



BRICKFIELDS

Multi Academy Trust

Kings Road Primary School



'Learners for Life'

Remote Learning Policy

Certified as reviewed and approved by the Local Governing Committee: Autumn 2025

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Aims

This remote learning policy for parents and staff aims to:

- Clarify when home learning needs to be provided
- 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

When does home learning need to be supplied?

- In the event of a school closure. - Home learning will be supplied on the second day of closure. Day one will be used to prepare home learning plans and resources for the next day.
- If a child is unable to attend school due to unforeseen circumstances, e.g. temporarily rehoused and transport from new location is unavailable, parent hospitalised so child staying with relatives outside the area. - Home learning will be supplied on the second day of absence. Day one will be used to prepare home learning plans and resources.
- N.B. If children are unwell they are not expected to complete home learning. If parents choose to take their children on holiday in term-time, schoolwork will not be provided.

Roles and responsibilities

Teachers

When providing remote learning, teachers must be available between 8:30am and 3:30pm.

If teachers are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure. Teachers should contact the Head of School before 7am to report this and support staff should report to the Office Manager.

When providing remote learning, teachers are responsible for:

➤ Setting work for an individual child who is unable to attend school as per the policy:

- Five days on each home learning sheet shall be planned for. This will be emailed directly to the parent/carer by the admin team.

➤ Setting work in the event of a class unable to attend in the event of a school closure:

- The amount of work provided must reflect the lessons that were due to take place that day, according to the daily timetable. Approximately 3-5 hours of home learning must be provided a day. For example, a Grammar/Writing lesson, Maths lesson, Phonics/Spelling lesson, Reading and a lesson focussing on the wider curriculum. This will be set on the school's home learning proforma (see appendix two).
- All work must be set on the Home learning format (appendix two) and uploaded to Tapestry or Google classroom by 8:00am each day.
- New learning will be avoided unless accompanied by a video of modelled teaching. There are lots available on the internet that can be referenced; e.g. White Rose, BBC, Oak Academy, etc.
- When planning for you tube clips, teachers shall always use 'safeyoutube.net'.
- Practise, recap, revision and application of prior learning shall be the main focus of home learning to ensure that the child is able to access the tasks with little or no adult support.
- The wider curriculum shall provide broad and balanced opportunities, e.g. art, PE, foundation subjects, etc.
- The home learning and accompanying worksheets must be emailed to the Head of School by 12 noon the day before it is due to be posted or Friday if due to be published on a Monday.
- The home learning for each day needs to be accessible by children and parents by 8am. If work is clearly dated it can be published earlier than this.
- All home learning will be displayed on the school website under the school's Home Learning tab.
- For Years 1-6 the home learning instructions (appendix one) shall also be posted on Google Classroom with the expectation that the child uploads at least one piece of

work here. EYFS pupils shall be expected to post at least one piece of work on Tapestry.

- If there are children who cannot access the home learning remotely, the teacher setting the home learning is responsible for informing the office staff and providing them with the paperwork, so they can email or print off the work and safely deliver it to the children to complete.

➤ Providing feedback on work

- The class teacher or LSA will provide children with feedback, providing it has been completed on Google Classroom or Tapestry (EYFS). Feedback must be given on at least one piece of the children's work a day.
- If children do not have access to the home learning, feedback will be given in a teacher/LSA –home phone call once a week.
- Children's errors or misconceptions shall only be highlighted in the marking if they can be addressed independently by the child.

➤ Keeping in touch with pupils who aren't in school and their parents:

- Children will receive a weekly phone call from their teacher or LSA so their work can be discussed.
- Staff will use the prefix 141 before dialling in order to keep their personal telephone numbers confidential.
- A list of children's names, parents/carer names and contact details will be provided securely by the office in an event of a school closure 5 days or more.
- Staff are not expected to make phone class to parents or provide feedback beyond their usual working school day pattern.
- Staff shall complete a call log (appendix 3) and email this weekly to the Head of School.
- If any complaints or safeguarding concerns are received while working at home these must be reported immediately to the Head of School or Designated Safeguarding Lead. Please see the safeguarding section below.
- If you are concerned that a child is not engaging with their home learning, we will encourage this with a phone call home to speak to the parents and maybe the child. Home learning is not mandatory for children to complete but attendance at school is

mandatory so if the child is well and it is within school hours we do expect children to be engaging with their learning.

➤ Recording lessons or attending virtual meetings with staff, parents and pupils

- If members of staff are recording videos or holding online meetings with parents, they must ensure these are being held in a suitable environment without interruption.
- If members of staff are recording videos or holding online meetings with parents, the members of staff dress code is expected to match that while working in school.
- Ensure you have all resources to hand.
- Consider using phrases such as 'pause me now and have a go yourselves', 'once you've had a go, press play again', 'replay the last few minutes if you are unsure'.
- Videos can be uploaded (see appendix five)

Teaching assistants

When assisting with remote learning, teaching assistants must be available for their usual school day working pattern.

