Nutley Church of England Primary School

Remote Learning Policy

Review cycle	1/2/3 years	
Approved/Adopted by	Governing Body / Headteacher	Date: March 2025
Linked policies	Child Protection and Safeguarding Policy Online Safety Policy Book and Marking Policy	
Signed		Date: 24th March 2025
Position	Headteacher and Chair of Governors	
Date of next Review	September 2025	

'Remote Learning' refers to the provision of work, teacher support, assessment and feedback from teachers to pupils in the event that normal lessons are unable to be delivered 'face-to-face' as normal.

This Remote Learning Policy details the procedures and policy for how Nutley CE Primary School will continue to provide education and support to our children from home. This policy will be referred to in the instance that a class 'bubble' (or more than one) is required to work from home, or during a period of long-term, wider school closures.

All teaching and learning will be set, marked and assessed using the school website and Google Classroom. This will allow staff to keep in daily contact, in a professional and confidential manner, with their class. Teachers will be able to schedule learning in a timetable that does not overwhelm our children. Teaching and learning can be tailored, changed and updated as time progresses, allowing for replication of classroom activity to the best of our ability. In all communications, we will prioritise the wellbeing of our community and the continuation of the high standards of education of our children.

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the school's approach to remote and online learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection and safeguarding.

2. Roles and responsibilities

2.1 Teachers

Teachers must be available between 8:30am and 3:15pm. If teachers are unable to work for any reason during this time (e.g. due to illness) they should report this using the normal procedures before 7:00am.

Teachers are responsible for:

- Holding a 'registration' session at the beginning of each day to welcome the children to the day's learning and give an overview explanation and an end of the day session to share work or read a story.
- Setting differentiated maths, literacy and a foundation subject activity daily.
- Creating a weekly timetable of work for their class. This must include subjects from across the curriculum.
- Provide feedback on work that is handed in with positive comments and ways forward in line with the Book and Marking Policy.
- Ensure that Online Safety tasks are set weekly, recognising that as children are spending more time online when working from home, online safety is of paramount importance.
- Responding promptly to email queries.
- Organising tutorials 1:1, or in small groups, with those children with whom they recognise needs extra support with a task or subject area.
- Ensuring that all contact with families is professional, polite and encouraging.
- Attending virtual meetings with staff, parents and pupils.
- Ensuring that when on video calls, there are always at least two adults present.

2.2 Teaching Assistants

Teaching Assistants must be available during their usual working hours. If teachers are unable to work for any reason during this time (e.g. due to illness) they should report this using the normal procedures before 7:00am.

During this time, Teaching Assistants are expected to:

- Check class and work emails regularly, and respond promptly.
- Support pupils with learning remotely, as directed by their class teacher, SLT or SENDCO.
- Attend virtual meetings with teachers, parents and pupils.
- Organise tutorials 1:1, or in small groups, with children who needs extra support, ensuring there are always two adults present.
- Ensure that when on video calls, there are always at least two adults present.

2.3 Subject Leaders

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

- Monitoring the work set by teachers in their subject
- Review your current subject in light of the home learning that took place in the Summer Term

2.4 Headteacher and Senior Leadership Team

Alongside any teaching responsibilities, members of the Senior Leadership Team (SLT) are responsible for:

- Co-ordinating the remote learning approach.
- Joining in with each class registration session at least once weekly.
- Monitoring the effectiveness of remote learning.
- Reviewing work set by teachers weekly.
- Checking in with staff wellbeing and ensuring that workload is manageable.
- Monitoring email correspondence between parents and teachers.

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

2.5 Designated Safeguarding Leads

The DSL is responsible for:

☐ Maintaining contact, collating, passing on information and responding to any concerns.

☐ Ensuring the vulnerable children contact log is updated by those identified and key families are contacted weekly.

☐ Following protocol as detailed in the Child Protection and Safeguarding Policy.

2.6 Pupils and Parents

We expect pupils to:

☐ Be present for the morning and afternoon registration live Google-Meet.

☐ Complete the maths, literacy and foundation subject task daily and hand it in by the due date set.

☐ Try their hardest in their learning and have a growth-mindset approach to tasks they find difficult.

☐ Contact their teachers and teaching assistant if they are finding a task difficult and need some extra help.

We expect parents to:

☐ Support their children in their daily tasks and ensure they are part of the daily registration Google Meets.

☐ Contact teachers and teaching assistants for support or advice whenever needed.

☐ Never screenshot or copying any information, messages or posts to share on social media or any other platform.

☐ Be present for 1:1 or small group tutorials so the support given by the teacher can be continued at home.

2.7 Governing board

The Governing Body 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.

☐ Ensuring that SLT and teacher workload remains manageable and that the wellbeing of staff is a priority.

3. Data protection

3.1 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. Teachers are able to access parent contact details ARBOR using a secure password. All staff must ensure that they log out of any programmes containing personal data when it is no longer in use. SLT have the ability to locate personal details of families when required through securely accessing ARBOR. 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.

