

GRIMSDYKE SCHOOL



Remote Teaching and Learning Policy

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1. Aims

This remote teaching and learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school for an agreed reason such as self-isolation, illness or their well-being as well as for any periods of school closure
- Set out expectations for all members of the school community with regards to remote learning
- Be consistent with our approach to teaching and learning for students who are on site
- Provide appropriate guidelines for data protection

2. Provision of remote education for pupils

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

The school will provide remote education on a case-by case basis and for pupils in the following circumstances:

- Where there is a full or partial closure of the school which leads to a suspension of onsite provision. This may be occasions where opening the school is either: not possible to do safely or contradictory to guidance from local or central government.

- Where a student is absent from school for more than three days for a medical reason and it is appropriate for them to engage with study at home or in hospital.
- Where a student is being supported by a hospital education service, Grimsdyke School will liaise to ensure that curriculum coverage is in line with that taking place by the student's peer group onsite.
- Where a student is required to self-isolate at home in order to reduce the risk of community transmission of infection or illness.
- Where a student is subject to a fixed term suspension period as per the school suspension and exclusion policy. Where a student needs a considerable period of respite then the school may delegate responsibility for this educational provision to an appropriate offsite provider, e.g. Thrive-in or The Helix. The school will maintain oversight and will monitor this provision.
- Where the Head Teacher has agreed with a family that it is appropriate for a student to receive remote education for a period of time.

In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
- Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

The school will not provide remote education for students:

- Who have been taken out of school for an unauthorised period of absence, for example to go on holiday or go overseas to visit relatives.
- Where medical advice indicates that it would not be in the child's best interest for a period of time.
- Who are absent for less than three days due to routine childhood illness such as colds, diarrhoea or vomiting.
- Who have been permanently excluded from the school. The local authority will then have responsibility to ensure educational provision is made for the student.

3. Roles and responsibilities

3.1 Teachers

Provision as a result of individual student absence or closure of class, group or whole school for a period of up to 10 days:

Year groups will prepare a pack for students who are going to need remote education for periods of up to 5 working days. These packs will:

- Include detailed lesson plans, guidance for parents, suggested activities to complete, and the resources to use alongside them. If further plans are required beyond this period, the next plans will be sent in advance of the following week.
- Address end of year expectations for English and Maths as well as curriculum subject knowledge from the year group planning for the appropriate term. One topic may be chosen as the focus for the pack and cross-curricular links will be made where appropriate.
- Links to video lessons for English and Maths expectations from the Oak Academy and BBC provision
- Appropriate resources and activity sheets to support the plan will be made available to the students via Google Classroom.

Students and families will be able to submit work via Google Classroom for feedback or bring their work into school on their return for teachers to mark and give the student appropriate feedback. Google Classroom will be used to provide access to supporting resources. Families with difficulty accessing material will be provided with paper copies and will have the option to return the paper copies to school for teachers to mark and give the student appropriate feedback

The remote education plan will be emailed to parent within 24 hours of the school being provided with appropriate notification. Additional resources and materials for children to access will be made available on Google Classroom. Class teachers will contact the family by phone or email to ensure that they have received their remote education plan and that students are able to begin study.

Provision for class, group or whole school closure:

In these circumstances the staff involved may also be required to be absent from school and working from home.

When providing remote education, teachers will be available for a minimum of 1 online interaction each day via Google Classroom. Families will be notified of the timings for this so that students can engage with these sessions or request support with their learning in real time. Teachers will also be expected to be available for contact by the school during normal working hours, i.e. 8.30am to 3.45pm.

