

St. John's CE (A) Primary School



Remote Learning Statement Spring 2025

Linked Policies:

Equality Statement
Positive Behaviour
Online Safety
Attendance

Safeguarding and children protection
Special Education Needs and Disability
Pupil with medical needs who cannot attend school
Data Protection

Approved and Authorised by:

Signed *SM Bowyer*

Headteacher/Co-ordinator

Signed *L Jones*

Chair of Governors

Date 12th March 2025

(Review Date: Spring 2028)

'I have come in order that you might have life—life in all its fullness.' John 10:10

Dedication - Courage - Joy

St. John's C.E. (A) Primary School, Wheatly Avenue, Trent Vale, Stoke-on-Trent, ST4 6SB

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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:
 - o Not possible to do safely
 - o 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:
 - o They have an infectious illness
 - o They are preparing for or recovering from some types of operation
 - o They are recovering from injury and attendance in school may inhibit such recovery
 - o 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 including the LA MAMP (Multi- Agency Medical Panel).
- 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 pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

3.1 Teachers

When providing remote learning, teachers are available from in school education between the times of 8.30am and 3.15pm. Remote education will be considered on an individual based for remote education between teacher and pupil.

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 providing remote learning, teachers should:

- 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
- 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

They are also responsible for:

- **Setting work**

- In the first instance pupils may be sent home with paper-based work packs appropriate to their level of working.
- School staff would then work swiftly towards a full timetable for lessons/work, which would include elements of live sessions and lessons with some pre-recorded sessions and also hyperlinks for other elements for pupils to access.

- **The amount of work:**

- Good practice is considered to be:
- 3 hours on average across the cohort for Key Stage 1, less for younger pupils.
- 4 hours for Key Stage 2.

- **Access to the work**

- Work will be set by 5 pm the day before and uploaded to Google Classroom. The work will be of high quality, meaningful, ambitious and cover appropriate range of subjects.
- Need of pupils will be considered and adaptations will be made where possible. Need of pupils' families will also be considered, including how much adult involvement is needed in each activity and whether pupils have a suitable place to study.

- **Providing feedback on work:**

- Work will be accessed through Google Classroom and feedback will be given. Where paper packs are provided these will be marked and returned to pupils.
- Feedback may also be given verbal over Teams.

- **Behaviour**

- The same expectations apply to pupils on line as they do in school. The school positive behaviour policy will be applied.
- Teachers will provide social time and interactions for peers and pupil and adults and be aware of pupil's wellbeing.

3.2 Teaching Assistants and Class Based Staff

When assisting with remote learning, teaching assistants must be available within their contracted 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, teaching assistants are responsible for:

Teaching assistant and class-based staff will be directed by a teacher as to how they will support remote learning.

3.3 Subject Leads

In consultation with phase leaders and teachers, subject leaders may adapt the curriculum to accommodate remote learning.

They will alert teachers and staff to resources they can use to teach their subject remotely.

3.4 Senior Leaders

The person responsible for the quality of remote learning is Mr James Farrell (Deputy Headteacher). Alongside the Online safety lead, School Business Manager and IT support team they will ensure:

- the use of the school's digital platform 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.
- Work with the catering team to ensure pupils eligible for benefits-related free school meals are provided with good quality lunch parcels or food vouchers.
- Assist pupils and parents /carers with accessing the devices.
- Renewing the security of remote learning systems and raising any data protection to the data protection officer (Sue Sampey School Business Manager). Data protection expectation will apply and follow the policy including accessing pupil data, staff storing pupil data on school and not personal devices.

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for the safeguarding pupils and will work with the attendance lead and teachers to ensure all pupils are accounted for. Record of concerns will follow the same procedures in school through reporting incident to the DSL and will be recorded on the CPoms. Monitoring of online use by pupils, parents and staff will follow the same procedures as in school. This is monitored through the use of Securus.

3.6 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day.
- Complete work set to the deadlines set by teachers.
- Seek help if needed from teachers or teaching assistants.
- Alert teachers if they're not able to complete work.
- Act in accordance with expected behaviour rules.

3.7 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains of as high quality as possible.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

4. Monitoring Arrangements

This policy will be reviewed every 3 years or earlier where needed. Mr Farrell will consult with staff on any changes made to this. This will be reported to the curriculum committee.

Revision/Review History

Version	Date	Comments	Review Date
2	March 2025	Final version amended, approved and Issued	Spring 2028
1	January 2021	Draft shared	January 2025