



Remote Learning Plan

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Policy Approved by	Simon Thompson, Principal
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Aims

This remote learning plan 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.

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.

We will consider providing remote education to individuals / whole classes / the whole school in circumstances when in-person attendance is either not possible or contrary to government guidance for an extended period of time.

This might include:

Occasions when appropriate members of the school senior leadership team or Pendle Education Trust decide that opening our school is either:

- Not possible to do safely (e.g. due to snow/ice/adverse weather or due to unsafe building conditions);
- Contrary to guidance from local or central government (e.g. due to the spread of infectious disease or due to a severe weather warning).

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 diagnosed mental health issue.

The school will consider providing individual pupils with remote education on a case-by-case basis. Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

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, family support worker 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.

Roles and responsibilities

Senior leaders (SLT)

Catherine Jermyn, Assistant Principal has overarching responsibility for the quality and delivery of remote education. Should a school closure (whether whole or partial) extend beyond the period of one day, the SLT will work to 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.

Following on from procedures established during the enforced school closures in 2020 and 2021, senior leaders will continue to use Seesaw 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 on a daily basis, 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:

- Monitoring the effectiveness of remote learning by reviewing work set and completed on Seesaw and reaching out for feedback from pupils and parents/carers via questionnaires;
- 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;
- Providing information to parents/carers and pupils about remote education via the school website and/or ppsstars.co.uk. This information will also be provided to parents via email through the ParentPay platform.
- 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.

Designated safeguarding lead (DSL)

The DSL is responsible for:

- Ensuring any pupil considered 'vulnerable', including all children with an active Early Help Plan and those with a social worker have access to remote learning and are prioritised for the distribution of school devices if required;
- Ensuring these children are accessing remote learning and completing activities appropriately;
- Conducting home visits (where safe/practicable).

Teachers

When providing remote learning in the event of extended whole-school closure, teachers must be available for the duration of 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 planning for remote learning in the event of extended whole-school closure, teachers should:

- 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.
- Set work of a duration of 3 hours per day for children in KS1 and 4 hours per day in KS2. This must include a minimum of one reading/phonics, one writing and one maths activity every day.
- In EYFS, children will be set a maximum of 2 hours remote learning per day, which will include a phonics and maths activity.

They are also responsible for:

- Co-ordinating with school colleagues to ensure consistency across year groups.
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects but also



considers the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills pupils may have.

- Teachers must also consider 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 when planning activities.
- Providing marking and feedback in line with the school's marking and feedback policy for work on Seesaw.
- Informing Key Stage Leaders / SLT of children who are not engaging with remote learning opportunities via CPOMS, marking this as a behaviour issue in the first instance. Key Stage Leaders / SLT may choose to recategorise this incident as a welfare concern after exploring the reasons for a child's lack of engagement.

If teachers are required to plan for remote learning for an individual child, while continuing to teach the rest of the class as usual, additional non-contact time will be provided as necessary to ensure this does not negatively impact on teacher workload.

Teaching assistants

When assisting with remote learning in the event of extended whole-school closure, teaching assistants must be available for the duration of 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 in the event of extended whole-school closure, teaching assistants are responsible for:

- Co-ordinating with school colleagues to ensure consistency across year groups.
- Providing marking and feedback in line with the school's marking and feedback policy for work on Seesaw.
- Supporting individual children to complete tasks to the best of their ability as directed by the class teacher.
- Informing Key Stage Leaders / SLT of children who are not engaging with remote learning opportunities via CPOMS, marking this as a behaviour issue in the first instance. Key Stage Leaders / SLT may choose to recategorise this incident as a welfare concern after exploring the reasons for a child's lack of engagement.

TA3 and HLTAs who are covering a teacher's absence during a period of remote learning should refer to the responsibilities of Teachers above.

PET IT staff and school technical staff

IT and school technical 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

Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Complete work during each 'school' day;
- Seek help if they need it, from teachers or teaching assistants;
- Act in accordance with the school's SHINE charter.

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;
- Be respectful when making any complaints or concerns known to staff.

Local Academy Council

The local academy council 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.

Data protection

Accessing personal data

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

- Use a school-owned device. Personal devices must not be used under any circumstances.
- Do so in accordance with Staff Acceptable Use Agreement and PET GDPR policy.

Processing personal data

The school will follow the Pendle Education Trust GDPR policy in terms of handling data, which can be found on the Pendle Education Trust website.



Keeping devices secure

All staff members will take appropriate steps to ensure their professional devices remain secure. This includes the terms of the Staff Acceptable Use agreement along with but not limited to the following:

- Keeping the device password / passcode protected at all times;
- Making sure the device is locked if left unattended at any time;
- Keeping operating systems up to date – always install the latest updates when prompted.

Safeguarding

See: Child Protection and Safeguarding policy. During periods of remote learning the DSL will closely monitor the engagement of children who are included on the school's vulnerable children list. Teachers and TAs who have any concern for a child during a period of remote learning will add this to CPOMS as per school policy.