3.2 Sharing personal data

Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions. While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

3.3 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 and manually screen locked each time the computer is left unattended.

☐ Not sharing the device among family or friends.

4. Safeguarding

Throughout any periods of Remote Learning, our Child Protection and Safeguarding Policy and Online Safety Policy will be referred to regularly. If any member of our school community has a concern about a child, they must contact the Designated Safeguarding Lead at the school as soon as possible, who is Emma Robinson, Headteacher.

If it is outside of school hours, you can also contact SPOA (Single Point of Advice) on 01273 335905 or get in touch with Childline on 0800 1111 or visit their website for further advice.

5. In practice

What does remote learning look like in practice at Nutley CE primary School?

We teach the same curriculum remotely as we do in school where possible and appropriate. However, we have needed to make some adaptations to some subjects. For example; PE lessons linked to games will not be centred around team sport but around fitness and individual skills; Music lessons will only incorporate the use of instruments if they are accessible or easily made from home; Science investigations will be adapted to ensure resources are used that are likely to be held in the home.

If devices are required to ensure access to Google Classrooms is possible, the school have a lending scheme in place which families can apply to. Printed materials can also be provided and class teachers/office staff can organise this. Photographs of completed work can be emailed or packs of printed work returned to school for feedback.

Feedback is given through Google Classrooms, email or verbally through 1:1 or plenary sessions. Children are expected to complete and turn in learning tasks set daily, although special arrangements can be made in liaison with SLT and class teachers for individuals if required. Children with additional needs will be supported by the class teacher, TA, SENCO through 1:1 support, bespoke activities and differentiated learning tasks.

Every class:
Morning: 15-20 minute morning introductory session
Afternoon: 15-20 minute plenary session, sharing learning and assessment of need for the next day.
Drop in: 45-60 minute drop in session for 1:1 or group support.

KS2: a minimum of 4 hours of learning per day is provided through a combination of live teaching, recorded lessons and independent learning. This will include a daily maths and English lesson and at least one lesson from a Foundation subject. Children are expected to partake in at least 30 minutes of independent reading each day. Optional extra activities are included in the provision to allow for further extended learning (through recorded assemblies, challenge activities and worship activities for church schools)

KS1: a minimum of 3 hours of learning per day is provided through a combination of live teaching, recorded lessons and independent learning. This will include a daily maths and English lesson (which will include phonics learning) and at least one lesson from a Foundation subject. Children are expected to read to an adult every day. Optional extra activities are included in the provision to allow for further extended learning (through recorded assemblies, challenge activities and worship activities for church schools)

EYFS: a minimum of 2 hours of learning activities per day is provided through a combination of live teaching, recorded lessons and independent learning. This will include a daily phonics lesson, an adult-led activity and options for child-led learning at home. Children are expected to read to an adult every day. Optional extra activities are included in the provision to allow for further extended learning (through recorded assemblies, challenge activities and worship activities for church schools)

6. Engagement

Nutley CE Primary School will be tracking the engagement of children and the learning activities on a weekly basis and this will be monitored by SLT and SENCOs. Teaching teams will indicate the level of engagement from the child by using a scale:

3- Full engagement: child is present online and learning has been submitted for all or most lessons (either through Google Classrooms or through another, pre-arranged, method)
2 – Some engagement: child is sometimes present online and learning has been submitted for some classes (either through Google Classrooms or through another, pre-arranged, method)
1 – Limited or no engagement: child has not been present online (or very limited presence), other communication has not been received and limited or no work has been submitted.
C can be added to any grade to indicate communication has been received by staff, other arrangement are in place and families do not need to be contacted.

This tracker, alongside our registers which are taken for safeguarding reasons, allows school to measure the engagement of individual children with their learning. Pupils of concern are brought to weekly SLT meetings from staff briefings and next steps for support and contact will be planned. Communication with children who are not engaging as expected will be led by class teachers, SLT and SENCOs.

7. Progress and Assessment

Children's learning will be assessed formatively through live sessions and the marking of submitted learning activities. Pupils who are identified as requiring further support or need to re-visit areas of learning are invited to support sessions with teachers and/or TAs in the following days.

Children's learning will be assessed summatively through fortnightly maths and reading quizzes, tests, comprehension questions and assessed pieces of writing. Termly topic quizzes will also be completed to assess key learning from foundation subjects. Children and parents will be instructed that these tasks should be completed independently so that teachers can have a clear understanding of progress and learning gaps. Commentary documents run alongside these (either through Google Classrooms or as a separate record) so that teachers can consider the needs of groups or individuals and use this information to inform planning. An online data system will be updated at least fortnightly and then information used to track progress.

Pupil progress meetings will take place termly, as planned. Pupils requiring support and intervention will be identified and these will occur virtually through 1:1 or small group sessions, differentiated learning activities or additional resources sent home. Leaders will be using the assessment and tracking information to ensure effective learning is happening and progress is being made for all groups of children. This will then be shared with governors and the Local Authority in line with standard protocol.

