



Phoenix Infant Academy

Together We Soar

Name of Policy	Remote Learning Policy
Scope of Policy	This policy applies to all pupils and members of staff at Phoenix Infant Academy
Approved by	Board of Trustees
Date of Approval	July 2025
Review period	3 Years
Review Date	July 2028

GROWING STRONGER TOGETHER



**THAMES LEARNING  
TRUST**

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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. Use of remote learning

All pupils should attend school, in line with our attendance policy.

We will 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 we decide that opening our school is either:
  - Not possible to do safely
  - Contradictory to guidance from local or central government
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because they have an infectious illness

## 3. Roles and responsibilities

### 3.1 Teachers

When providing remote learning, teachers must be available during the hours as per their regular timetable.

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 should:

- Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners
- Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely

They are also responsible for:

- Setting work:
  - For their Year Group and/or class as per the Year/Phase Lead's direction.
  - For another 'bubble', if required, as per SLT's direction.
  - For a minimum of 3 hours each day. This includes both recorded and live directed teaching and time pupils need to complete tasks independently.

- Ensuring work is uploaded at the time set by the Year/Phase Leads.
- Ensuring work is uploaded to their class' usual online platform (Class Dojo and/or Tapestry).
- Liaising effectively with colleagues to ensure consistency across the Year/subject and between pupils both in and out of school.
- Ensuring pupils with limited access to devices can still complete the work and setting alternatives if not.

➤ Providing feedback on work:

- Viewing work uploaded by pupils on a daily basis and/or ensuring a directed member of support staff views in their absence.
- Ensuring pupils receive daily feedback to any learning uploaded.

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

- As per Appendix 1.
- Responding to Class Dojo messages no later than 3pm each working day.
- Updating CPOMS if any concerns and/or complaints are raised by parents. (For any safeguarding concerns, please see safeguarding the section below).

➤ Attending virtual meetings with staff, parents and pupils:

- All virtual meetings will have at least 2 members of staff present.
- Ensuring staff dress code is as per the Staff Handbook.
- Locations are appropriate; this includes no background noise, nothing inappropriate visible in the background and no non-staff member present.

For those teachers working in school, it is the Year/Phase Lead's responsibility to set the staff rota and associated responsibilities. Some live sessions will be streamed to all pupils both in school and at home. The exact frequency of this and the related subject(s) are at the Year/Phase Lead's discretion, but it will take place at least once a day.

### 3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during the hours stated on their employment contract.

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 aren't in school with learning remotely:

- As per the Year/Phase Lead's rota or of their allocated EHCP pupil if a 1-1/LSA.
- Taking a daily register and following up with an absence as per Appendix 1.
- Viewing work uploaded by pupils on a daily basis as per their class teacher's / Year/Phase Lead's direction.
- Ensuring pupils receive adequate daily feedback to any learning uploaded as per their class teacher's / Year/Phase Lead's direction.
- Joining live remote sessions when required as per their class teacher's / Year/Phase Lead's direction.

➤ Attending virtual meetings with staff, parents and pupils:

- All virtual meetings have 2 members of staff present.
- Ensuring their dress code is as per the Staff Handbook.
- Locations are appropriate; this includes no background noise, nothing inappropriate visible in the background and no non-staff member present.

If teaching assistants are required to also be working in school, their tasks will be set by their class teacher / Year/Phase Lead and pre-lockdown expectations will remain.

### 3.3 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 such as through regular TEAMS meetings with teachers or by reviewing work set.
- Alerting teachers to resources they can use to teach their subject remotely.

### 3.4 Senior leaders

The Principal has overarching responsibility for the quality and delivery of remote education.

Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and confident in its use.

They should continue to overcome barriers to digital access where possible for pupils by, for example:

- Distributing school-owned laptops accompanied by a user agreement or contract (if possible)
- Securing appropriate internet connectivity solutions where possible
- Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern

They are also responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning such as through regular TEAMS 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.

### 3.5 Designated safeguarding lead (DSL)

The DSL is responsible for:

- Co-ordinating the remote learning approach across the school.
- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with IT support 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.
- 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.

### 3.6 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 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:

- Engage with the school and support their children's learning and to establish a routine that reflects the normal school day as far as reasonably possible
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

### **3.7 Board of Trustees**

The Board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains of as high a quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

## **4. Who to contact**

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

- Issues in setting work – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to the relevant head of phase or year
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to Allison Worley (Trust HR manager)
- Concerns about safeguarding – talk to the DSL

## **5. Data protection**

### **5.1 Accessing personal data**

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

- Use the secure server in the school's IT network.
- Use the school's laptop they are provided with.

### **5.2 Processing personal data**

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. The school will follow its data protection policy / privacy notice in terms of handling data, which can be found on The Thames Learning Trust's website.

However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

### **5.3 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)

- 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

## **6. Safeguarding**

Our safeguarding policy can be found on the school's website.

## **7. Monitoring arrangements**

This policy will be reviewed every three years by the Principal. At every review, it will be approved by the Board of Trustees.

## **8. 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