Mill Hill Primary School



Remote Learning Policy

# Adoption: September 2025 Next Review: September 2025

In the event of a school closure, the school is committed to providing continuity of education to its learners and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation where the school is closed for an extended period of time, but a high proportion of learners and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term learner absence.

Remote learning may also be appropriate in situations when learners, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. Another relevant instance would be if, following an infectious disease outbreak, learners are self-isolating at home but are not suffering with relevant symptoms.

In these circumstances, remote learning is compulsory.

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 learning.

# Access to Remote Learning

The school recognises that many families may not have home printers or access to the appropriate technology and will therefore not require households to rely on printing materials and will, in some circumstances, provide appropriate devices to those who have notified the school that they would require this provison. A laptop agreement would need to be signed – copies will be held by school and by the parent/carer. Only laptops provided by the Department for Education (DfE) will be provided; this is on a loan basis only.

# Roles and Responsibilities

Assuming an absence has been agreed with the school, and the learner in question is healthy enough to work from home, the class teacher will provide work for pupils who are unable to attend in person. If this occurs for an individual, the collation of work and communication with the parent/carer will be coordinated by the teacher and can be accessed through the school’s website.

* Teachers’ Responsibilities

In the event of an extended school closure, teachers will provide continuity of education in the following ways:

1. Setting of work that pupils are expected to complete and, where possible, can be submitted electronically via Showbie. Additionally, children will be required, at times, to complete work within their workbooks that have been provided by the school.
2. Assessing children’s work and providing feedback using Showbie. This may include distanced marking (ticking work) or providing typed feedback using the features on

the system. Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others.

1. Carrying out wellbeing ‘check in’ phone calls, where appropriate. *Reference the*

*school’s Communication Policy.*

When providing remote learning, teachers must be available between 9.00am – 3.25pm. They will provide learning for their own class or, where appropriate, year group. Teachers will liaise with their year group colleagues, including Teaching Assistants, to coordinate remote learning provision for their children. The learning provided will be based on the school’s timetable.

Each day, learning tasks will be uploaded and will be available at 9am to ensure that individuals/groups or classes of children, who are working off-site, have access to remote learning via the school’s website www.millhillprimaryschool.co.uk

* Teaching Assistants’ Responsibilities

When assisting with remote learning, teachers must be available during their normal working hours.

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

1. Supporting pupils with the work set by the school.
2. Assessing children’s work and providing feedback using Showbie. This may include distanced marking (ticking work) or providing typed feedback using the features on the system.
3. Carrying out wellbeing ‘check in’ phone calls for key children assigned to them.

*Reference the school’s Communication Policy.*

* Subject Leaders’ Responsibilities

Subject leaders will:

1. Consider whether any aspects of the subject curriculum need to change to accommodate remote learning
2. Work with teachers who are teaching their subject remotely to make sure all work set is appropriate and consistent
3. Work with other subject leads, and senior leaders, to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
4. Monitor the remote work set by teachers in their subject
5. Alert teachers to resources they can use to teach their subject remotely
* Parents’ and Pupils’ Responsibilities

Whilst subject to remote learning arrangements, pupils must be contactable throughout the school day; however, it is not expected that pupils remain at their devices for the duration of the time(s) stated in the timetable.

Pupils must complete the allocated learning provided to them whilst not in physical attendance at school.

Pupils should seek help and support from their teacher or teaching assistant via the Showbie platform using the chat functions.

Parents must inform the school, as usual, if their child is unable to take part in the learning provided for them due to ill health, for example.

If communicating with school staff in anyway, it is expected that parents and pupils are respectful at all times.

* Governing Body’s Responsibilities

Governors at Ryhope Junior School are responsible for:

1. Monitoring the school’s approach to providing remote learning to ensure education

remains as high quality as possible.

1. Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

# Special Educational Needs and/or Disabilities (SEND)

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

* + Providing differentiated and personalised learning
	+ Providing access to online games, interactive tools and video tutorials, for example, through White Rose Maths Hub (WRMH)
	+ Making more regular contact with you to further support and meet the needs of your child/ren
	+ SENDCo will signpost teachers, families and/or children to appropriate resources and tasks

# Safeguarding

## To be read in conjunction with Child Protection Policy and Peer on Peer/Child on Child Abuse Policies and any other appropriate addendums.

Designated Safeguarding Leads within school are:

* Mrs L Errington (Headteacher and DSL)
* Mr P Hair (Deputy Headteacher and DDSL)
* Miss J Gibson (Assistant Headteacher, SENDCO and DDSL)

If the school reverts to remote learning, they will continue to be our Designated Safeguarding Leads/Deputies due to their level of training and skill. However, due to these unprecedented circumstances they may not physically be on our school site every day. In this case staff will liaise directly with the Designated Safeguarding Leads/Deputies if any incidents of a child protection nature occur. Whilst staff and/or pupils work remotely, any issues of a safeguarding nature must be reported directly to the above person(s).

# Staff Attendance (including scheduled meetings and/or CPD)

If a member of staff is 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.

Staff will continue to attend virtual meetings and CPD providing they are well enough to do so. As per usual school practice, appropriate dress codes must be adhered to and an appropriate location within the home should be used to avoid inappropriate background disturbance. Using Microsoft Teams, the ‘blank feature’ can be used.

# Data Protection

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

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

Those working remotely 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