

SHAKESPEARE PRIMARY SCHOOL

Remote Learning Policy



To be reviewed: Annually

Governor Committee Responsibility Assigned To: Finance, General Purposes & Staffing

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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. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available during regular school 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 providing remote learning, teachers are responsible for:

- › Setting work:
 - For the children they would ordinarily be teaching in school.
 - The amount of work should remain as close as possible to the amount of work given on a regular school day.
 - The work should be set for the day and be live on the online system for the start of the school day.
 - Work should be differentiated to the ability of the child.
 - Work should be uploaded and assigned to individual pupils on ClassDojo. Teachers will request work back in one of five formats which can be sent back through the Dojo system:
 - Text – which can be completed on Dojo's built in text editor.
 - Video – Though teachers will consider that not all children will have access to a video enabled device and will consider the appropriateness of this when setting the work.
 - Photo - Though teachers will consider that not all children will have access to a video enabled device and will consider the appropriateness of this when setting the work.
 - Drawing – which can be completed on Dojo's built in drawing tool (either with a mouse or touch screen).
 - Worksheet – which can be edited and written on using Dojo's built in tool.

- Teachers will coordinate with other teachers including those still teaching in school to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.

➤ Providing feedback on work:

- When a completed piece of work is submitted the teacher has the option to either approve it or leave it editable for the pupil. When a piece of work is approved by the teacher it is considered finished.
- Each piece of work comes with an individual chat window, which will be used to provide direct feedback to the child (if needed) on either finished or unfinished pieces of work. Discussion in this window will always be on topic (about the piece of work only).
- This work chat dialogue can always be accessed by the child's parents (through Dojo's parental account, which is linked with the child's).
- When school is back in regular session, the need to share direct written feedback on pieces of work that have been completed will stop as these can be discussed further with the children in school.

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

- There is no obligation for parents/carers to make regular contact with school. However, teachers will make contact if set work is not completed by the deadlines set by teachers. Parents and carers can contact the teacher(s) through the ClassDojo messaging system, which is separate to the feedback system for work and cannot be accessed from a child's account. Parents and carers are also welcome to contact teachers via the school phone number or email.
- Teachers will be available to answer questions and provide contact with children and parents / carers within regular school hours. Please be aware that teachers are under no obligation to respond to messages received outside school hours.
- Complaints can be sent to the school via the Dojo messaging system from parents' accounts. For more information about the school complaints procedure please see the school complaints policy. Please see the section below for more information regarding safeguarding concerns.
- In managing behavioural issues that may arise in a remote learning situation, teachers may be at a natural disadvantage due to their distance from the child. Behavioural issues in a home learning situation are the responsibility of the parent / carer who is currently supervising the child. School will be happy to listen and provide advice and guidance to parents who feel they need greater support in this area. If work set is not completed, teachers will contact parents to offer assistance and support.

➤ Attending virtual meetings with staff, parents and pupils:

- It is expected that staff will be appropriately dressed when attending virtual meetings as detailed under the Personal Conduct section of the Staff Code of Conduct.
- It is expected that children and parents would be appropriately dressed when attending virtual meetings. Though there is no requirement for pupils to be dressed in school uniform when remote learning or attending virtual meetings with teachers.
- Parents and carers are reminded that during an online meeting they should ensure that:
 - Areas with background noise are avoided.
 - Nothing school may consider inappropriate is visible in the background.

In the case that a class becomes split between school and a remote learning situation the teacher is responsible for the provision of work for both children working in school and those working from home. Efforts will be made to ensure the provision in school mirrors the provision at home as closely as possible.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during school time.

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:

- Supporting pupils who are not in school with learning remotely:
 - Teaching Assistants may work with targeted groups as directed by the class teacher.
 - Teaching Assistants should provide support as directed by the teacher.
- Attending virtual meetings with teachers, parents and pupils:
 - Teaching Assistants will follow appropriate school dress code.
 - They will also ensure locations and background noise is appropriate for the meeting.

During a remote learning situation, it is also possible that Teaching Assistants will be working in school. They will be directing and assisting groups of children (such as the children of keyworkers) with their schoolwork, which is assigned by the class teacher.

2.3 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.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Working 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.
- Monitoring the remote work set by teachers in their subject. This could be by reviewing work, discussion with teachers and pupils or holding virtual meetings.
- Alerting teachers to resources they can use to teach their subject remotely.
- The school SENDCO will be responsible for monitoring the provision for children with additional learning needs and is available for contact should parents require any additional support in this area. For more information on special educational needs and disability please refer to the school's SEND policy.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning –such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.5 Designated safeguarding lead

The DSL is Steve Twist. In the event that Mr Twist is unavailable the backup DSLs Mrs Slater, Elliot Mather, Wendy Mather or Sam Mooney may also be contacted. The governor responsible for overseeing safeguarding is Colin Hirst.

The DSL is responsible for maintaining the standards set out in the school's safeguarding policy. Please see the school's safeguarding policy for more information about the role of the DSL and these standards.

2.6 IT staff

IT staff are responsible for:

- › Fixing issues with systems used to set and collect work.
- › Helping staff and parents with any technical issues they're experiencing.
- › Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.
- › Assisting pupils and parents with accessing the internet or devices.

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- › Be contactable during the school day – although consider they may not always be in front of a device the entire time.
- › Complete work to the deadlines 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.

2.8 Governing board

The governing board is 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.

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- › Issues in setting work – Either SENCO Michelle Dale or the relevant subject leader.
- › Issues with behaviour – Either the head of key stage Wendy Mather or Sam Mooney or Head Teacher Steve Twist.
- › Issues with IT –The IT Technician Lucas Molyneaux.
- › Issues with their own workload or wellbeing – Either the head of key stage Wendy Mather or Sam Mooney or Head Teacher Steve Twist.
- › Concerns about data protection – The Data Protection Officer Claire Gray.
- › Concerns about safeguarding – The DSL Steve Twist.

All of the above can be contacted through the school on the school telephone number 01253 872887 or email bursar@shakespeare.lancs.sch.uk.

4. Data protection

4.1 Accessing personal data

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

- › Personal data is kept online in the Class Dojo online system and accessed as needed.
- › Staff members can access the Class Dojo system through any internet connected device either using a web browser or connecting using the Class Dojo app.
- › Staff will take care only to access personal data on a system which is secure. They must ensure the system is then logged off or locked to prevent further access.
- › Secure learning data can be accessed only through the Class Dojo system and deleted if required.
- › If access is taking place in school staff are encouraged to use a school device for all remote learning needs.
- › If members of staff are not in school a range of devices may be used. Where possible, staff members should use only devices they can personally access and take reasonable steps (such as passwords and biometric locking) to ensure others cannot access devices connected to the Dojo system.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses or telephone numbers 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.

4.3 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).
- › Biometric data and code keys and patterns may also be used to keep devices secure.
- › 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 and Class Dojo apps up to date – always install the latest updates.

5. Safeguarding

Additional information about the School's safeguarding arrangements can be found in the School's safeguarding policy. If you have any concerns about safeguarding, please contact the DSL Laura Willan. In the event that Mrs Willan is unavailable Clare Wilson, Wendy Mather or Sam Mooney may also be contacted. The governor responsible for overseeing safeguarding is Colin Hirst.

6. Monitoring arrangements

This policy will be reviewed yearly by Richard Howarth Computing Coordinator. A review may also be considered in light of new approaches and technology used by the school to set guidance for their use. At every review, it will be approved by the Head Teacher and the governing body.

7. 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.
- Staff Code of Conduct

All of these policies can be viewed on the school website www.shakespeare.lancs.sch.uk.