When providing remote education during an extended period of group absence, teachers working as part of their year group team are responsible for:

Setting work –

- Staff will work in year group teams to provide work appropriate for all the students in their year group
- Task will include appropriate differentiation to allow all students accessibility. Where a student with special educational needs requires specialist or individual provision, teachers will liaise with the Inclusion Manager to ensure this is put in place.
- There will be tasks set within each recommended video lesson (from the Oak Academy or other online provider) that the students should complete. This will equate to 5 English and 5 maths tasks, along with between 5 tasks relating to the wider curriculum. From these at least one English, one maths and one foundation will be a 'hand in task' which children will submit and receive feedback for.
- This provision will begin immediately in any period of class, group or whole school closure. The plans for each week along with information and resources will be available for parents via Google Classroom and email.
- As far as possible students will be asked to upload their work to the Google Classroom virtual learning platform by the end of each week so that staff can review it and provide feedback. Where this is not possible, parents should inform the school so that appropriate measures can be put in place through the provision of support to access IT or paper versions of the materials for students.
- Class teachers will monitor the work relating to their students in their class unless the year group designates this task otherwise (for example with one staff member reviewing all students work on a particular task or subject).
- Teachers are responsible for making initial contact with families that are not engaging with home study. Issues that are identified which cannot be addressed by them will be passed on to a member of SLT. Where no response is received, staff will ask a member of SLT to contact the family.

Providing feedback on work:

- In the main, staff will receive work from pupils electronically. As far as possible they will be encouraged to use the Google Classroom task and mark books to track and respond to work. Work may be emailed to the year group email address where this has been agreed with the teacher in advance.
- Staff will be asked to respond to work by the end of the week following the due date.
- Where students are using paper versions of the programme, staff will review and respond to the work when it is returned to school.
- Staff are expected to respond to work submitted via Google Classroom tasks. Feedback should be in line with the school Responding to learning policy. Staff may use a whole class feedback slide as a way of providing detailed feedback. This will be shared during any live sessions and discussed with pupils. Any children who miss online sessions will be able to download a copy of this from Google Classroom.

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

- Year group staff will respond to messages from students usually within 1 working day.
- Year group staff will respond to messages from parents via the year group email within 1 working day.
- Staff are not expected to respond to emails outside of normal working hours, that is 8.30am to 3.45pm.
- Where a message from a parent constitutes a complaint or significant concern, class teachers should forward this to a member of SLT. Where the nature of the concern addresses safeguarding, refer to the specific safeguarding section below.
- Where a student is not behaving appropriately online, for example in messages to peers, staff should deal with this following the school behaviour and computing policies. Significant issues of this kind should be escalated to a member of SLT. If the behaviour presents a safeguarding concern, please refer to the safeguarding section below.

In situations where there is to be a blended provision of onsite and remote education, staff responsibilities will be shared between those staff members working in different locations with due regard to appropriate work load and the work-life balance responsibilities of the school.

If they are 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.

3.2 Teaching assistants

During a period of class, group or whole school closure leading to the provision of remote education, teaching assistants must be available for contact by the school during their contracted hours.

When assisting with remote education, teaching assistants are responsible for:

Supporting pupils who are not in school with learning remotely through tasks such as:

- Responding to students in forums or posts
- Responding to student email
- Regularly contacting a student, they support one to one electronically
- Managing the response to an agreed task through the mark book

Attending virtual meetings with other school staff:

- Online meetings may be arranged via Zoom
- Staff are expected to follow the school dress code in any online meetings with parents and other professionals
- Staff are expected to attend these meetings from an appropriate location where there is minimal background interference or interruption.

In situations where there is to be a blended provision of onsite and remote education, staff responsibilities will be shared between those staff members working in different locations with due regard to appropriate work load and the work-life balance responsibilities of the 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 using the normal absence procedure.

3.3 Inclusion Manager/ SENCO

When there is a period of class, year group or school closure leading to the provision of remote education the Inclusion Manager will:

- Complete risk assessments for students not attending school with EHCPs, safeguarding concerns or otherwise considered vulnerable
- Support year groups in the provision of suitable remote education tasks for students who need personalised provision
- Liaise with families who may have issues accessing remote education to ensure students are able to engage with school provision
- In the case of extended periods of school closure, contact families of all students on the SEN register at the end of each half term that they are absent from school
- Manage liaison with and access to the support needed from other agencies e.g. speech therapy, CAMHS etc.

Where vulnerable students require remote education, the Inclusion Manager/SENCO will monitor provision and provide support to teachers or families as appropriate.

