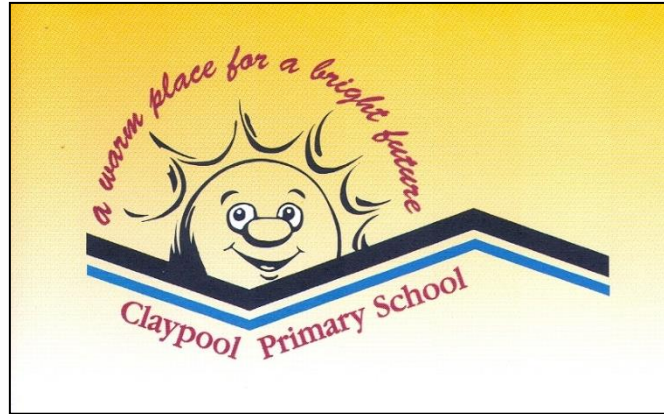




**At Claypool everyone is valued, inspired and nurtured
on their individual journey of success.**

Remote Learning Policy

(in the event of class closure)

Policy lead: A. Hulme

Last interim review by the Policy Lead	Autumn 2025
Last full review by the Policies Committee	Summer 2025

Next interim review by the Policy Lead	Autumn 2026
Next full review by the Policies Committee	Summer 2028

Aims

This remote learning policy for staff aims to:

- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Reflect the school's commitment to the UN Conventions of the rights of the child specifically article 28, 29 and 31.

Roles and responsibilities

Teachers

Teachers must be available weekdays between 8.30am and 3.45pm. 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 to the Headteacher before 9.00am. If it affects the completion of any work required this must be discussed with the Headteacher or a member of the SLT to ensure work is completed.

Teachers are responsible for:

- Preparation for the closure of a class
- Planning learning
- Leading the teaching and learning during the Teams session
- Providing feedback to pupils regarding their learning
- Keeping in touch with pupils and parents
- Informing the Headteacher of any absence from the sessions or issues that children have in accessing the learning.

See appendix for details.

Learning Support Staff

Support Staff must be available weekdays between 8.45am – 3.45pm. During this time they are expected to check work emails and be available when called upon to attend school. 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 to the Head teacher before 9.00am.

Learning Support Staff, under the direction of the class teacher, are responsible for:

- Supporting all pupils in the class with learning remotely as directed by the class teacher.
- Ensuring that the provision for children with EHCPs is met remotely.
- Contacting the children who are not taking part in Teams at least twice weekly.
- Carry out virtual training related to their roles in school.
- Prepare sessions and resources for intervention groups when back in school.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Ensuring that all children have access to the learning either electronically or paper based.
- Monitoring the effectiveness of remote learning – reviewing work set by teachers weekly, monitoring email correspondence between parents and teachers.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated safeguarding lead

The DSL is responsible for:

- Maintaining contact, collating, passing on information and responding to any concerns. See the COVID-19 amendments to the Safeguarding and Child Protection Policy.

Computing Support Team

This team is led by Ben Matthews. Other members of the team are Sarah Beck and Jessica Evans. They are responsible for:

- Supporting teaching staff in the delivery of Teams sessions
- Leading on training for all teaching staff in the use of online learning.

Pupils and parents

Staff can expect pupils to:

- Be contactable during the hours of the school day 8.45am – 3.30pm.
- Seek help if they need it, from teachers or Learning Support Staff.
- Alert teachers if they are not able to complete learning or need support to do so.

Staff can expect parents to:

- Seek help from the school if they need it.
- Be respectful when raising any concern with staff in school.

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 systems are appropriately secure, for both data protection and safeguarding reasons.

Data protection

Accessing personal data

When accessing personal data:

- All staff have access to CPOMS to record any parent contact or concerns about children. This is accessed via a secure password. Ensure log out after use. Do not allow access to the site to any third party.
- Teachers are able to access parent contact details via SIMS using a secure password. Do not share any details with third parties.
- School laptops and iPads are the school's preferred devices to be used when accessing any personal information regarding pupils.

