



Barrowcliff School

Remote Learning Policy

November 2025 – November 2026

Aims

This remote learning policy for staff 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

This policy sets out the systems and the technology that staff will use to continue teaching children when they are out of school and how they can be used effectively and safely, whilst allowing for the differing needs of families.

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

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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.

A flexible approach to learning

As a school we recognise that maintaining regular and consistent home learning during exceptional circumstances is of great importance in order to reduce the impact on children's education, however, we understand that everyone's circumstances at home will be different. Some families have one child to support whilst others have several. Some families have one device to share and this may be a tablet or sometimes a phone. Some families will have lots of time to help their children learn, however some others may be working from home and have much less time. We also recognise that some children are able to work independently, whereas others may need a significant amount of support.

Due to this we are offering a range of learning activities along with a suggested daily timetable to follow. Our resources will include lesson presentations (PPT), activities to print out, activities to complete on line and video clips.

Teacher Expectations

When providing remote learning, teachers must be available between 8.30am and 3.30pm. If teachers 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 should:

- 🕒 Plan lessons that are relevant to the curriculum focus for their year group and endeavour to replicate this through video clips and tasks for home learners. This will include a daily timetable, core and foundation subject lessons and video clips to support
- 🕒 Send a daily message to all children who are at home via Class Dojo, which explains the daily expectation
- 🕒 Provide explanations so that children can see clear instructions, demonstrate teacher modelling and address misconceptions through live teaching via Google Classrooms between 2pm and 3pm daily

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- ✦ Use the live teaching session to 'keep in touch' with pupils and monitor their wellbeing
- ✦ Monitor the engagement of pupils on Class Dojo during this time and inform the Headteacher of any pupils who are disengaging
- ✦ Follow the good practice recommendations of:
 - 3 hours a day on average for Key Stage 1 pupils, with less for younger children
 - 4 hours a day for Key Stage 2 pupils
- ✦ All resources used should be shared electronically on the website and Class Dojo it will be the responsibility of families to print/use these resources at home
- ✦ To respond within working hours to any messages from parents via Class Dojo (8.30am-5.00pm only)
- ✦ 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
- ✦ Use CPOMS to record any safeguarding concerns and school emails to contact Senior Leaders in the event of any complaints or concerns from parents

Teaching Assistant Expectations

When assisting with remote learning, teaching assistants must be available during usual working hours, consistent with their contract of employment. 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:
 - SEND/ vulnerable pupils they'll need to support
 - Providing support to the teacher on Google Classroom
 - Supporting the teacher in producing resources
- ✦ Attending virtual meetings with teachers, parents and pupils:
 - Usual school dress code applies at all times for staff
 - Locations - ensure professional at all times (avoid areas with background noise, nothing inappropriate in the background)

School Leaders

When providing remote learning, school leaders should:

- ✦ Co-ordinate the remote learning approach across the school
- ✦ Support the teachers by providing access to resources through subscriptions to high quality websites and CPD opportunities
- ✦ Be mindful of the increased teacher workload and give release time to teachers so that they can prepare home learning resources
- ✦ Contact parents of pupils where engagement in learning is a concern (this will usually be the job of the Headteacher)
- ✦ Provide information to families and pupils about remote education via the school website and Class Dojo
- ✦ Support families facing barriers to digital access wherever possible
- ✦ Ensure paper, pencils, textbooks etc are available for pupils who require them

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- ☛ Monitor the effectiveness of home learning through regular meetings with teachers and subject leaders and feedback from pupils and families
- ☛ Work 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

Parents/Carers Expectations

When accessing remote learning, parents/carers should:

- ☛ Where possible, maintain a regular and familiar routine that reflects the normal school day
- ☛ Use the website regularly to access and download the work set by teachers
- ☛ Submit completed work via the Class Dojo app for teachers to mark
- ☛ Communicate with the class teacher via Class Dojo in order to receive feedback on the work they have submitted
- ☛ Keep any completed work safely. Parents should attempt to print out work
- ☛ Support their children to be able to work successfully, including finding an appropriate place to work and encouraging good levels of concentration
- ☛ Inform school if they are unable to access home learning
- ☛ Make school aware if their child is sick or cannot complete the work set

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

Accessing Personal Data

- ☛ All staff have access to CPOMS to record any parent contact or concerns about children, this is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party
- ☛ Teachers are able to access parent contact details via Integris using a secure password. Do not share any details with third parties and ensure Integris is logged off
- ☛ Senior Leadership Team (SLT) have the ability to locate personal details of families when required through securely accessing Integris (MIS system)
- ☛ SLT are not to share their access permissions with other members of staff

- 📌 School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils

Safeguarding & Remote Learning

With the increased use of digital technologies, as a school we recognise the safeguarding implications. Parents are advised to spend time speaking with their children about on-line safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online. Whilst we are doing our best to make sure any links shared are appropriate, there may be tailored advertising which displays differently in your household or other changes beyond our control. If parents have any safeguarding concerns that need to be discussed they must contact school immediately.

The following websites offer useful support:

- 📌 [Childline](#) – for support
- 📌 [UK Safer Internet Centre](#) - to report and remove harmful online content.
- 📌 [Internet Matters](#) - to support parents and carers to keep their children safe online
- 📌 [Thinkyouknow](#) – advice from the National Crime Agency

Links to Other Policies

Child Protection Policy

Behaviour Policy

Curriculum Policy

Teaching & Learning Policy

ICT and Internet Acceptable Use Policy

Policy produced by : Barrowcliff School SLT

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