Attending virtual meetings with staff, parents and pupils:

- Online meetings with appropriate external professionals e.g. doctor, educational psychologist, speech therapist may be arranged at that professional's request via an online platform with appropriate safeguarding and confidentiality protocols, provided SLT approval has been given.
- Staff are expected to follow the school dress code in online meetings with parents and other professionals.
- Staff are expected to attend these meetings from an appropriate location where there is minimal background interference or interruption.

3.4 Senior leaders

When individual or groups of students are required to engage with remote education senior leaders are responsible for:

- Co-ordinating the remote education approach across the school – the Deputy Head will be responsible for collating and posting the remote education programme weekly onto the school website in the event of whole school or year group closure.
- Monitoring the effectiveness of remote learning – for example through regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring staff remain trained and confident in their use of online digital education platforms
- Training staff on relevant accessibility features that your chosen digital platform has available
- Providing information to parents/carers and pupils about remote education on the school website and via school communication through Arbor.

3.5 Designated safeguarding lead

The DSL is responsible for implementing the school safeguarding policy and ensuring that reported concerns and existing cases are appropriately managed. This applies whether the students are being educated on or offsite whilst they are on roll.

3.6 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day and to respond to a message within 48 hours if using electronic communication
- 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
- Act in accordance with normal behaviour rules / conduct rules of the school

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
- Be respectful when making any complaints or concerns known to staff
- Monitor their child's use of online communication and ensure the school computing agreement is adhered to

3.7 Governing Body

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure that standards and attainment at the school remain as high quality as possible
- Monitoring the school's work to ensure that due regard is given to staff and student well-being as well as educational provision
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

4. Who to contact

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

- Issues in setting work – contact the class teacher or year group via the year group email address.
- Issues with wellbeing or pastoral care – contact the Assistant Head (SENDCO and Inclusion).
- Concerns about data protection – contact a member of SLT or the School Business Manager
- Concerns about safeguarding – Contact the Headteacher (Designated Safeguarding Lead).
- Unresolved issues – contact Deputy Head
- or Assistant Head (SENDCO and Inclusion).

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

- Issues in setting work – contact the relevant curriculum team/ year group leader, Deputy Head or Assistant Head (SENDCO and Inclusion).
- Issues with student engagement in remote education — contact year group leader, relevant phase leader or member of SLT
- Issues with behaviour – contact year group leader, relevant phase leader or member of SLT
- Issues with IT – contact the computing team or Wibird as appropriate
- Issues with their own workload or wellbeing – contact their year group leader or member of SLT
- Concerns about data protection – contact a member of SLT or the School Business Manager
- Concerns about safeguarding – contact the DSL

5. Data protection

5.1 Accessing personal data

When accessing personal data for remote education and support purposes, all staff members will:

- Use their school laptop to access and store any personal data or information required
- Use remote access to the school server and shared drives for school tasks
- Where personal data for students is provided to staff for example parent email addresses, staff will maintain the confidentiality of this information

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote education provision. 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, 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)
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Reporting any issues with the antivirus and anti-spyware software on school devices
- Keeping operating systems up to date – always install the latest updates

6. Safeguarding

The school safeguarding policy will still be applied during any period of school closure or whilst individual or groups of students are being provided with remote education.

The Designated Safeguarding Lead will be the Head Teacher. The Deputy Designated Safeguarding Leads who are the Deputy Head teacher and Assistant Headteacher should be contacted if the Head Teacher is not available.

Staff and parents are made aware of the Harrow Golden Number (020 8901 2690 between 9am and 5pm, Monday to Friday) and this should be called if there are immediate concerns that a student is at risk and no-one from school can be contacted.

7. Monitoring arrangements

This policy will be reviewed regularly each academic year by the Quality of Education Committee of the Governing Body. At every review, it will then be submitted for approval at the next full governing body meeting.

8. Links with other policies and documents:

This policy is linked to our:

- Published guidance for parents on how to use video material and foster independent learning (available on the remote education page of the school website).
- Behaviour policy
- Child Protection and Safeguarding policy
- Teaching and Learning policy
- Responding to learning - Feedback and Marking Policy
- Computing Policy
- Special educational needs policy
- Data protection policy and privacy notices
- Home learning policy
- ICT and internet acceptable use policy
- Online Safety Policy
- Staff Handbook