



Manchester
Communication
Primary
Academy

Manchester Communication Primary Academy

Remote learning policy

Approval History

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Contents

1. Aims	
2. Use of remote learning	3
3. Roles and responsibilities	4
4. Who to contact.....	8
5. Data protection.....	9
6. Monitoring arrangements.....	9
7. Links with other policies	9

1. Aims

This remote learning 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. 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.

We 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

The 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.

3. Roles and responsibilities

This section outlines the key roles and responsibilities of staff members, including teachers, support staff and leadership, in maintaining high-quality learning experiences for all pupils.

3.1 Teachers

When providing remote learning, teachers must be available between 8.30am-3.00pm.

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 should:

- Provide 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
- Make 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:
 - For the class they are teaching
 - The amount of work they need to provide –
 - 3 hours a day on average across the cohort for Key Stage (KS) 1, with less for younger children
 - 4 hours a day for KS2
 - When this work needs to be set (3.30pm the day before)
 - Where work should be uploaded (Dojo for EYFS and via School Spider/ email for KS1 and KS2).
 - Ensuring that pupils with limited access to devices can still complete the work
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects
 - This includes considering the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills
 - This also includes considering the needs of pupils' families or carers, including how much adult involvement is needed in each activity and whether pupils have a suitable place to study

- Providing feedback on work:
 - Completed work to be shared with the teacher via email/ School Spider
 - Teachers to provide feedback to pupils where misconceptions need to be addressed
 - Teachers will share feedback on completed work with the whole class at the start of the next session
- Keeping in touch with pupils who aren't in school and their parents -
 - Making regular contact via phone calls
 - Answering emails from parents and pupils during working hours
 - Sharing complaints or concerns by parents and pupils with a member of SLT or the Safeguarding team
 - Making phone calls home to discuss any behavioural issues, such as failing to complete work, and what further support can be provided
 - Providing pupils with opportunities for regular interaction with teachers and peers during the school day through accessing online/ streamed lessons
- Attending virtual meetings with staff, parents/carers and pupils –
 - The dress code should be smart casual
 - The location should avoid areas with background noise and have nothing inappropriate in the background

When teachers will also be working in school, arrangements will be made to allow for streaming lessons in school to pupils learning remotely.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.30am-3pm.

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 pupils who aren't in school with learning remotely –
 - Knowing which pupils they will need to support
 - Knowing when and how they should provide support
- Attending virtual meetings with teachers, parents/carers and pupils –
 - The dress code should be smart casual
 - The location should avoid areas with background noise and have nothing inappropriate in the background

Where teaching assistants will also be working in school, SLT will organise cover arrangements for any periods of time that they will be out of their classroom, supporting remote learning.

3.3 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 through regular meetings with teachers and by reviewing the work set
- Alerting teachers to resources they can use to teach their subject remotely
- Making decisions about the use of online video lessons such as Oak National Academy

3.4 Senior leaders

Nazia Bashir (Deputy Headteacher for Quality of Education) has an overarching responsibility for the quality and delivery of remote education.

Alongside any teaching responsibilities, senior leaders should use the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.

They should continue to overcome barriers to digital access where possible for pupils by, for example:

- Distributing school-owned laptops accompanied by a user agreement or contract (if possible)
- Securing appropriate internet connectivity solutions where possible
- Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern

They are also responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through regular meetings with teachers and reviewing work set
- 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 our website and via email)
- Working with the catering team to ensure pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for

- Monitoring safeguarding concerns related to students during remote learning, ensuring that any issues are promptly addressed
- Ensure that staff are trained in safeguarding and child protection procedures, specifically for the remote learning environment
- Maintain regular communication with vulnerable students and their families to ensure their safety and well-being
- Monitor online safety
- Liaise with external agencies as needed to support safeguarding cases during remote learning
- Provide guidance to staff on how to report and respond to safeguarding concerns in a remote setting
- Support students who are at risk, ensuring they have access to appropriate resources, including counselling or other support services

3.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents/carers with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (DPO)
- Assisting pupils and parents/carers with accessing the internet or devices

3.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- 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 (and any specific online behaviour rules where applicable)

Staff can expect parents/carers 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

3.8 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains of as high a quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3.9 SENCO

- Ensuring equitable access to remote learning for students with special educational needs and disabilities (SEND), including adapting resources and activities as required
- Collaborate with teachers to adapt tasks and provide tailored support for SEND students
- Monitor the progress and well-being of SEND students during remote learning, ensuring that they are receiving the necessary support
- Provide guidance and support to parents and caregivers of SEND students, helping them facilitate learning at home
- Coordinate with external professionals to maintain support for SEND students remotely
- Ensure that personalised learning plans (PLPs) and other support documents are up to date and followed during remote learning

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 the relevant subject lead or member of SLT
- Issues with behaviour – talk to a member of SLT
- Issues with IT – talk to IT staff
- Issues with your own workload or wellbeing – talk to your line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

5. Data protection

5.1 Accessing personal data

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

Explain:

- How they can access the data, using google or another cloud service
- Which devices they should use to access the data – students are not provided with devices and must make use of personal devices for remote learning

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and student names 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. The school will follow its data protection policy / privacy notice in terms of handling data, please ask the school office for a copy of this if required.

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 logins must go through a single sign on process to enhance security, also all students agree to GMAT's acceptable usage policy on login, this policy can be requested at the school office.

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 12 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- All trust data is must be held/saved on a network drive/centrally. No data should be stored physically on a personal device or locally on the laptop/PC
- Making sure the device locks if left inactive for a period of time, GMAT devices will auto lock at 10 minutes of inactivity
- Not sharing the device among family or friends

6. Monitoring arrangements

This policy will be reviewed every three years by Nazia Bashir. At every review, it will be approved by Alex Reed, the Headteacher.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy