



## CAVERSHAM PARK PRIMARY SCHOOL

### Remote Learning Policy

This remote learning policy was originally produced for staff and parents / carers during the COVID-19 pandemic, so as to ensure access to remote learning in the event of a partial school closure, a class "bubble" closure (when applicable) or for a child who is having to self-isolate.

However, the temporary provisions in the Coronavirus Act 2020 expired on 24 March 2022. As a result, the Remote Education (England) Temporary Continuity (No.2) direction no longer has effect.

*"The priority should always be for schools to deliver high-quality face-to-face education to all pupils. Remote education should only ever be considered as a short-term measure and as a last resort where in person attendance is not possible."* (DFE March 2022)

Current Government guidance has removed the need for class or school closures and the need for individuals to self-isolate. However, advice is for individuals to stay at home and avoid contact with other people. As with any other illness, the focus for the children and their parents / carers during these short periods of absence, is for the child to get better, so that they can return to school as soon as possible. During these periods of absence, teachers are not expected to set or the children expected to complete any remote learning.

If, however, children are absent for longer periods of time for medical reasons that mean the child is unable to attend school e.g. following medical advice to self-isolate before undergoing a medical procedure or recovering from a medical procedure or longer-term illness, then in consultation with their parents / carers, teachers will set remote learning.

As outlined in DFE guidance (March 2022) *"Schools should 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 school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government*
- *occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, for example pupils with an infectious illness*

*In these circumstances, pupils should have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning."*

At Caversham Park Primary School, we recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

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### **1. Aims**

This remote learning policy aims to:

- Minimise the disruption to the education of children and the delivery of the curriculum.
- Ensure consistency in the approach to remote learning for children who aren't in school.
- Set out expectations for all members of the school community with regard to remote learning.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent / carer, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain healthy and supported during periods of remote learning.

### **2. Roles and Responsibilities**

#### **2.1 The Governing Body**

The governing body is responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school follows the Local Authority Rainbow Plan, where required.
- Discussing with the Headteacher the effectiveness of the school's remote learning arrangements.

#### **2.2 The Headteacher**

The headteacher is responsible for:

- Ensuring that staff, parents / carers and pupils adhere to the relevant policies associated with remote learning at all times.

- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning including the 4Cs as outlined in *Keeping Children Safe in Education (DfE 2024)*
- Ensuring that the school has effective filtering and monitoring systems in place and that their effectiveness is regularly reviewed
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.
- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the school business manager.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.
- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used by school staff for remote learning is resilient and can efficiently recover lost data.

### **2.3 The Designated Safeguarding Lead (Headteacher)**

The Designated Safeguarding Lead is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the School Business Manager, Computing Subject Leader and the external ICT support company to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.

- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working. Ensuring all safeguarding incidents are adequately recorded and reported.

#### **2.4 The Senior Leadership Team**

The Senior Leadership Team (Headteacher and Deputy Headteacher) is responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning

#### **2.5 The Special Educational Needs and Disability Co-ordinator**

The Special Educational Needs and Disability Co-ordinator (SENDCo) is responsible for:

- Where necessary, liaising with the School Business Manager, Computing Subject Leader and the external ICT support company to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and provision plans.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

#### **2.6 The School Business Manager**

The School Business Manager (SBM) is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

#### **2.7 The Computing Subject Leader**

The Computing Subject Leader with the support of the external ICT support company is responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required.
- Where necessary, working with the SENDCo to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

## 2.8 Teachers

When providing remote learning, teachers will be available for queries with regards remote learning from other members of staff, children and parents / carers at least during the hours of a working day.