If LSAs are unable to work for any reason during this time, for example due to sickness, they should report this to the school office or Head of School before 7am.

When assisting with remote learning, teaching assistants are responsible for:

- Liaising with their class teacher and completing tasks delegated to them such as marking Google classroom/Tapestry and/or making calls home.

If LSA's were expected to take part in recorded teaching videos or online meetings with parents they must make sure:

- These are being held in a suitable environment without interruption.
- The School dress code is being adhered to
- Teaching videos are not streamed live

Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Alerting teachers to resources they can use to teach their subject remotely

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school and providing support to colleagues.
- Head of School will check the standard of home learning provision.
- Monitoring the effectiveness of remote learning – senior leaders will collect feedback from staff, parents and children to review the effectiveness and impact of the school learning provision. Changes will be made where needed.
- The Head of School will monitor the security of remote learning systems, including data protection and safeguarding considerations

Designated Safeguarding Lead

The DSL is responsible for:

- identifying vulnerable children, children on the edge of social care support, or who would normally receive pastoral-type support in school.
- Inform the social worker, of any family receiving this support, who are in isolation.
- a robust communication plan is in place for that child or young person if they are in self-isolation
- Details of communication during isolation is recorded
- working closely with all stakeholders to maximise the effectiveness of any communication plan.
- Reviewing plans regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.
- Sharing any safeguarding messages on its website and social media pages.
- Ensure phone calls are taking place by the class teacher and parent liaison officer and any safeguarding concerns and concerns regarding mental health are reported.

SENCo

The SENCo is responsible for:

- Maintaining contact with families isolating where the child has an EHCP or receives IPRA funding
- Helping staff and parents with any anxiety/mental health issues they're experiencing
- Continuing to undertake any Annual Reviews due to be completed
- Assisting staff with any queries regarding pupils on the SEND register

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable at some point during the school day
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

Trustees

The trustees are 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 remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Data Protection

Accessing personal data

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

- Access data securely using the Google Drive, Tapestry or password encrypted memory sticks

- Use school devices rather than personal devices

Processing personal data

Staff members may need to collect and/or share personal data such as, email addresses, as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

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
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

Safeguarding

Where staff have a concern about a child or about an adult working with children in the school, they should continue to follow the process outlined in the school Safeguarding Policy; this includes making a report CPOMS

Staff are reminded of the need to report any concern immediately and without delay to the Head of School who is the Designated Safeguarding Lead.

Concerns around the Head of School should be directed to the CEO; Hayley O'Dea or the Chair of Trustees; Sarah Threadgold.

Monitoring arrangements

SLT will review the home learning set.

This policy will be reviewed every two years.

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
- Code of Conduct

As the lockdown continues and in order to enhance the Home Learning tasks we have created an online Google Classroom for each year group and invited your child to their year group.

What is Google Classroom?



Google Classroom is a collaboration tool for teachers and pupils. We will be using Google Classroom to complete some of the Home Learning tasks set by the teachers. Your child has their own username and password - they can access Google Classroom via the internet on any device.

Google classroom allows children to submit their work either by completing it online or by uploading a picture if they have used their exercise book. The teachers can then see the work and give feedback. Also, the children and teacher can chat within the Google classroom; asking questions sharing ideas, thoughts and progress.

Accessing Google Classroom

- Type into a browser: **google classroom** or download the app.
- This should then ask you to log in with your child's e-mail address.
This is typically your child's name eg fbloggs@kingsroad-pri.essex.sch.uk
- You will then be asked to type in your child's password.
- This will take your child to the Class / Year group linked with this E-mail address.

Once you are into the class there are different sections to be accessed.

- If you click on the 3 lines at the top left corner, you will see '**To do**'.
Click on this and it will show you the work that has been assigned to the class.

- You can also click on the class icon and there will be other resources available, which have been put there by the teachers. These are extra resources to support the learning.

Student View

These videos both demonstrate basic introductions to the Student's View of Google Classroom.

<https://safeYouTube.net/w/0tC6>

<https://safeYouTube.net/w/utC6>

To complete work children need to click view assignment.

