



## INSPIRES MAT Remote Learning Policy

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# Remote Learning Policy

This remote learning policy 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
- Provide appropriate guidelines for safeguarding during remote learning

We aim to include in our remote learning the same factors that determine the effectiveness of live classroom teaching as found by The Education Endowment Foundation (EEF).

For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

We realise that the circumstances which may cause our children to have to isolate, or our school to close, will have affected our families and staff in different ways and that therefore there is a need to work flexibly from all sides. An understanding of, and willingness to adapt to, our current challenges is essential for success.

The way we are currently working in response to coronavirus is fundamentally different to business as usual; however, a number of important safeguarding principles remain the same:

- The best interests of children come first
- Anyone who has a safeguarding concern about a child must raise the concern immediately with the DSL (Designated Safeguarding Lead)
- The DSL or deputy should be available at all times
- Children should be protected online
- If a staff member has safeguarding concerns about another member of staff he/she should follow the procedures laid out in the main Safeguarding policy.

Remote education will be aligned closely with the school's taught curriculum. Where possible, remote learning will follow the same sequence of learning as in-school provision to ensure continuity and progression. Teachers will use a range of formative assessment strategies, including questioning, quizzes and review of submitted work, to assess pupil understanding and adapt teaching accordingly.

## Legislation and guidance

This policy is drawn up in accordance with the following statutory DfE guidance, in addition to other legislation, and key documents identified in our Safeguarding policy, in particular 'Keeping Children Safe in Education', September 2024:

- "Providing remote education: guidance for schools"

- Promoting and supporting mental health and wellbeing in schools and colleges, January 2023
- Teaching online safety in schools, January 2023

Staff must continue to adhere to school policies relating to Safeguarding:

- Child Protection Policy
- Behaviour Improvement Policy
- Online Safety Policy
- Data Protection Policy
- Staff Code of Conduct
- Recruitment Policy

The Department for Education COVID-19 helpline is available to answer questions: 0370 000 2288, email [DfE.coronavirushelpline@education.gov.uk](mailto:DfE.coronavirushelpline@education.gov.uk).

### **Remote learning platforms**

#### **Whole class closure**

Home Learning for pupils will be provided by links on our school website under each year group. In order to facilitate virtual learning and the ability for children to consistently engage with teacher instruction the school will use Microsoft Teams for pupils in Years 1 – 6 and Tapestry for EYFS (Reception). These platforms are used in an interactive manner allowing teachers, Teaching Assistants and sports coaches and specialist teachers, to set and respond to work and pupils to interact with their teacher and at times their peers. Links to other educational websites and teaching resources will also be made available on the website and virtual classroom.

#### **Contingency Planning for Remote Education**

The Trust has established a tiered approach to remote education to ensure continuity of learning in the event of disruption. This approach enables a proportionate and adaptive response depending on the scale of absence or closure, ensuring pupils continue to access a high-quality, curriculum-aligned education.

#### **Tier 1: Individual Pupil Isolation**

When an individual pupil is unable to attend school but remains well enough to learn:

- Pupils will be provided with access to remote learning via Microsoft Teams (or equivalent platform) as soon as reasonably practicable.
- Learning will be closely aligned to the in-school curriculum, enabling pupils to keep pace with their peers.
- This will typically include:
  - Access to recorded teaching inputs or pre-prepared lessons
  - Daily core learning (English, mathematics and wider curriculum as appropriate)

- Opportunities to submit work and receive feedback
- Teachers will monitor engagement and follow up where there are concerns about participation.
- Consideration will be given to individual circumstances, including SEND and access to technology.

