



Brize Norton Primary School

Remote Learning Contingency Policy

We **SHINE** for ourselves and each other with kindness

Striving, **H**elping, **I**nspiring, **N**urturing, **E**xcelling

Policy adopted by Governors on:	Date for Review:	Signed by Chair of Governors:
March 2025	March 2028	

1. Aims

This remote learning contingency 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 between 8.45am and 3.15pm.

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:

- Lessons should be provided for their class every day, in English, Mathematics and one other subject
- The learning should be progressive, following the same medium-term plan which the teacher would have followed in school, and planned to be accessible to all children regardless of ability
- There should be a combination of reinforcement of skills and new learning
- Teaching should be delivered through a combination of:
 - Direction to web-based teaching resources, such as online programs that explain concepts and video teaching materials (e.g. Oak National Academy, White Rose Maths)
 - Written explanations provided by the teacher (which could include pages scanned from printed resources or downloaded from websites, or explanations written by the teacher)
 - Live video contact with the teacher working with small groups of children (at least twice a week for each child)
- Learning activities should include a combination of:
 - Activities to be carried out online
 - Activities to be printed out and done on paper
 - Activities which can be done on paper or on-screen which do not require access to a printer
 - Practical activities
- Teachers should be aware that not all families have access to printers or to an individual internet device for each child, which is why a combination of different types of activities is needed
- If remote learning occurs for longer than one day and over the course of a week, each child should have been set learning in five lessons for each of English and Mathematics, and learning in five different other subjects.
- Where remote learning is required for a one of school closure, work should be uploaded to Dojo by 8:40am of that day, with the time scheduled for a live session.
- Where remote learning is required for an extended period of time, the work for Monday, Tuesday and Wednesday (including dates and times for live sessions) should be uploaded to Class Dojo by 8.40am every Monday morning; work for Thursday and Friday should be uploaded by 8.40 on Thursday morning. This gives parents flexibility about when the learning is done during the week.
- Teachers should be available to respond to parents' emailed/Dojo'd questions during the period 8.40 – 3.15. All parent emails should be responded to within one working day.
- Teachers of split year groups should liaise with their partner teachers to ensure children in both classes are receiving equal quality and quantity.
- The school will provide each child with an exercise book, printed resources at the beginning of the closure period and, where parents request it, an iPad.
- Live lessons will take place via Teams.

Providing feedback on work:

- Feedback will be given during the live group sessions

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

- Parents can contact the child's class teacher via Class Dojo. Responses will be given during working hours, within one full working day.
- Teachers know that they need to keep particularly in contact with the parents of children on the SEND register or those with TAF, Child in Need or Child Protection Plans. If the parents of these children are not emailing regularly, teachers will make telephone contact and the DSL will be informed.
- If there is any family with whom they have not had contact for 1 week, teachers will try phoning and, if they have no success, pass it on to one of the two Designated Safeguarding Leads to follow up.
- Teachers should use their designated parent contact email only or direct message through Dojo. If they are at home so cannot use the school phone system, they should disguise their phone number when phoning by dialling 141 before the number. Teachers should never give their telephone number to parents or children.
- If a parent makes a complaint to a teacher, the teacher should refer it to the headteacher.
- If a teacher has a safeguarding concern, they should pass it on to one of the Designated Safeguarding Leads.
- If a teacher is aware that a child is not completing work, they should make contact with the parent in the first instance. If the situation does not improve, they should refer the matter to the headteacher.

Attending virtual meetings with staff, parents and pupils:

- Teachers should dress professionally and never attend virtual meetings in night wear.
- Teachers should be aware of their background and ensure there is nothing distracting or inappropriate there. Ideally, teachers should use a backdrop setting on Teams during live sessions.

If teachers are working in school and providing remote learning at the same time, the expectation for providing remote learning are the same. They should plan for remote learning and use the same lessons with the children they are teaching in school, so as not to duplicate workload.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available for their usual contracted 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 assisting with remote learning, teaching assistants are responsible for carrying out duties as requested. This could include:

- Making telephone contact and providing telephone support to specific children as directed by the teacher
- Taking physical resources and iPads to families

If some children are learning in school, teaching assistants must be available to support their learning, following teachers' lesson plans. They could well be supporting children they would not normally work with.

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 – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Headteacher

Alongside any teaching responsibilities, the headteacher is responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning by having regular meetings with teachers and subject leaders, reviewing work set or obtaining feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding leads

The DSLs are responsible for:

- Ensuring that there is regular contact with families with TAF, Child in Need or Child Protection Plans, and that any concerns are shared with the relevant agencies
- Contacting any families who have not been in contact with the class teachers for 2 weeks
- Keeping records of concerns raised about any children and liaising with the relevant agencies

2.6 Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it
- 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
- Have regular contact with the class teacher
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

2.7 Local Governing Body

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 – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to the headteacher
- Issues with IT – talk to the headteacher
- Issues with their own workload or wellbeing – talk to the headteacher
- Concerns about data protection – talk to the headteacher
- Concerns about safeguarding – talk to the DSLs

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will use the school's Office 365 system, which includes email, instead of their personal email addresses or social media.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as parent phone numbers or email addresses 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)
- 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

5. Safeguarding

The school's Safeguarding Policy (published on the school website) has a section referring specifically to periods of remote learning. It is important that all staff follow the procedures and keep the Designated Safeguarding Leads informed of any concerns. Staff with any questions about this should speak to the DSLs.

6. Monitoring arrangements

This policy will be reviewed annually by the headteacher. At every review, it will be approved by full governing body.

7. Links with other policies

This policy is linked to our:

- Behaviour and relationships policy
- Child Protection Policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Curriculum policies