

Brough Primary School



Remote Learning Policy

Policy Date	September 2025
Policy Review Date	September 2028
Lead Person	S Mearns

Contents

1. Aims	
2. Use of remote learning.....	2
3. Roles and responsibilities.....	3
4. Who to contact.....	8
5. Data protection.....	8
6. Safeguarding.....	9
7. Monitoring arrangements.....	9
8. Links with other policies.....	9

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

Teachers

When providing remote learning, teachers must be available between 9:00am 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. This should be done

following the agreed protocol for notifying the head teacher or deputy head teacher depending on the nature of the absence. Teachers are responsible for:

- Running their Google Classroom

In the event of a whole Class Closure:

- Create a timetable for the week (with year group partners)- similar to that taught in school. This must include subjects from across the curriculum.
- The timetable should not include live 'face to face' lessons.
- Ensuring children have access to lessons from 9am to 3.30pm which are of comparable length to what is taught in school.
- Ensuring children have continued interaction with the teacher via the Google Stream.
- Setting appropriately differentiated tasks for groups and individuals.
- Placing the daily timetable on Google Stream.
- Creating online resources to support lessons throughout the week on Google Classroom. As much as possible, these should provide video support for children sourced from the list of websites provided by subject leaders.
- Ensuring children know how to complete assigned work, turn it in, use templates, and take photos of written work and upload.
- Marking and commenting on children's work.
- Delivering online safety lessons to children- how to interact on the live stream, cyber bullying, appropriate language, safe searching.

Providing feedback on work:

- Pupils can send any completed work to teachers via Google Classroom.
- Teachers can mark and return work to pupils via the comments feature.
- Teachers should mark work daily and return with a comment to the pupil within 24 hours.

Keeping in touch with pupils and parents:

- Via the private message function in Google Classroom.
- It is accepted parents may well use the Google Stream as a way to contact teachers for help with tasks that have been set.
- Parents to be called if pupils are not engaging in learning after the second day.

If an amount of remote education is required while a teacher is still in school teaching, it is accepted that teaching staff will do their best around their in-school teaching commitments, and that responding to Stream messages may have to be on a daily basis rather than within the working day.

- Ensuring children have access to lessons from 9am to 3.30pm which are of comparable length to what is taught in school.
- Lessons set on-line are as far as is reasonably practicable representative of the learning taking place in school.
- Ensuring children have continued interaction with the teacher via the Google Stream when teaching commitments allow.
- Setting appropriately differentiated tasks for groups and individuals.
- Ensuring children know how to complete assigned work, turn it in, use templates, and take photos of written work and upload.
- Marking and commenting on children's work, as and when teaching permits.
- Delivering online safety lessons to children - how to interact on the live stream, cyber bullying, appropriate language, safe searching.

In the home learning

- Parents can use the private message option through the Google Classroom section of Google Classroom, if they need help or support with the content of any specific task. For issues not related to remote learning, please contact the school via the brough.primary@eastriding.gov.uk email address. If support is required in relation to technical issues with accessing Google Classroom, please email support@broughprimaryschool.co.uk
- Any issues that are received are to be dealt with professionally by the class teacher, if necessary teachers to contact a member of SLT for advice.
- Teachers should ideally have contact with all pupils in their class every day via Google Classroom. If there is no contact after 2 consecutive days, a member of school staff will attempt to make contact via telephone. If contact is not established a member of the SLT should be informed.
- If the teacher is making that call, withheld numbers should be used if teachers are using their mobile phones from home. (Any costs incurred can be discussed with the business manager or headteacher).
- Contact should be polite and encouraging. Teachers must not give out any personal details. Any concerns should be forwarded to a member of the SLT who may choose to contact the parents directly.

Attending virtual meetings with other professionals, staff, parents and pupils:

- Ensure appropriate dress is maintained in the event of any virtual meeting
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

Teaching Assistants

If required to assist with remote learning, teaching assistants must be available during their normal working hours. During this time, they are expected to check work emails and be available when called upon to support the children with their learning. 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.

Teaching assistants are responsible for:

Supporting pupils with learning remotely:

- When requested by the SENCO
- Attending virtual meetings with teachers, parents and pupils when specifically requested by the SENCO
- Ensure an appropriate dress is maintained in the event of any virtual meeting
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

Subject Leads

Subject leads Subject leaders are responsible for responding to requests for help and support within their own subject from teachers who are engaged in whole bubble remote learning and for ensuring they keep staff appropriately up- to-date with available resources.

Senior Leaders

Alongside those responsibilities in school, the designated senior leader is responsible for:

- Co-ordinating the remote learning approach across the school
- SLT monitoring the effectiveness of remote learning
- Reviewing work set by teachers weekly
- Monitoring Stream correspondence between parents, pupils and teachers

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated safeguarding lead

A full outline of the role and responsibilities of the DSL can be found in KCSiE 2025, Annex C. In accordance with this, the DSL is a member of the SLT and holds overarching responsibility for ongoing oversight of safeguarding and child protection policy and procedures (including online safety and IT filtering and monitoring). This covers record keeping, coordinating staff training and briefings and ongoing staff awareness and a whole school approach to maintaining a culture of vigilance.

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the hours of the school day 9am – 3.30pm – although they may not always be in front of a device the entire time
- 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/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

Governing board

The governing board 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 or SENCO
- Issues with behaviour – talk to the relevant head of phase
- Issues with IT – talk to Primary Tech
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL or one of the DDSL
- Include contact details where necessary.

5. Data protection

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

Processing personal data

Staff members may need to collect and/or share personal data such as parent contact details 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 on the school website.

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.

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.

6. Safeguarding

Arrangements for the safeguarding of children are contained within the Child Protection Policy. During any periods of remote learning, any safeguarding concerns should be reported in the usual way.

7. Monitoring arrangements

This policy will be reviewed as and when updates to home learning are provided by the government by a designated senior leader.

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