## **Tier 2: Group, Class or 'Bubble' Closure**

Where a class, year group or identified group of pupils is required to remain at home:

- A full remote learning timetable will be implemented that mirrors the structure of a normal school day as closely as possible.
- Pupils will receive a combination of live and recorded teaching, alongside independent practice.
- The expected minimum provision will be:
  - Key Stage 1: approximately 3 hours of learning per day
  - Key Stage 2: approximately 4 hours of learning per day
- Teaching will:
  - Follow the planned curriculum sequence
  - Include explanation, modelling, practice and feedback
  - Incorporate opportunities for interaction and assessment
- Teachers will maintain regular contact with pupils and monitor attendance, engagement and well-being.
- Additional support will be prioritised for vulnerable pupils, including those with SEND or limited access to technology.

## **Tier 3: Whole School Closure**

In the event of a full school closure:

- The school will move to a fully remote education model, with all pupils accessing learning from home.
- A structured daily timetable will be in place for all year groups, ensuring:
  - Consistent routines
  - A broad and balanced curriculum
  - Regular teacher-pupil interaction
- Remote education will include:
  - Daily live or recorded teaching across core and foundation subjects
  - Structured independent work and application tasks
  - Ongoing assessment and feedback to inform teaching
- Safeguarding, attendance and engagement procedures will remain a priority, including:
  - Monitoring participation
  - Regular communication with families
  - Targeted support for vulnerable pupils
- The Trust will ensure that all pupils have access to appropriate technology and resources, providing devices or alternative materials where required.

## **Quality and Continuity Across All Tiers**

Across all levels of disruption:

- Remote education will be aligned to the school's curriculum and expectations for high-quality teaching
- Teachers will use formative assessment to identify gaps and adapt teaching
- Senior leaders will monitor the quality and effectiveness of provision
- The Trust will regularly review and refine its approach to ensure it remains effective, inclusive and sustainable

### **Safeguarding during remote learning**

Keeping pupils safe continues to be our top priority. All school staff have a continuing responsibility to promote the welfare of the children we teach and protect them from harm, (in the form of neglect or physical, emotional, or sexual abuse), and to support vulnerable children. This policy details changes to our procedures and practices on account of the temporary school closure and the need for ongoing Learning at Home.

In this context of remote learning, in the context of remote education or partial school closure, we are particularly mindful of the need to follow strict protocols for online teaching from home, to ensure pupil and staff safety.

#### **Staff training**

Staff are expected to read this policy, our Safeguarding Policy and the Staff Code of Conduct before teaching remotely. They must sign to say they have understood the requirements stated in this policy and agree to adhere to them.

Teachers must learn how to use Microsoft Teams (training can be provided if requested) and be aware of the potential safeguarding issues in remote learning, including the need to check the suitability of any online source that they recommend to the pupils.

Teachers must be aware of the reporting route should they have a safeguarding concern about any child or member of staff.

#### **Pupil Attendance**

It should be made clear to parents that children are expected to attend live lessons if and when they are timetabled; however, where this is not possible, the session will be recorded for their child to watch at another time.

The school will follow up on any child who does not attend or regularly complete work set online.

#### **Online safety**

During the current situation, student screen time will inevitably be increased significantly, both for home learning and personal use. The school is committed to keeping children safe online and to ensuring positive online interaction between teachers, parents and pupils. Some work should also be set which is not computer-based, to allow pupils learning time away from screens.

Pupils will be given guidance in line with the DfE guidance on 'Teaching about online safety', January 2023.

Pupils will be taught:

- Appropriate online behaviour
- How to evaluate what they see online

- How to identify online risks
- How to recognise techniques used for persuasion
- How and when to seek support

Pupils or parents of Infant pupils are required to sign an Online Learning Agreement (see Appendix 1). By signing, they agree to maintain positive habits of learning, communicate respectfully with teachers and other pupils online, behave properly, as they would in school, and act responsibly online to ensure their own safety and that of others.

Parents should be aware of:

- The importance of remaining in control of electronic devices at home and remaining in earshot when children are in contact with teachers.
- What their children are being asked to do online during this period of remote learning.
- The sites that the children will be asked to access.
- Filters that might be appropriate on home computers if online lessons are to be effective.
- Who their child is going to be interacting with online.
- How to report concerns to the school.

