Remote Learning Policy Fairlawn and Haseltine Primary School

1. Aims This remote learning policy is intended for use in the eventuality of a full or partial lockdown. it aims to:

- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection and safeguarding
- Maintain high standards of education and child wellbeing during periods of remote learning

2. Roles and responsibilities

2.1 Teachers

Teachers are responsible for:

Setting learning:

- Preparing learning for their class to be completed online or preparing packs, or both. If a learning pack is to be provided this should cover two weeks' worth of learning
- Completing assessment as required
- Checking online learning has been completed
- Adapting learning materials to meet the needs of all pupils, including those with SEND, EAL, and other vulnerabilities
- Please note: no home learning will be set in the case of a family holiday, or for any short-term absences. Long-term medical conditions will be managed on an individual basis

Keeping in touch with children and parents:

- Answering emails between the hours of 8am and 4pm during the working week
- Referring any concerns regarding emails to phase leaders unless it is a safeguarding concern, which should be referred to the DHT and HT via MyConcern at Fairlawn or Cura at Haseltine
- Making a phone call home if children are not completing their learning, with all phone calls recorded on MyConcern/Cura

Safeguarding:

- Remaining alert to signs of abuse, neglect, or changes in a child's behaviour during remote interactions
- Reporting all safeguarding concerns immediately to the DSL via MyConcern/Cura
- Following the school's code of conduct for all online interactions with children

2.2 Teaching assistants

Teaching assistants are responsible for:

- Completing all CPD training as directed

- Making resources as directed
- Supporting pupils with SEND as directed by teachers and the SENCO
- Maintaining contact with assigned children where appropriate
- Reporting any safeguarding concerns to the DSL via MyConcern/Cura

2.3 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Informing parents periodically of any changes to remote learning
- Ensuring staff workload and wellbeing is monitored and supported
- Gathering feedback from children, parents, and staff to improve provision
- Ensuring vulnerable pupils and those with SEND receive appropriate support

During remote learning specifically:

- Being available during school hours (or ensuring a deputy is available)
- Ensuring staff understand how to identify and respond to safeguarding concerns during remote learning
- Monitoring the wellbeing of vulnerable children and maintaining regular contact

2.4 SENCO

The SENCO is responsible for:

- Working with teachers to ensure remote learning is adapted to meet the needs of pupils with SEND
- Maintaining contact with families of children with SEND
- Ensuring appropriate support is in place for children with SEND during remote learning
- Working with external agencies to ensure continuity of support
- Monitoring the engagement and progress of pupils with SEND

2.5 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, including setting up emails for children
- Reviewing the security of systems and flagging any data protection breaches to the data protection officer
- Assisting children and parents with accessing the internet or devices
- Providing IT equipment via a loan scheme when required
- Ensuring appropriate filtering and monitoring systems are in place and reviewing their effectiveness at least annually

2.6 Children and parents

Staff can expect children to:

- Engage with remote learning activities set by their teachers
- Complete work to the deadline set by teachers
- Seek help if they need it from teachers
- Alert teachers if they're not able to complete work
- Follow the school's acceptable use policy when accessing remote learning
- Report any online safety concerns to a trusted adult

Staff can expect parents to:

- Ensure their child engages with remote learning
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Support their child's learning at home where possible
- Supervise their child's online learning where appropriate
- Reinforce online safety messages at home
- Inform the school of any barriers to accessing remote learning (e.g., lack of devices or internet access)

2.7 Governing board

The governing board is responsible for:

- Ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons
- Ensuring the school has appropriate policies and procedures in place for remote learning
- Monitoring the wellbeing of staff and children during periods of remote learning

3. Data protection

3.1 Legal basis for processing data

UK data protection laws do not prevent or limit schools from sharing information to keep children safe. They only require schools to share information appropriately, in line with data protection principles.

Under the Data (Use and Access) Act 2025, safeguarding children or vulnerable individuals is a 'recognised legitimate interest', which means the school can use this as a lawful basis for sharing information.

3.2Accessing personal data

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

- Only access data through secure school systems
- Use school-provided devices or secure home networks where school devices are not available
- Not share login credentials with anyone
- Log out of systems when not in use

3.3 Sharing personal data

Staff may need to collect and/or share personal data such as contact details as part of the remote learning system. Staff are reminded to:

- Collect and share as little personal data as possible online
- Only share data through secure school systems
- Not use personal email addresses or social media to contact children or parents
- Ensure any data shared is necessary and proportionate

4. Safeguarding

4.1 Safeguarding principles during remote learning

Safeguarding and promoting the welfare of children is everyone's responsibility. All staff must maintain their safeguarding responsibilities during remote learning, ensuring their approach remains child-centred and considers what is in the best interests of the child at all times. All staff have a responsibility to provide a safe environment in which children can learn. All staff should be aware of the school's child protection policy.

