information to parents/carers and pupils about remote education via email/Seesaw
- Working with the catering team to ensure pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for:

Ensuring children are kept safe. See child protection policy.

3.6 ONE IT staff

ONE IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents/carers 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 (DPO)
- Assisting pupils and parents/carers with accessing the internet or devices

3.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although 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
- Act in accordance with normal behaviour rules / conduct rules of the school

Staff can expect parents/carers with children learning remotely to:

- Engage with the school and support their children's learning, and to establish a routine that reflects the normal school day as far as reasonably possible
- 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

3.8 Governing body

The governing body is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains of as high a quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

4. 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, SENCo or Headteacher
- Issues with behaviour – talk to SENCo or Headteacher
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – talk to Headteacher
- Concerns about data protection – Headteacher who will liaise with GDPR lead in the trust
- Concerns about safeguarding – talk to the DSL/Headteacher

5. Data protection

5.1 Accessing personal data

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

Explain:

- How they can access the data, such as on a secure cloud service or a server in your IT network
- Which devices they should use to access the data – if you've provided devices, such as laptops, make staff use these rather than their own personal devices

5.2 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. The school will follow its data protection policy / privacy notice in terms of handling data, which can be found here Policy-Dales-UK-GDPR-Policy.pdf

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.

5.3 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 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

6. Safeguarding

See child protection policy Cornerstone-Schools-CP-Policy-2025-26-Final-version-1.docx

7. Monitoring arrangements

This policy will be reviewed every 3 years by the Headteacher. At every review, it will be approved by

Governing body.

8. Links with other policies

This policy is linked to our:

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