### **Where to seek support to help them to keep children safe online**

The following websites offer support to parents and carers regarding e-safety:

- Internet matters <https://www.internetmatters.org>
- Common sense media <https://www.common sense media.org>
- Net-aware <https://www.net-aware.org.uk>
- Thinkuknow <https://www.thinkuknow.co.uk>
- Parent Info <https://parentinfo.org>
- UK Safer Internet Centre <https://www.saferinternet.org.uk>
- Childline - for support
- UK Safer Internet Centre - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse

Staff should be aware of the UK Safer Internet Centre's professional online safety helpline, which provides support with any online safety issues which they may face:

<https://www.saferinternet.org.uk/helpline/professional>.

Staff can also signpost children to the above sites for further support.

### **SEND pupils**

We are aware that SEND children are particularly vulnerable and need added support during this period of school closure, both in terms of staying safe online and accessing education successfully. The SENCo will provide particular guidance for these pupils.

## **Mental health**

Teachers are aware that partial school closure and distance learning can affect the mental health of pupils and their parents. Teachers should take this into account in setting expectations of pupils' work when they are at home and raise concern if they suspect, from a child's behaviour or emotional state during online lessons, that there may be underlying mental health issues.

## **Monitoring**

Senior Leaders will check to ensure that lessons are taking place at the appropriate times and will 'drop in' to monitor online lessons, as they would in school, providing feedback to teachers to continually improve learning, through work reviews and engagement data. Leaders will ensure that remote education expectations are manageable and support staff wellbeing.

## **Roles and Responsibilities**

### **1. Teachers**

Teachers will ensure that pupils receive acknowledgement and praise for their efforts at a time when they are working independently. They will ensure that they correct misconceptions and continue to improve their work, make progress and develop their thinking. Teachers will liaise with the support staff they work with and direct them as required to support groups of children or individual children.

In the event of a class/year group isolation or whole school lockdown, teachers are responsible for:

- Upskilling pupils in their class on Microsoft Teams and reinforce e-safety messages during lessons and when setting homework that requires access to the Internet.
- Providing a weekly online timetable and a schedule for each day
- Remote learning will be aligned to the in-school curriculum sequence
- Class teachers will provide learning in line with the expectations set out in the tiered remote learning model; they should include one English (either Writing or Spelling); one Maths; and one other Curriculum subject - ensuring these include clear links to explicit teaching videos such as National Oak Academy, BBC Bitesize, NCETM or similar.
- Instructions should contain enough detail for the pupil to be relatively independent (age dependent) but should not rely on use of a computer or device as it is acknowledged that this may be needed by siblings and/or parent(s) working from home. Teachers should not assume that a home has access to a printer to print anything;
- Providing individual support feedback when required during the week in addition to general feedback, guidance and praise and acknowledgment of work received through online platforms such as Class dojo and Microsoft teams platform
- Effective use of online quizzes / online portal for uploads / formative assessment online tools to monitor and track pupil progress
- Monitoring any comment or chat facility carefully and deal with any incidents of unacceptable behaviour on Microsoft Teams. Staff should be alert to possible peer-

on-peer abuse. This could occur during online collaborative work in Microsoft Teams or during a 'live' lesson. Teachers must control these sessions and report concerns. No additional unsupervised online collaborative work should be encouraged.