Teachers are responsible for:

- Planning and setting remote learning using Microsoft Teams for those children in their class, who are not eligible to attend school in the event of partial school opening or an individual or whole class "bubble" not being able to attend for self-isolation or shielding reasons.
- Delivering a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, so that the children can progress through the school's curriculum.
- Ensuring that the remote learning lessons reflect the strong curriculum offer that is in place for children in school.
- Providing each school day for the identified children, lessons in English, mathematics and another subject: with explicit dates and times when tasks need to be completed and uploaded onto Teams by the children and / or their parents / carers.
- Providing 3 hours remote learning and study time for key stage one children each school day and providing 4 hours remote learning and study time for key stage two children each day. There is no time stipulation for EYFS: however, the EYFS teacher is responsible for ensuring that lessons and learning are available for the children each school day.
- Ensuring that these lessons are meaningful and ambitious and that there is an appropriate range of subjects on offer.
- Ensuring that the necessary scaffolds are in place to ensure that each lesson meets the learning needs of all of the children accessing the remote learning.
- Ensuring that lesson content is safe and secure and not using online resources that are blocked by the school network filters.
- Delivering remote education across the school week that will include pre-recorded (not live) teaching time and time for the children to complete tasks and assignments independently: as appropriate to the age and needs of the individual children.
- Ensuring that these lessons are ready and uploaded onto Microsoft Teams at the start of the school day.
- Ensuring that deadlines set for assignments to be handed in by the children are realistic and take into consideration that parents / carers support for remote learning might take place in an evening or the weekend, due to personal commitments.
- Ensuring that devices are always password secured when left unattended, even for short periods of time.
- Checking daily whether the children are engaging with their work and with the support of the Headteacher, working with families to rapidly identify effective solutions where engagement is a concern.
- Providing feedback on completed tasks as appropriate using Teams to communicate this feedback.
- Monitoring the completion of remote learning tasks by the children who are considered vulnerable, including those with SEND, and supporting the Headteacher / DSL and

SENCo in working collaboratively with the families of these children, by putting in place reasonable adjustments as necessary, so that these children can successfully access remote education alongside their peers.

- Informing the Headteacher of any concerns that parents / carers might share about the remote learning tasks through a Microsoft Teams post, so that it can be addressed by the teacher and / or the Headteacher / SENCo.
- Immediately informing the Headteacher / DSL of any safeguarding concerns that they might have about a child who is remotely learning at home.
- Adhering to the online safety procedures found in section 6 of this policy.

## **2.9 Classroom Support Staff**

In the event of a partial school opening, classroom support staff are to be deployed under the direction of the class teacher to assist with the delivery of face-to-face teaching in the classroom. Although, with the full understanding of the teacher and the classroom support staff member, that they may need to be redeployed by the Headteacher, due to staff absence or class cover.

## **2.10 Subject Leaders**

Subject leaders are responsible for:

- Considering whether any aspects of their curriculum subject/s need to change to accommodate remote learning and informing the teachers as necessary / relevant.
- Alerting teachers to resources they can use to teach their subject remotely.

## **2.11 Parents / Carers**

Parents / Carers are responsible for:

- Supporting their child(ren) to complete the learning activities set on time and to the best of their child's ability.
- Supporting their child to ensure that to the best of their ability they strive to complete 3 hours of remote learning and study time each school day, if they are in key stage one and 4 hours of remote learning and study time if they are in key stage 2: as stipulated by Government guidance.
- Being contactable by school staff during the school day, if necessary.
- Reporting any technical issues to their child's / children's teacher/s as soon as possible.
- Ensuring they have access to remote learning materials and notifying school staff if they do not have access.
- Seeking help, if they need it, from the class teacher/s by either posing a message on Microsoft Teams, sending an email to the class teacher/s ([admin@cavershampark.reading.sch.uk](mailto:admin@cavershampark.reading.sch.uk)) or telephoning the school on 0118 937 5433.
- Alerting their class teacher/s if they are not able to complete the learning activity set, due to sickness, or other reasons, by posting a message on Microsoft Teams, sending an email to the class teacher/s ([admin@cavershampark.reading.sch.uk](mailto:admin@cavershampark.reading.sch.uk)) or telephoning the school on 0118 937 5433.
- Being respectful when making concerns known to members of staff.

- Ensuring that any posts that are written on Teams are respectful to staff and other children and their families.
- Respecting the fact that all members of staff are entitled to a work-life balance and that replies to correspondence regarding remote learning, or any other issues, cannot be expected out of the hours of a working day. Neither can feedback on learning activities be expected to be given by teachers out of the working day.