4.2 Identifying safeguarding concerns during remote learning

Staff should be particularly alert to:

- Changes in a pupil's behaviour, appearance, or engagement during video calls or online interactions
- Pupils who stop engaging with remote learning without explanation
- Disclosures made during online sessions
- Concerning information visible in the background
- Pupils whose circumstances may make them more vulnerable (e.g., those with SEND, those known to social care)

4.3 Reporting procedures

- All safeguarding concerns must be reported to the DSL immediately via MyConcern/Cura
- In an emergency where a child is at immediate risk, staff should call 999
- Staff should not delay reporting concerns while gathering evidence
- The DSL will determine the appropriate next steps, which may include referral to local authority children's social care

4.4 Online safety

The school will:

- Ensure appropriate filtering and monitoring systems are in place on school devices and networks, and review their effectiveness at least annually
- Provide age-appropriate online safety education to all

5. Inclusion

5.1 Supporting pupils with SEND

The school is committed to ensuring all pupils, including those with special educational needs and disabilities (SEND), can access high-quality remote learning.

Leaders and staff will be aware of and responsive to the increased safeguarding needs of pupils with SEND, including those who don't communicate verbally.

5.2 Supporting vulnerable pupils

The school will:

- Maintain regular contact with vulnerable children, including those with a social worker, those on child protection plans, and those identified as children in need
- Work with external agencies to ensure appropriate support continues during remote learning
- Prioritise face-to-face contact for vulnerable children where appropriate and safe
- Monitor engagement with remote learning closely and follow up immediately on non-attendance
- Ensure the DSL maintains oversight of vulnerable children and shares information with relevant staff

6. Quality assurance

6.1 Monitoring the quality of remote learning

Senior leaders will:

- Monitor pupil engagement and progress with remote learning
- Gather feedback from pupils, parents, and staff
- Identify areas for improvement and provide support where needed
- Ensure remote learning aligns with the school's curriculum and maintains high expectations
- Review the effectiveness of remote learning provision at least termly

6.2 Staff support and development

The school will:

- Provide training and support for staff in delivering effective remote learning
- Share best practice across the school through staff meetings and briefings
- Offer technical support for staff experiencing difficulties
- Monitor staff workload and wellbeing through regular check-ins with phase leaders
- Provide opportunities for staff to give feedback on remote learning arrangements
- Ensure all staff have access to the resources and equipment they need to deliver remote learning effectively
- Recognise and celebrate effective practice in remote learning

7. Attendance and engagement monitoring

7.1 Expectations for attendance and engagement

Parents are expected to:

- Ensure their child engages with remote learning each day
- Inform the school if their child is unable to complete work due to illness or other reasons
- Support their child's learning at home where possible

- Establish routines to support their child's remote learning
- Contact the school if they need support or are experiencing difficulties

7.2 Monitoring engagement

Teachers will:

- Check daily that pupils are completing their online learning
- Record engagement on the school's management information system
- Make a phone call home if children are not completing their learning, recording all calls on MyConcern/Cura
- Report concerns about non-engagement to phase leaders and senior leaders
- Monitor the quality of work submitted to assess whether children are making progress

Senior leaders will:

- Monitor engagement data across the school
- Identify patterns and trends in engagement
- Identify pupils and groups who are not engaging effectively
- Ensure appropriate action is taken to support pupils who are not engaging
- Report engagement data to governors

For vulnerable pupils:

- Non-engagement is followed up on the same day
- DSL is informed immediately
- Contact is made with external agencies as appropriate

7.3 Recording attendance

The school will:

- Record daily engagement with remote learning on the school's management information system
- Use appropriate attendance codes in line with DfE guidance
- Monitor attendance patterns and identify children who are not engaging
- Report attendance data to the local authority as required

7.4 Monitoring arrangements

This policy will be reviewed termly by the senior leadership team and governing board.

At each review, the policy will be updated to reflect:

- Changes to statutory guidance
- Feedback from staff, pupils, and parents
- Lessons learned from the implementation of remote learning
- Changes to technology or systems used for remote learning
- Any safeguarding concerns or incidents that have arisen

The policy will be approved by the governing board.