 **Wednesday 1st April** No due date

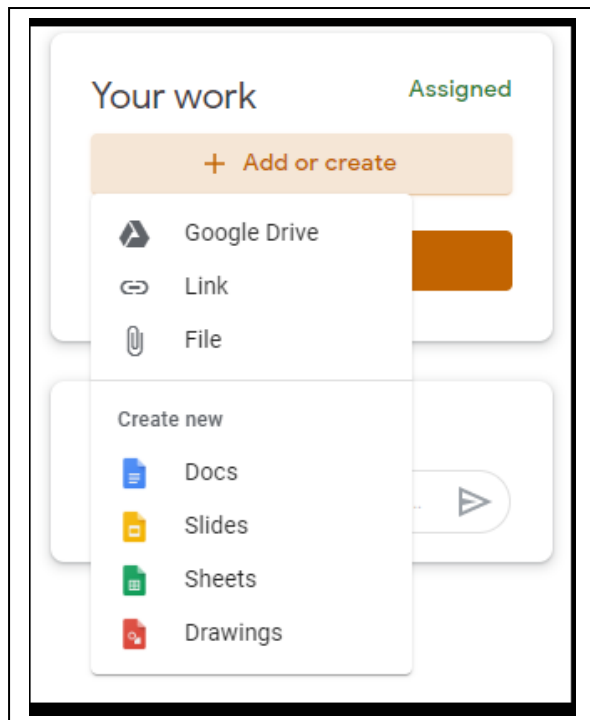
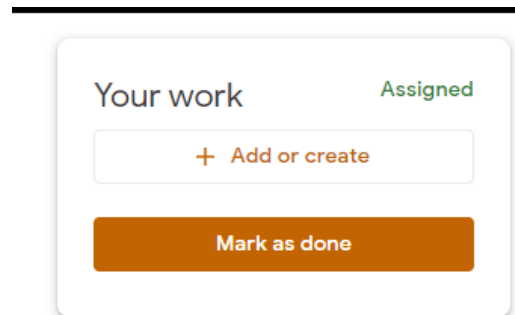
Posted Apr 1 (Edited Apr 1) Assigned

 **Harry Potter Extract 3....**
PDF

 **Wednesday 1st April - ...**
PDF

[View assignment](#)

They have a choice of ways to upload their work:



The easiest two options are to either type their work/answers on Google Docs or take a photo of their work and attach as a file.

Then they have to click 'turn in' and it gets sent to the teachers who will then provide feedback.



Kings Road Primary School

Class	Teacher	Date:
Spelling		
WALT		
Reading		
WALT		
Grammar or writing		
WALT		
Maths		
WALT		
The wider curriculum		
WALT		

Appendix Three

[illegible]

Code: LM – left message, ✓ spoke & all ok, R – referred to SLT or DSL

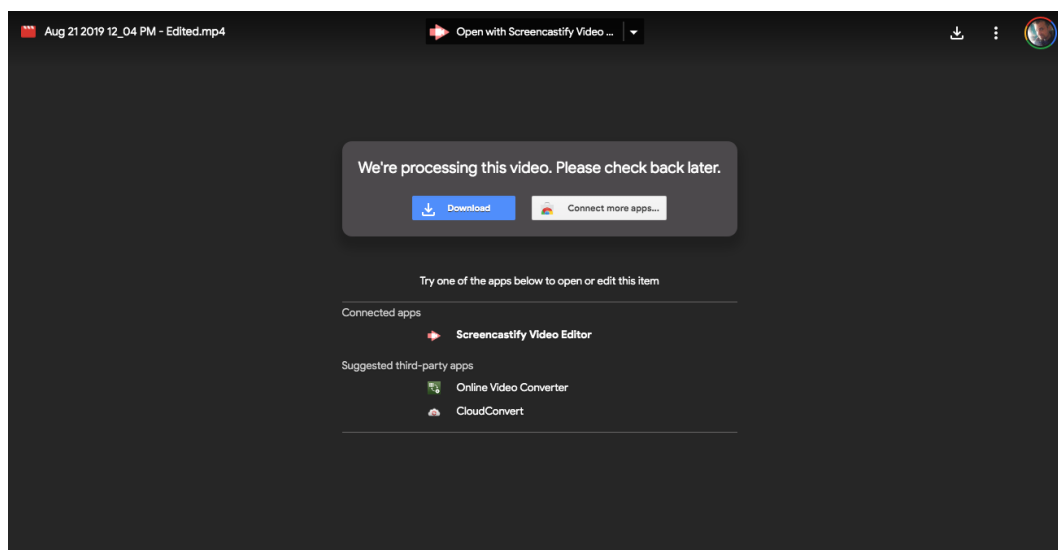
Appendix Five

Uploading Videos:

- Videos can be uploaded in the same way you would upload the other documents:
 - Classwork
 - + Create tab
 - Assignment
 - Give it a title
 - Write instructions (if applicable)
 - Click on the paperclip 'Add' tab
 - Click on the paperclip 'File' tab
 - Select 'Browse'
 - Select the video file from wherever you have saved it and click open
 - Once you have added in the dates for it to be used, click 'Assign'

The following was a response to an issue that had occurred when uploading a video file onto Google Classroom:

When you add a video from your hard drive to a post in the stream, Classroom puts the file into Google Drive. It takes Google Drive a little time to process the video file. You may see a message like this:



It may take a few minutes depending on the file size but eventually, you and students can view the video in Drive. In the meantime, you and students can download the video file to watch it using the blue Download button or the download arrow in the upper right corner of the screen.