## **2.11 Children**

Children are responsible for:

- Completing the learning activities to the deadlines set by their teacher and to a standard that is representative of the quality of activities they complete in class.
- Seeking help, if they need it, from the class teacher/s by either posing a message on Microsoft Teams
- Reporting any technical issues to their teacher/s as soon as possible.
- Notifying a responsible adult at home, if they are having difficulties completing the home learning activities they have been set.
- Being respectful when making concerns known to members of staff.
- Ensuring that any posts that are written on Teams are respectful to staff and other children and their families.
- Respecting the fact that all members of staff are entitled to a work-life balance and that replies to correspondence regarding remote learning, or any other issues, cannot be expected out of the hours of a working day. Neither can feedback on learning activities be expected to be given by teachers out of the working day.
- Using Teams for communication about remote learning only and not as a social platform.

## **3. Learning Materials**

The teachers will use a range of different teaching materials to support the remote learning through Microsoft Teams including:

- PowerPoint presentations
- Educational worksheets
- Educational websites
- Pre-recorded video or audio aspects of lessons
- DfE recommended resources and websites

Reasonable adjustments will be made to ensure that all pupils have access to the resources for effective remote learning.

## **4. Costs and Expenses**

- The school will not contribute to any household expense incurred while the children learn remotely, e.g. electricity etc.
- The school will not reimburse any costs for child care

- If a child is provided with school-owned equipment, the child and their parent / carer will sign and adhere to the loan agreement before taking possession of the equipment.

## **5. Online Safety**

This section of the policy will be enacted in conjunction with the school's eSafety Policy.

Where possible, all interactions will be textual and public.

All staff using pre-recorded video communication must:

- Communicate to groups - one-to-one videos are not permitted.
- Wear suitable clothing - this includes others in their household, if videos are pre-recorded at home.
- Be situated in a suitable "public" living area within their home with an appropriate background, if pre-recording videos at home.
- Not record, store or distribute video material without permission
- Always remain aware that they are visible.

The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work and allows to audio and visual material to be recorded or downloaded, where required.

During the period of remote learning, the school will maintain regular contact with parents / carers to:

- Reinforce the importance of children staying safe online.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents / carers to useful resources to help them keep their children safe online.

The school will not be responsible for providing access to the internet away from the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

## **6. Safeguarding**

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy and the Child Protection and Safeguarding Policy Addendum that is in place during periods of partial school opening.

The Headteacher / Designated Safeguarding Lead will identify "vulnerable" pupils prior to the period of remote learning.

The Headteacher / Designated Safeguarding Lead will arrange regular contact to be made with vulnerable pupils not in school.

All contact with vulnerable pupils not in school will be recorded by Headteacher / Designated Safeguarding Lead and the teachers on the school's recording system, CPOMs.

The Headteacher / Designated Safeguarding Lead, or in her absence the Deputy Headteacher / Deputy Designated Safeguarding Lead, will keep in contact with the social workers or other care workers of vulnerable pupils during the period of remote working.

The Headteacher / Designated Safeguarding Lead will communicate with the relevant members of staff, current or new safeguarding arrangements for any individual children / families using CPOMs.

All members of staff will report any safeguarding concerns to the Headteacher / Designated Safeguarding Lead, or in her absence the Deputy Headteacher / Deputy Designated Safeguarding Lead, following the usual school procedures.

Children and parents / carers will be encouraged to contact the Headteacher / Designated Safeguarding Lead, or in her absence the Deputy Headteacher / Deputy Designated Safeguarding Lead, if they wish to report safeguarding concerns: including cyber bullying.

## **7. Data Protection**

This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

Members of staff will be responsible for adhering to GDPR regulations when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote teaching and learning.

Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place, so that if data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

The school will not permit paper copies of contact detail to be taken off the school premises.

Any breach of confidentiality will be dealt with in accordance with the school's Disciplinary Policy and Procedure.

## **8. Health and Safety**

This section of the policy will be enacted in conjunction with the school's Health & Safety Policy.

When using electronic devices during remote learning, members of staff, parents / carer and the children are encouraged to take regular screen breaks.

## **9. Monitoring and Review**

This policy will be reviewed at least on an annual basis by the Headteacher.

Any changes to this policy will be communicated to all members of staff and all other stakeholders.

Policy Date: September 2025

Policy Review Date: September 2028