Sharing personal data

Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions. While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

Safeguarding

Please see the following for updates concerning safeguarding in relation to home learning. COVID-19 amendments to the Safeguarding and Child Protection Policy also details reference to remote learning curriculum and risks online. This policy is available on our website.

Monitoring arrangements

This policy will be reviewed annually and every 3 years by the Policies Committee, unless updates to home learning are provided by the government to the Head teacher.

Appendix 1: Guidance for Teachers

- Preparation for the closure of a class
 - Create one file for each child on Teams.
 - Discuss Virtual Classroom Etiquette with the children.
 - Carry out a session with the children in school to remind them of how to use Teams.
- Planning learning
 - There will be at least one 'pause' day prior to delivering the Teams sessions.
 - Plan daily learning to be delivered via Teams at 9.30am each weekday if possible.
 - Learning must include subjects from across the curriculum linked to the Learning Theme overview.
 - Plan for aspects of well-being to be delivered daily.
 - Set differentiated online learning through Century Tech, Purple Mash and Rising Stars (if appropriate).
 - When planning, remember that children are self-isolating and so activities need to link to the home environment.
- Length of daily sessions
 - The length of session is dependent on the age of the children and the teacher's professional judgement.
 - Foundation: short catch up session, with 10min videos to be accessed when appropriate.
 - KS1: approximately 30 - 40mins.
 - KS2: approximately 1 hour.
- During the Teams session
 - At the start of the first session, remind the children of the Virtual Classroom Etiquette when taking part in a Teams session.
 - Record the sessions for children to access after the live session.
 - Start the session with a register of attendance.
 - Ensure that the teacher is the last person to leave the meeting.
- After the Teams session
 - Ensure all relevant documents and the recording are placed in the Class Materials folder.
- Providing feedback on learning:
 - Pupils can send any completed learning to teachers via the child's files on Teams.
 - Teachers to provide feedback to children using Teams.
 - Teachers should respond to any emails from parents within 48 hours.
- Keeping in touch with pupils and parents:
 - Emails from parents are to be checked on weekdays between 8.30am and 3.45pm. Only send replies between these times. Emails must be replied to within 48 hours. Anyone can respond to year group enquiries, it does not have to be the class teacher.
 - Any issues that are received are to be dealt with professionally by the class teacher and the Head teacher should be copied into the communication. If necessary teachers to contact the Head teacher for advice.
 - Teachers must keep a register of attendance on the Teams meeting and inform the Head teacher if a child does not attend the daily Teams meeting. The Head teacher will then arrange for contact with the children/parents to ascertain why the child did not take part in the learning and offer support as necessary.
 - Teachers must not give out any personal details. Any concerns should be forwarded to the Head teacher who may contact the parents directly.

Appendix 2: Virtual Classroom Etiquette for Children

Before the virtual lesson

- Be on time for the virtual lesson.
- Have all your resources ready before the lesson starts.
- If you need to use the bathroom, try to do that before class starts.
- Uniform is not necessary but please be dressed for the day, brush your hair and teeth.
- If possible, use a table/desk and chair for all classroom work, virtual or otherwise. Do not participate in virtual classes from bed or the sofa.
- Limit any distractions by removing toys, games and activities from your workspace. Turn off the music or the TV in the background.
- Try to work in a quiet room.
- Join the virtual lesson with a smile!

During the lesson

- When you are not speaking, your microphone should be on mute.
- The chat function is only for comments related to the learning, not chatting to your friends.
- Do not snack during the virtual learning time.
- Avoid shouting out answers and raise a hand to be called upon or use the 'raise hand' function in the virtual classroom.
- Use emojis and gifs sparingly and appropriately.
- Respect everyone's opinion and be encouraging.
- Do not use virtual backgrounds, as these can distract others from learning.
- If the teacher's internet goes down, leave the session immediately.
- You must not take screenshots or photographs of the session.
- You must not publish any part of the session onto any Social Media Platform.

After the virtual lesson

- Complete the learning that has been set and send it to your class teacher.