



Timothy Hackworth Primary School

‘Respectful and resilient; being the best that we can be.’

Remote Learning Policy

CRC Article 28: All children have the right to be the best that they can be.

CRC Article 19: All children have the right to be safe.



Date policy approved/adopted:	February 2026
Next review date:	February 2027
Approved by:	Governing Body
Head Teacher signature:	<i>L. Boulton</i>
Chair of Governors signature:	<i>P. Crook</i>

Remote Learning Policy

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Links with Other Policies

This policy is linked to our:

- Behaviour (Respectful Relationships) Policy;
- Safeguarding Policy;
- Home School Agreement;
- Online Safety Policy;
- Acceptable Use Policy;
- Data Protection Policy;
- Privacy Notices.

Our Timothy Hackworth School Vision

May our Rights Respecting School be a happy place for us all to learn; where every one of us is valued and safe in our Timothy Hackworth School Family. May we all be the best that we can be by making a positive difference to each other, our community in Shildon and the wider world in which we all live.

Mission Statement (written by children):

We would like our school, which reflects British Values, to be at the heart of the community, sharing, supporting and learning together with everyone as equals. Our children have the right to high quality learning experiences to help them to be the best that they can be.

We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

Values

Ours is a happy school with high hopes and ambitions for all our children and we welcome working in partnership with parents and carers to ensure that everything is done in the best interests of the children at all times.

All of our staff take their responsibility towards the children seriously and they strive to help each child reach their full potential as global citizens physically, emotionally, socially and academically. We are fully committed to the [CONVENTION ON THE RIGHTS OF THE CHILD \(CRC\)](#).

To us, every child is unique and precious and we endeavour to foster a high level of motivation towards learning and behaviour. We are committed to the basic skills of English and Maths.

At all times we aim to centre the teaching in an atmosphere of mutual respect and personal respect. A high quality education is [the right of every child](#), and at Timothy Hackworth Primary School, we embrace that responsibility and strive to achieve it for all our pupils.

Equalities Information

This policy should be read in conjunction with our school's 'Equalities Policy Statement', 'Equalities Objectives Summary' and 'Equalities Information and Objectives'.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in respect to age (as appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation (LGBTQ+).

Aims

This remote learning policy aims to:

- ensure consistency in the approach to remote learning for children 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;
- ensure that children unable to attend school remain fully included within the school community;
- ensure that every child receives the best education the school can provide for them.

Use of Remote Learning

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.

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

This might include:

- occasions when we decide that opening our school is either:
 - not possible to do safely;
 - contradictory to guidance from local or central government;
- occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
 - they have an infectious illness;
 - they are preparing for, or recovering from, some types of operation;
 - they are recovering from injury and attendance in school may inhibit such recovery;
 - their attendance has been affected by a special educational need or disability (SEND) or a mental health issue.

Timothy Hackworth Primary School will consider providing pupils with remote education on a case-by-case basis.

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.

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

Roles and Responsibilities

Teachers

If, in extraordinary circumstances, there is a school closure, teachers must be available online and contactable during their usual contracted hours. Staff will be asked to complete tasks. These may be linked to the School Improvement Plan, Subject Leader Action Plans, or other specified tasks deemed appropriate by the Headteacher or Deputy Headteacher. These tasks will be allocated on a case-by-case basis. Staff may also be asked to support with remote learning provision across the wider school.

If staff are unable to work for any reason during this time, for example, due to being unwell or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, either during a closure or for individual children, teachers are responsible for:

- providing pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners;
- making reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely.

They are also responsible for:

Setting Work

- Teachers should make remote learning available for identified absent children through the completion of the Remote Learning Plan, as part of the weekly planning process. Relevant links may be made to The Oak National Academy to provide children with high-quality recorded lessons. Links to other live lessons or learning opportunities could also be used, for example, NCETM. Teachers may also add into the Remote Learning Plan, any description of a task, of their own, that they would like the child to complete.
- This Remote Learning Plan should then be uploaded, in the usual way, to One Drive > Planning Folder>Remote Learning>relevant year group>relevant week.
- The class teacher, and/or other relevant staff, will be informed by a member of the Leadership Team that remote learning is required.
- The Remote Learning Plan will be shared by the class teacher, or relevant member of staff, with parents and carers, through the Class Dojo learning platform.
- Paper-based tasks will be prepared to support Remote Learning. These tasks will be sent to the School Office by the class teacher as requested by a member of the Leadership Team for collection by the parent, carer or an identified person. Should there be an issue with collection, the school will endeavour to deliver the paper-based pack where appropriate. A collection date will be organised and work returned on an agreed date, identified by the teacher, for marking.
- The work will be relevant to the curriculum that the children in school are receiving. Remote learning will follow the learning in the classroom as applicable. The work should be of high quality, and it should be meaningful, ambitious and cover an appropriate range of curriculum subjects. The quantity will be dependent on the age/stage of the child, but on average should be 3 hours a day for KS1 pupils, with less for younger pupils, and 4 hours a day for KS2 pupils.

