



St Hilda's Moorland Federation
Egton CE (VA) School and Danby CE (VA) School

REMOTE LEARNING POLICY

Effective Date:	May 2025
Date Due for Review:	Summer Term 2026
Approved By:	St Hilda's Moorland Federation Governing Body
Approval Date:	13th May 2025
Signed by Chair of Governors	Matthew White

Our vision, as Church of England primary schools deeply rooted in a strong Christian tradition, is to 'inspire learning and develop children's potential as individuals within a caring, happy, and distinctively Christian family'.

The Bible verse that underpins our vision statement, aspirations and ethos is taken from the Bible verse:

"I have come that they may have life, and have it to the full." John 10:10.

We wish to enable our children to flourish in their spiritual, physical, emotional, social, cultural and academic development enabling them to live their lives to the full.

Egton and Danby Schools are small, distinctively Christian, family based learning communities. We learn and grow together. Our key values underpin everything we strive for in our schools:

TRUST

Trust in the Lord and do good. *Psalms 37.3*

FRIENDSHIP

How good and pleasant it is when God's people live together in unity *Psalms 133.1*

RESPECT

In everything, do to others what you would have them do to you. *Matthew 7.12*

We live these core values out through our excellent relationships with our children, parents, governors, staff, communities and churches.

Contents:

- 1. Rationale**
- 2. Aims**
- 3. Applicability**
- 4. Roles and Responsibilities**
 - 4.1 Teachers
 - 4.2 Teaching Assistants
 - 4.3 Subject Leaders
 - 4.4 Headteacher
 - 4.5 Designated Safeguarding Lead (DSL)
- 5. Expectations for Pupils and Parents**
 - 5.1 Expectations for Pupils
 - 5.2 Expectations for Parents
- 6. Access to Devices**
- 7. Online Safety**
- 8. Access, Equity, Diversity, Inclusion and Justice**
- 9. Data Protection and Security**
- 10. Safeguarding**
- 11. Monitoring and Evaluation**
- 12. Legal Framework**

1. Rationale

This Remote Learning Policy is grounded in our Federation's Vision and Core Values. While face-to-face teaching is always our preferred mode of delivery, we recognise that there may be times—due to emergency closures, health-related absences, or severe weather—when remote education becomes necessary. This policy outlines our approach to ensuring continuity of learning when children cannot attend school in person.

We are committed to providing high-quality, accessible, and inclusive remote education that supports children's learning, well-being, and progress, regardless of circumstance.

2. Aims

This policy aims to:

- Ensure a consistent and high-quality approach to remote learning.
- Clarify expectations for staff, pupils, and families.
- Outline how we maintain safeguarding, accessibility, and data protection in remote learning.
- Provide practical guidance on platforms, routines, and communication.

3. Applicability

This policy applies to any situation where children are temporarily unable to attend school due to:

- Emergency closures (e.g. severe weather, site maintenance)
- Public health advice
- Individual or group isolation due to illness or medical needs
- Other exceptional circumstances agreed by the Headteacher

4. Roles and Responsibilities

Teachers

Teachers will:

- Plan and deliver remote lessons aligned with the in-school curriculum.
- Provide a balance of English, Maths, and Topic lessons weekly, with daily phonics (KS1) and SPaG (KS2).
- Set approximately:
 - 3 hours of learning per day for KS1
 - 4 hours of learning per day for KS2
- Use Google Classroom to upload and communicate daily/weekly tasks.
- Respond to pupils and parents via email within 24 hours on working days.
- Provide feedback through Google Classroom, commenting on submitted work regularly.
- Track pupil engagement and follow up where needed.
- Raise any safeguarding concerns immediately with the Designated Safeguarding Lead (DSL).
- Availability: 9:00am–3:30pm on working days. Normal absence reporting procedures apply.

Teaching Assistants

Teaching Assistants will:

- Support pupils remotely through Google Classroom or calls (as directed).
- Prepare and upload resources under guidance from teachers or the SENCO.
- Contact parents when requested and attend virtual meetings as required.
- Be available from 9:00am–3:30pm on working days and follow absence procedures if unable to work.