- Keeping in touch with pupils and parents via Microsoft Teams and the class email address. Weekly phone calls to all students will take place unless live face to face contact has been made with a child via Microsoft Teams.
- Attending virtual meetings with families where necessary – Inclusion Lead and SENCO will support teachers with this should this be necessary.
- Ensuring all learning is proof-read and checked before being published on Microsoft Teams and check thoroughly any pictures or video-clips that we want to share with pupils.
- Checking what is visible on screen to the pupil so that nothing inappropriately personal is visible (e.g. personal item, painting, poster) and when sharing a screen during a recording or live lesson that no inappropriate tabs are left open on a web browser.
- Contacting subject leaders for support in any area of the curriculum if required.
- Recording who logs in and completes work daily. Children not participating in work and who are uncontactable by the teacher must be reported to the school's Family Liaison Officer.
- Reporting immediately any concerns about online safety of pupils to the DSL or one of the deputies. Any such concerns should be dealt with as per our Safeguarding Policy and, where appropriate, referrals should still be made to Children's Social Care and as required by the police.
- Conducting 'live' sessions with children to enhance engagement and offer pastoral support when directed by Senior Leaders

When conducting a 'live' lesson teachers must:

- Only make the meeting link available to students in their class Team.
- Only admit children who have permission to do so from the Pupil Online Learning Agreement (Teachers will be updated by the Office of children who do not have permission in place)
- Ensure meeting settings have children muted and cameras turned off at the start of the meeting.
- Set appropriate boundaries and behavioural expectations and explain these expectations to the children at the start of each lesson.
- Never conduct a live session with only one pupil
- End a live 'meeting' if only one pupil remains online.
- Conduct lessons in a quiet space, preferably against a neutral background, ensuring that friends and family are never visible during a lesson.
- Conduct lessons within the times identified in the Online learning timetable, within the normal school day.

Responding as appropriate to parents:

- No regular contact with parents is expected;
- The home learning package that is offered at Connected Learning invites parents to email every fortnight something that their child/ren are proud of;
- Teachers should never use a personal device that shares their personal contact details (e.g. phone number or private email address);

- Parents who send a pupil's work and/or photographs/videos should receive an acknowledgement and praise from a teacher or other school staff. This will not aim to replicate feedback on strengths and development in learning that parents might expect when the school is open and working normally.
- Parents should note that the government does not expect them to perform as teachers nor expect a school's lockdown offer of remote learning activities to be 'education as normal but from home'. While it is ideal for children to remain engaged with their learning and particularly rewarding if they can share this with a parent(s)/carer(s), it is recognised that families are all coping in different ways with different challenges and there is therefore no expectation that work will be completed and certainly not to the standard that teachers would normally expect in class;
- If a teacher receives an email from a parent with regards to a query or concern, then that email is sent to the SLT. Teachers may be asked to provide a response or comment on a response to a parental query after it has been discussed with a member of the SLT. On most occasions a member of the SLT will respond directly to the parent.

If teachers are unavailable for work these responsibilities may be covered by another member of staff but 'live' sessions may not take place.

## **2. Phase Leaders**

- Overseeing the virtual teaching and learning across the year group
- Ensuring all members of the team contribute equally to planning and preparation of remote learning
- Support teachers in their year groups with teaching and learning issues where necessary
- Engage with parents should enquires of concern be raised

## **3. Support Staff**

- TAs will support planning and feedback with link classes guided by class teacher
- HLTAs could be asked to cover a virtual class in the absence of the class teacher
- TAs will support teachers wherever possible in preparing work or resources to be sent home

## **4. Senior Leaders**

Senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Maintaining a digital register and ensuring all families have access to online learning, especially vulnerable pupils and those with EAL who may find accessing the learning challenging.
- Ensuring the quality of remote learning reflects the high-quality provision in the classroom
- Monitoring the effectiveness of remote learning by taking regular feedback from staff, pupils and parents/carers

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations. Teams password and logins – invite by waiting room only and set up a recurring meeting so that this minimises log in challenges.
- Senior Leaders to make clear to parents/carers aware of expectations when they are taking part in a 'live' session and that all live sessions will be recorded and uploaded so that those who missed the session can catch up.