Providing Feedback on Work

- Feedback will be given by the class teacher following the marking of a child's work.
- Feedback will be provided through Class Dojo or a daily telephone call home during the period of absence.
- Where an absent child completes remote learning online, pupils or parents would be requested to take a screen shot of their learning, for example, end of lesson quizzes with their scores, from the Oak National Academy. The screen shot should be emailed to the school website so this information can be distributed to teachers.

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

- Communications received from parents will be checked by Office Staff and Senior Leaders and passed onto class teachers accordingly.
- Where vulnerable children (children who have a Social Worker) and /or EHCP children are absent, their parents and carers will be telephoned during their period of absence - this will be done by the Pupil and Families Intervention Support Lead.
- A parent / carer survey has been carried out to find out about access to technology in the home. This has provided information regarding parental preferences relating to remote learning.

Teaching Assistants

If, in extraordinary circumstances, there is a school closure, teaching assistants must be available online and contactable during their usual contracted hours. Teaching assistants will be asked to complete tasks. These may be linked to the School Improvement Plan or other specified tasks deemed appropriate by the Headteacher or Deputy Headteacher. These tasks will be allocated on a case-by-case basis. Staff may also be asked to support with remote learning provision across the wider school.

If teaching assistants are unable to work for any reason during this time, for example, due to being unwell or caring for a dependent, they should report this using the normal absence procedure.

Subject Leaders

Given a school closure, alongside their teaching responsibilities, Subject Leaders are responsible for:

- continuing the development of their subject;
- supporting any teacher with guidance and advice about the effective delivery of their subject.

Senior Leaders

Alongside any teaching responsibilities, Senior Leaders are responsible for:

- providing information to parents/carers and pupils about remote education;
- co-ordinating the remote learning approach across the school;
- monitoring the effectiveness of remote learning;
- checking whether pupils who are learning remotely are engaging in its use;

- working with the Pupils and Families Intervention Support Lead and families to rapidly identify effective solutions where engagement is a concern;
- monitoring the security of remote learning systems, including data protection and safeguarding considerations;
- working with the catering team to ensure pupils eligible for benefits-related free school meals (FSM) are provided with good quality packed lunches.

Designated Safeguarding Leads

The DSLs will appropriately address any safeguarding issues that arise as a result of remote learning.

Pupils and Parents/Carers

Staff can expect pupils who are learning remotely to:

- complete remote learning to the best of their ability;
- seek help if they need it;
- complete work to the deadline set by teachers.

Staff can expect parents/carers with children who are learning remotely to:

- make effective efforts to support their child in the completion of the remote learning required;
- take screenshots of online learning, for example, online quizzes, and send these screenshots to the school email address, following which, feedback will be provided by teachers;
- to return paper-based tasks by the required deadlines;
- make the school aware if their child is ill or otherwise can't complete work;
- seek help from the school should they need it;
- alert teachers if they're not able to complete work;
- be respectful when making a concern known to staff.

Governing Body

The Governing Body 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.

Who to Contact

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

- regarding remote education, workload or wellbeing – talk to the Headteacher or Deputy Headteacher;
- regarding issues in setting work – talk to the relevant Subject Lead or SENDCO;
- regarding issues with behaviour – talk to the Pupils and Families Intervention Support Lead;
- regarding issues with IT – talk to the IT Technician;
- regarding data protection – talk to the Data Protection Officer;
- regarding safeguarding – talk to a DSL.

Data Protection

Accessing Personal Data

When accessing personal data for remote learning purposes:

- the SLT will locate personal details of families when required to support other staff with this information;
- teachers are able to access parent/carer contacts via the School Office and through Class Dojo.

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 is locked if left inactive for a period of time.

Monitoring Arrangements

This policy will be reviewed annually. It will be approved by the full Governing Body of Timothy Hackworth Primary School.