Early Years and Key Stage 1 (4 – 6 years old)

The Agreement

This Agreement is intended to help our younger pupils understand:

- ☐ How to stay safe while using the internet and other digital technologies for educational, personal and recreational use.
- ☐ That they must use school systems in a responsible way, to ensure that there is no risk to their own safety or to the safety and security of the systems and other users.

This is how we stay safe when we use computers at school and at home:

- ☐ I will ask an adult if I want to use the computers / devices and will only use it when they are with me;
- ☐ I will only use activities that an adult has told or allowed me to use;
- ☐ I will keep information about me safe;
- ☐ I will not share my password;
- ☐ I will be kind to others online when I am sending messages;
- ☐ I will ask for help from an adult if I am not sure what to do or if I think I have made a mistake;
- ☐ I will tell an adult if I see something that upsets me on the screen or if I am worried;
- ☐ I know that if I break these rules, I might not be allowed to use the computers / devices;

When I am learning from home:

- ☐ I will ask an adult if I want to use a computer or device;
- ☐ If I am in a 'live lesson' with my teacher an adult will be close by me;
- ☐ I will make sure that I use my computer or device in a sensible place (not in my bedroom);
- ☐ I will only do activities online that a teacher or suitable adult has told me or allowed me to use;
- ☐ I will ask for help from an adult if I am not sure what to do or if I think I have made a mistake;
- ☐ I will tell a teacher or adult if I see something that upsets me on the screen.
- ☐

Child's Name: _____

Year Group: _____ Date: _____

Parent's Name: _____

Parent's Signature: _____ Date: _____

APPENDIX B – Key Stage Two User Agreement for Remote Learning

Key Stage Two (7 – 11 years old)

The Agreement

I understand that I must use school devices and systems in a responsible way and that this agreement will help keep me safe when I am online at home and at school.

This Acceptable Use Agreement is intended to ensure:

- ☐ that pupils at the school/ will be responsible users and stay safe while using the internet and other digital technologies for educational, personal and recreational use.

For my own personal safety:

- ☐ I know that I will be able to use the internet in school for many different activities and, to keep myself and others safe, I must use it responsibly.
- ☐ I will not share my password with anyone, and I will log off when I have finished using the computer or device.
- ☐ I will protect myself by not telling anyone I meet online any of my personal information. This includes my address, my telephone number, and my school's name.
- ☐ I will not send a picture of myself without permission from a teacher or other adult.
- ☐ I will not arrange to meet anyone I have met online alone in person without talking to a trusted adult.
- ☐ I will tell a teacher or other adult if someone online makes me feel uncomfortable or worried when I am online using games or other websites or apps.

I understand that everyone has equal rights to use technology as a resource and:

- ☐ I know that posting anonymous messages or pretending to be someone else is not allowed.
- ☐ I know that information on the internet may not be reliable and it sometimes needs checking so I will not download any material from the internet unless I have permission.
- ☐ I know that memory sticks/CDs from outside of the school may carry viruses so I will always give them to my teacher so they can be checked before opening them.
- ☐ I know that I am not allowed on personal email, social networking sites or instant messaging in school.
- ☐ I know that the school internet filter is there to protect me.
- ☐ I know that all school devices/computers and systems are monitored, including when I am using them at home.

I will act responsibly towards others, as I expect others to act towards me and:

- ☐ I will be polite and sensible when I message people online
- ☐ I will not be rude or hurt someone's feelings online.
- ☐ I will not look for bad language, inappropriate images or violent or unsuitable games and, if I accidently come across any of these, I will report it to a teacher or adult in school or a parent/carer at home.
- ☐ If I get unkind, rude, or bullying emails or messages, I will report them to a teacher/adult. I will not delete them; I will show them to the adult.

When working from home (remote learning):

These expectations are in place to help keep me safe when I am learning at home using Google Classrooms.

- ☐ When taking part in a live lesson I understand that I must take part from somewhere appropriate at home (not in my bedroom) with limited distractions and I must wear appropriate clothing;
- ☐ I understand that my teachers may mute my microphone and I should wait for them to unmute it rather than unmuting it myself;
- ☐ I understand that I should only communicate with my teacher through pre-arranged live lessons or using school email;
- ☐ I will not record teacher audio or video presentations, nor will I take screenshots or photos of teachers or other pupils;
- ☐ I will not share or distribute any of the teacher presentations and online teaching resources;
- ☐ I will not change or edit of any of the teaching resources made available except for my own personal use;
- ☐ I will not take, use, share, publish or distribute images of others without their permission;
- ☐ I will not share any access links to these remote learning sessions with others;
- ☐ I understand that I must behave online as I would in a classroom;
- ☐ I will only use the chat feature for work-related discussions;
- ☐ I have read and talked about these rules with my parents/carers;
- ☐ I understand that if I do not follow this agreement, I may not be allowed to use the internet at school.
- ☐ I have read and talked about these rules with my parents/carers.

Child's Name: _____

Year Group: _____ Date: _____

Parent's Name: _____

Parent's Signature: _____ Date: _____