## 5. Inclusion Manager/SENCo

The Inclusion Team is responsible for:

- Monitoring the provision of online learning for SEND and vulnerable pupils across the school
- Ensuring all SEND and vulnerable pupils have access to learning materials (digital access and other 'hard' resources where necessary e.g. appropriate reading books, text books)
- Ensuring differentiation of materials for pupils who are working well below age related expectations are appropriate for all learners
- Overseeing the safeguarding of pupils in line with safeguarding / child protection policy

## 6. ICT Leads

IT staff are responsible for:

- Setting up and overseeing pupil and class log in details and codes for Microsoft Teams
- Helping staff and parents/carers with technical issues with setting up and using the remote learning platforms
- Reviewing the security of systems and flagging any data protection breaches to the Data Protection Officer (SBM/HT/DHT)
- Assisting pupils and parents/carers with accessing the internet or devices including loaning technology where necessary
- To provide a dongle for staff who have no internet access at home.

## 7. Pupils

Pupils will be expected to:

- Use Microsoft Teams appropriately to complete home learning, interact with the teacher and with their peers
- **Follow the agreed guidelines and protocol as outlined in Online Learning Agreement**

## 8. Parents

Parents will be expected to:

- Support their child with home learning to the best of their ability
- Be aware of and monitor their child's behaviour in Microsoft Teams
- Raise any concerns or issues to school staff in an appropriate and acceptable manner

## **GDPR / Data protection**

Under GDPR all online content from a pupil is personal data and subject to the provisions under the 2018 Data Protection Act. 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. The names, email addresses and phone numbers of parents and students are personal data; therefore, only relevant people should have access, and the information should only be kept for as long as it is required.
- Not storing student data on home devices
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends

## **Links with other policies**

This policy is linked to our:

- Behaviour policy
- Safeguarding / Child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy
- Social Media policy

# **Appendix 1 - Pupil Online Learning Agreement**

We are aiming to keep access to learning and teaching open through a difficult time and staff are working hard to provide lessons via online systems.

As we embrace a new way of working, we are asking all KS2 pupils and parents of KS1 pupils to sign an Online Learning Agreement. This agreement is stated below. It states how we expect pupils to behave when they are learning online as part of our Learning at Home curriculum. You will be sent a Form with the Online Learning Agreement restated; you will be asked to reply to that form to confirm that you have read the Agreement and agree to abide by it.

The points listed below should be followed at all times and can be summarised as follows:

*Treat yourself and others with respect at all times; treat people in the same way when you are online as you would face to face.*

### **Specifically, I agree that:**

1. I will treat myself and others with respect at all times; when I am online or using a device, I will treat everyone as if I were talking to them face to face in a classroom.
2. I will not type into the chat or use symbols unless directed by a teacher. The messages I send, or information I upload, will always be polite and sensible.

3. I will not upload, post, share or forward material that could be considered offensive, harmful or illegal, and if I see others doing this, I will report it to my teacher.
4. I will choose a sensible place to work with a neutral background so that what people see online is appropriate.
5. I will dress appropriately for online lessons.
6. I understand that my online lessons will be monitored by senior leaders from the School.
7. I understand that all 'live' lessons will be recorded for safeguarding purposes and for children who are not able to attend to watch back at another time.
8. I will make sure that I have all the tools I need in advance, so that I do not have to leave my desk and interrupt the flow of my learning
9. I will make sure I am not disturbed or distracted during the lesson, including by other family members.
10. I will complete exercises as directed by my teacher and upload completed work to meet the deadlines set by my teacher. I understand that work submitted late may not be marked.
11. I understand that Microsoft Teams is limited to me, the staff and my fellow pupils. I will not invite any guests from outside the School. I will not under any circumstances provide my login details to anyone else
12. I will not take secret photos, recordings or videos of teachers or other students from online sessions I participate in.
13. I will only contact a member of staff via Microsoft Teams or the class email address

I do/do not consent to my child taking part in 'live' online lessons where their image may appear on another child's device and where the saved data will be saved outside of the school, but under Microsoft's data protection arrangements.

Parent: \_\_\_\_\_

Child: \_\_\_\_\_