



The Leys Primary & Nursery School

*Learning Today . . . Leading Tomorrow*

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## The Leys

# Remote Teaching and Learning policy & guidance

DOCUMENT DETAILS	
Approving Body	SIC Committee
Author	The Key Model Policy
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Next Review	January 2027

## 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**

#### **3.1 Teaching Staff**

When providing remote learning, teaching staff must be available between [9 am to 3 pm ].

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:

Teachers must be available between [9am and 3pm]. 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.

Staff are responsible for:

- Completing the initial contact sheet and sharing with other staff, if there are siblings within the school.
- Setting work based on the long term planning and reflecting the ongoing teaching within school
- Setting a sufficient amount of work given the age and ability of the child (DfE expectations are EYFS -2 hours, KS1-3 hours, KS2- 4 hours daily, although this can be an average across the week)
- Where required, especially for pupils with SEND or EAL, provide differentiated tasks, more time, reassurance, additional support, further modelling or explanation to any children struggling to complete tasks independently.
- Providing appropriate feedback on the work submitted to facilitate further learning.
- Keeping in touch with pupils and parents; by phone, the year group email and google classroom or class dojo.
- Alert parents quickly, if children are not engaging with or completing tasks to their potential or if there are behavioural issues on live lessons or through any school online messaging systems.
- If requested by the parent providing paper copies of work, home learning packs and basic stationery. Also facilitating any specific resources required, to support the child to learn from home e.g. Chromebook, internet access.
- Expectations for online provision will depend upon the available staff and the number of children working remotely within the year group. Please see the chart below

We will aim to provide the following:

**Phase 1** - 1-5 children working from home

Work will be posted on the Google Classroom/Class dojo for children to complete and return for marking. Marking will be completed weekly. Staff will endeavour to respond to queries and problems emailed to them through the year group email address.

**Phase 2** - 5-15 children working from home

As above plus, staff will endeavour to provide a daily Google Meet (Years 1-6) and weekly phone call (Nursery and Reception) to check in with families and

support the ongoing learning.

**Phase 3 - 15+ children working from home or reduced staffing**

A dedicated teacher will support the children's learning remotely by either posting daily activities and pre-recorded lessons on Dojo or providing live teaching on the Google Classroom. They will provide a timetable, a live morning meeting at 9 am setting the expectations for the day and supporting the children's learning at regular points throughout the day. They will also be responsible for marking the work daily and giving feedback and support to the children. Where there is only 1 teacher available this strategy will be adapted to include those children working in school.

### **3.2 Teaching assistants**

When assisting with remote learning, teaching assistants must be available for their normal working hours .

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 - cover details such as:
  - Which pupils they will need to support
  - How they should provide support
- Attending virtual meetings with teachers, parents/carers and pupils - cover details such as:
  - Dress code- suitable work wear.

### **3.3 Subject leads**

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning (working alongside other leaders such as SENco)
- Working with class teachers to make sure that the work set is appropriate and consistent

- Monitoring the work set by staff in their subject, through reviewing the work set online and speaking to staff about areas of difficulty
- Alerting staff to potential resources and websites/apps they can use to support remote teaching in their subject

### **3.4 Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through regular discussions with staff 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

### **3.5 Designated safeguarding lead**

The DSL is responsible for:

The roles and responsibilities of the DSL & the deputy DSL's as outlined in the school Child Protection policy.

The Leys Primary School Child Protection policy is available to all on the school website.

All staff should have access to the Child Protection policy, Keeping Children Safe in Education 2021 & other relevant safeguarding information via the Google shared drive.

Any updated safeguarding protocols & procedures are advised to staff through the regular staff updates and team meetings.

### **3.6 IT staff**

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

### **3.7 Pupils and parents/carers**

Staff can expect pupils to:

- Be contactable during the required times, although consider they may not always be in front of a device the entire time or may be ill
- Complete work to the deadline set by staff
- Seek help if they need it, from staff or teaching assistants
- Alert staff if they're not able to complete work
- Act in accordance with normal behaviour rules/ conduct rules at all times.

Staff can expect parents 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 so they can signpost parents to the appropriate member of staff to advise on accessing help & support through Early help channels, the Families First portal or for support with Mental Health or SEND resources.
- Be respectful when making any complaints or concerns known to staff

### **3.8 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 systems are appropriately secure, for both data protection and safeguarding reasons.

## **4. Who to contact**

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

- Issues in setting work - talk to the relevant subject lead or SENCO
- Issues with behaviour - talk to the relevant team leader or a member of SLT
- Issues with IT - talk to IT staff
- Issues with their own workload or wellbeing - talk to their Team Leader or a member of SLT
- Concerns about data protection - a member of SLT
- Concerns about safeguarding - talk to a DSL

## 5. Data protection

### 5.1 Accessing personal data

When accessing personal data, all staff members will:

- use their school chromebook
- Contact the admin team for information or use information within the google cloud or Arbor using their Google Chrome book.

### 5.2 Keeping devices secure

All teaching 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

### 6.1 Use school channels to communicate

As always, staff shouldn't communicate with parents or pupils outside school channels (e.g., they shouldn't talk to parents using their personal Facebook accounts, or contact pupils using their personal email addresses or if using their own phone switch their ID off).

Be aware that video conferencing platforms may not provide an audit trail or be deemed secure. When using Google Meet use accounts set up by school & log in using school email addresses not personal ones. Record all live lessons.

### 6.2 Using Google Classroom to set work and communicate

Pupils will be able to post and comment in the communication 'Stream', a disable function will be activated if commentary is inappropriate in any way.



Google advises:

(If you disable pupil comments in the 'Stream', pupils will still be able to respond to feedback from their teacher on work they've handed in - they just won't be able to post on the 'Stream' page.)

## **7. Monitoring arrangements**

This policy will be reviewed and approved annually by the Middle leaders of The Leys.

## **8. Links with other policies**

This policy is linked to our:

- Behaviour policy

- Attendance policy

- Child protection policy

- Data protection policy and privacy notices

- Home-school agreement

- ICT and internet acceptable use policy

- Online safety policy