



Remote Learning Policy

Reviewed: April 2026
G.McRae: Headteacher

St Marie's RC Primary School

Our Vision

St Marie's is proud to be a Catholic school, using the teachings of Christ as our foundations.

Within the care of Our Blessed Lady, we aim to make our school a place where children can safely learn through outstanding and innovative teaching, build on their potential, fulfil their dreams, and grow in faith and love.

Our Mission

As Christ's hands and feet on earth, we will...

- Follow the teachings of Christ so that all may grow in faith.
- Recognise and value each child as a loved and unique child of God.
- Treat each person with respect, tolerance and honesty in an atmosphere of love and security.
- Celebrate, nurture and strengthen the relationship between our school family: Our school, our families, our parish and our community.
- Inspire those within our care to become successful, caring members of our diverse society and transform the lives of others.

Our school Mission Statement expresses our belief in every child's entitlement to access a full curriculum to the best of their ability:

"To value and celebrate the uniqueness of every individual"

"To provide the opportunities through a broad, balanced, relevant and differentiated curriculum, enabling everyone to achieve his/her potential in an atmosphere of love and security, so that we may all grow in faith and make a positive contribution to society."

CONTEXT

In recent years, considering the Covid19 pandemic, schools are required to have alternative arrangements in place in the eventuality that children cannot attend school, be that individual children, classes or groups of classes. Therefore, it is imperative that coherent, robust and manageable systems are in place to facilitate this to ensure continuity of practice and full access to the curriculum for all pupils.

1. Aims

This remote learning policy aims to:

- Ensure consistency and quality 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. Remote Learning: Tiers of Engagement

Tier 1: An individual child has to remain at home for reasons other than illness which prohibits them from attending school to complete work such as self-isolation (linked to Covid 19 etc)

If an individual child is unable to attend school but are not ill (such as having to self-isolate) then the remote learning arrangements will be as follows:

- A 'home learning pack' will be made available to the child to be either collected from school, sent home with a sibling/other adult or emailed directly to the parent's email address. Learning packs will usually be age group specific but where necessary, learning packs from previous year groups will be deemed more appropriate. At all times, activities must be accessible to the particular child. Learning packs include maths, reading, writing and grammar activities. CGP books are available to complete as well.
- Parents/Carers will be sent a link to the National Oak Academy Online classroom for daily online lessons.
- Seesaw activities may be set by the class teacher
- The class teacher and where needed, the SLT will contact these children at home via a phone call to maintain contact.

*Children who are suffering symptoms will not be expected to complete home learning tasks until they are well enough.

The time scale for these children being off will vary depending on circumstance.

Tier 2: A entire class of children have to self -isolate due to being identified as a close contact of someone (a teacher/teaching assistant or a child in their class) whom has tested positive for Covid19

Where school receives notification through track and trace or through direct communication with a member of staff or a parent that a positive covid19 case has occurred, then the remote learning arrangements will be:

- All children will be supplied with a home learning book including introductory instructions and passwords for online learning platforms on the inside front cover
- Work will be set on a daily basis via Seesaw- An online Learning platform. This will include recorded lessons and voice over powerpoints.
- Work set will reflect current curriculum provision as far as possible. It will include English, (reading or writing tasks) Grammar, Maths, RE and topic- based work linked to curriculum plans. Online based resources used in the classroom will continue to be used for home learning to ensure consistency.
- Additional learning Platforms will be used such as Spelling shed, TT Rockstars. and Oxford Owls will be used for online reading activities
- Live Microsoft Teams meeting will take place throughout the week to meet with the children and to host lessons.
- Links to various websites to support learning will be included, including the National Oak Academy where deemed appropriate.
- Teachers will contact children via Seesaw when giving feedback, through email and phone calls home to 'touch base' and to give feedback. Feedback on individual tasks/ work will be given directly on Seesaw and our other learning platforms.

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available between 8:25am and 4:00pm, in line with their usual working hours.

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.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Work should be set daily as described above
 - Work should ideally be set by 4:00pm the day before it is expected to be completed but by no later than 8:35am on the day it will take place. (*This is to allow parents to work out schedules for the day if children are sharing devices / print anything that is required and plan for the day ahead*)
 - The work for the day should be in line with our existing curriculum and be closely matched to learning that would have taken place in school as far as possible i.e. coverage, topics and English texts

- Each day children should be set:
 - English task
 - Maths task (*including times tables task*)
 - Topic work in line with their usual class timetable i.e. 2 x topic lessons daily. Some of these activities should be non-Screen activities and encourage engagement with the outside and other creative experiences. (*This may include a well-being activity suggestion at appropriate points*)
 - All work should be appropriately adapted as it would be in the classroom.
 - Each week, children should have some access to direct input from their class teacher to help maintain relationships and engagement. Recorded videos are encouraged (such as a story time or a maths tutorial on a particular calculation method.)
 - In line with our curriculum offer, we have worked in conjunction with our wider opportunity providers to ensure that music lessons from both Bolton and Bury music services continue remotely if needed. Teachers will ensure that these lessons are included in the weekly schedule.
 - Online Resources that teachers should use to support home learning are: Pre recorded teacher led lessons, Spelling Shed, Times Tables Rock Stars, BBC Bitesize and National Oak Academy (Ensuring content is used that reflects the learning sequence of our usual curriculum). Teachers must ensure children have the log-in details for these in the front of their home school diary and that children are taught to access these in school early in the autumn term.
 - Staff are entitled to PPA time, newly qualified teacher time and management time as they would be in school. In order to facilitate this, staff who ordinarily provide cover will be asked to set home learning as appropriate for those sessions.
 - We recognise that some pupils have limited access to devices so we will identify these families so that devices can be given on loan to ensure children can continue to learn from home.
- Providing feedback on work:
- Teachers should provide feedback for pupils' work using Seesaw (recorded/written) or direct email. or if work is emailed into the class email, feedback should be given by return email.
 - All staff should ensure they check emails on a daily basis to ensure feedback can be given promptly close to the point of learning.
 - With pupils and parents' consent, work should be shared via the class web page in the to celebrate achievement.
 - Feedback should be positive and constructive in line with our feedback and marking policy. Points for action should be given even more sensitively in a remote learning context but if necessary, children will be asked to repeat work.
 - Feedback is given directly to the pupil on Spelling shed, Times Tables Rock Stars and staff should view this regularly to check engagement and progress so they can adjust any work accordingly.
 - Staff should aim to provide feedback within 24 hours whenever possible.
- Keeping in touch with pupils who aren't in school and their parents:
- We expect that pupils will engage with home learning. If a child has not engaged in any aspect of remote learning for a two- day period, staff should contact the parents initially via telephone to offer any support and 'check-in'. This should be done in a supportive manner.
 - We do expect teachers to answer emails from parents and pupils usually within 24 hours and inside normal working hours.
 - If any concerns or complaints are shared by parents and pupils, these should be passed

on promptly following the usual processes.

- If pupils regularly fail to complete work, this will initially be followed up by the class teacher but if there is no improvement, this will be followed up by the headteacher.

In the event of a sickness absence, senior teachers who know the class expectations and remote learning approach may be asked to support the class.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their usual working 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:

- Supporting the class teacher to support pupils who aren't in school with learning remotely by:
 - Supporting individuals as directed by the teacher
 - Helping to prepare work and resources
 - Interacting with pupils through learning platforms
 - Providing feedback to the class teacher

3.3 Subject leads

The term 'subject lead' refers to anyone co-ordinating subject provision across the school. 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 and in line with the school curriculum
- Monitoring the remote work set by teachers in their subject through regular contact with staff.
- Alerting teachers to resources they can use to teach their subject remotely

3.4 Head teacher

The Head teacher is responsible for:

- Coordinating the remote learning approach across the school and ensuring resources are in place to support this
- Monitoring the effectiveness of remote learning 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 the community feels connected during periods of reduced contact measures – virtual assemblies will take place each week.

3.5 Designated safeguarding lead

Our DSL is G.McRae (Headteacher) and deputy DSL is Mrs C McGrath and Miss M mallalieu . The DSL is responsible for:

- Ensuring that all staff are aware of the safeguarding and child protection policy and procedures– staff should still act promptly on any concerns raised at home and school
- Acting promptly and in line with usual practice when any safeguarding needs emerge
- Promoting online safety as part of home learning and ensure this features regularly and all staff and children are aware of acceptable user agreements
- Sign post to information regarding online safety
- Develop ‘contact plans’ for anyone with a social worker or is considered a safeguarding risk when they are accessing remote learning.

3.6 SENDCo

The SENDCo (Mrs E Hodgson) is responsible for:

- Providing advice and support for teachers on approaches to use with pupils on the SEND list.
- Liaise with staff to ensure that resources provided for SEND children are appropriate and in line with their support plans (IEPS).
- Ensuring that regular contact with parents of pupils with Education Health Care plans take place and to request updates from teachers regarding their contact with SEND children and then
When necessary, holding review and support meetings remotely.

3.7 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, nor should they be. The work set will ensure some activities are ‘non screen’ activities that encourage engagement with the outside world and involve other creative outlooks.
- 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:

- Make the school aware if their child is sick or otherwise can’t complete work
- Seek help from the school if they need it – email school directly or contact teachers through purple mash/Seesaw/teacher emails
- Be respectful when making any complaints or concerns known to staff

3.8 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.

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 a senior teacher, the relevant subject lead or SENCO
- Issues with behaviour – talk to a senior teacher or the Head teacher
- Issues with IT – talk to the head teacher and / or IT staff
- Issues with their own workload or wellbeing – talk to the Deputy Head teacher or Head Teacher
- Concerns about data protection – talk to the Data Protection Officer (Head Teacher)
- Concerns about safeguarding – talk to the DSL (G.McRae) or deputy DSL (C McGrath/M. Mallalieu)

5. Data protection

5.1 Accessing personal data

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

- Seek advice from and make a request to the H.T/DH.T/SBM in order to gain necessary information if needed. Access using Abror (a secure cloud based school information management system) will be made if deemed necessary.
- Staff should use school laptops, where possible rather than their own personal devices.

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 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. Advice from HT should be sought if there are any queries.

Staff are reminded to collect and/or share personal data only when absolutely necessary and in line with our GDPR policy/guidelines

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

Safeguarding

For details of our safeguarding procedures for periods of remote learning please see our safeguarding and child protection policy and addendum which are available on the school website.

6. Monitoring arrangements

This policy will be reviewed annually (last review April 2026) to allow for amendments and updates as the situation changes and where changes to procedures are necessary. Otherwise, annually by the Head teacher. At every review, it will be approved by the full governing board.

7. Links with other policies

This policy is linked to our

- Positive relationships and Behaviour policy
- Safeguarding Policy / Child protection and coronavirus addendum to our Child Protection Policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy

Mr G. McRae (Headteacher)

Revised: **April 2026**