Subject Leaders

Subject leaders will:

- Support colleagues in delivering subject-specific content remotely.
- Monitor the quality of remote learning in their subject area, where appropriate.

Head Teacher

The Headteacher will:

- Co-ordinate the remote learning provision across the federation.
- Monitor the quality and consistency of remote learning.
- Ensure safeguarding and data protection practices are upheld.

Designated Safeguarding Lead (DSL)

The DSL will:

- Monitor and follow up on any safeguarding concerns during remote education.
- Ensure regular contact is maintained with vulnerable pupils and families.

Expectations for Pupils and Parents

Pupils should:

- Engage with remote learning daily, where possible, during school hours.
- Submit work as instructed and ask for help when needed.
- Behave responsibly online and follow the school's Behaviour Policy.

Parents should:

- Support their child's learning routine and provide a quiet space for work.
- Contact school if they are struggling with access, workload, or engagement.
- Use email to raise questions or concerns, specifying subject and year group.
- Abide by loan agreements when borrowing devices.

5. Access to Devices

We recognise that access to suitable technology is essential for successful remote learning. Where possible, the Federation will:

- Support families by loaning school-owned devices (e.g. Chromebooks or iPads) in the event of full or partial school closure.
- Maintain a register of devices loaned and ensure parents sign a device loan agreement outlining care, appropriate use, and return conditions.
- Provide guidance for families on using devices safely and effectively for learning.
- Identify and support children who are digitally disadvantaged through regular communication and pastoral support.

We also acknowledge that some families may rely on smartphones or shared devices. In these cases, we will work with families to make reasonable adjustments, such as offering paper-based alternatives or flexible submission expectations.

6. Online Safety

The Federation is committed to promoting safe, responsible, and respectful use of technology during any period of remote learning.

We will:

- Remind children of online safety expectations through regular communication, lessons (where applicable).
- Share age-appropriate guidance and resources with families to help them supervise and support safe internet use at home.
- Expect that all remote learning platforms used by the Federation are GDPR-compliant and secure.
- Encourage the use of parental controls and filtering at home.
- Respond promptly to any safeguarding concerns raised through online interactions, in line with the school's Safeguarding and Child Protection Policy.

Parents and carers are encouraged to:

- Supervise children's access to online learning.
- Report any concerns or inappropriate content to the school as soon as possible.
- Talk regularly with their child about safe and respectful online behaviour.

7. Access, Equity, Diversity, Inclusion and Justice

We recognise that every family's circumstances are different and are committed to ensuring equitable access to learning for all. Our approach is grounded in the values of equity, diversity, inclusion, and justice.

- If digital access is a barrier, parents and carers should contact the school to discuss alternatives that meet their family's needs.
- Work can be sent and returned via email, post, or arranged pick-up/drop-off, recognising that one-size-fits-all approaches may not be appropriate.
- We aim to provide loan devices or printed learning packs where appropriate, taking into account financial hardship, rural isolation, or other barriers to access.
- Pupils with SEND will receive tailored support in line with their personalised plans and ongoing needs.
- We will actively consider the cultural, linguistic, and accessibility needs of all children when planning and delivering remote learning, including differentiated resources and flexible communication methods.

Our staff are committed to fostering an inclusive learning environment where every child feels valued, seen, and supported—both in person and remotely.

8. Data Protection and Security

Staff must:

- Use secure, password-protected devices (preferably school-owned).
- Access pupil data only on private, secure networks.
- Follow the school's GDPR and Data Protection policies.
- Limit sharing of personal data to what is essential for remote learning.

9. Safeguarding

The school's Safeguarding and Child Protection Policy remains in effect during periods of remote education. Staff must report any concerns to the DSL without delay. Pupils and parents are reminded that all usual behaviour expectations apply online.

10. Monitoring and Evaluation

This policy will be reviewed annually, or as needed in response to changes in guidance or circumstances. It will be approved by the Headteacher and the Governing Board.

11. Legal Framework

This policy aligns with current educational legislation and DfE guidance including:

- Education Act 2002
- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice
- Data Protection Act 2018 and UK GDPR
- DfE guidance on remote education and safeguarding