



ST. GERARD'S
CATHOLIC
PRIMARY AND
NURSERY SCHOOL

Remote Learning Policy 2025-2026

I am a
child
of
God
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SAFEGUARDING STATEMENT

“St Gerard’s Catholic Primary and Nursery School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”.



Introduction and Scope

'Remote Learning' refers to the provision of work, teacher support, assessment and feedback from teachers to pupils in the event that normal lessons are unable to be delivered 'face-to face' as normal.

Situations where this policy may apply include:

- A pupil who is absent from school for 3 or more days for a pre-agreed reason e.g. taking part in a sporting tournament, Pupil exclusion
- Pupils unable to attend school due to a period of advised self-isolation but who otherwise remain well
- An extended period of school closure

The delivery of home learning shall continually adjust and improve to focus on approaches to easily and effectively provide work for individual students who may be working from home that will allow them to learn in line with their peers who are in lessons in school. We will also prepare learning that may be required for whole class remote learning.

The Department for Education have set out their expectations for learning that schools and nurseries shall be open to all children with a contingency plan should there be a requirement for remote learning. This will be reviewed and updated regularly. Included in the guidance is the requirement for contingency planning for remote learning in case of self-isolation of multiple pupils or staff or local outbreaks.

There is a requirement for immediate remote learning should this be necessary All resources will be available to be printed and distributed by the school, if this is required, with links for offsite or online learning available within 24 hours,

St. Gerard's will be adhering to the DfE and Public Health guidance at all times. This will take into account pupils age and stage of development and/or special educational needs. DfE expectations include:

- a curriculum sequence that allows access to high quality on-line and off-line resources and teaching videos, and that is linked to the school curriculum expectations.
- access to high quality remote education resources.
- on-line tools that will be consistently used across the school in order to allow interaction, assessment and feedback and that will make sure staff are trained in their use.
- provision of printed resources, such as textbooks and workbooks for pupils who do not have suitable on-line access.
- recognition that younger pupils and some pupils with SEND may not be able to access remote education without adult support and school will work with families to deliver a broad and ambitious curriculum
- set activities so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

Objectives:

This remote learning policy aims to:

- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Develop a sustainable curriculum accessible to all

Communicating with parents/Cares:

St. Gerard's will be clear that the completion of work is not compulsory and that this document seeks to inform and guide families and not impose expectations. Each family is unique and because of this, should approach home learning in way which suits their own individual needs. Children will be asked to complete as much work as they can, fit around the needs

of their individual family. Teaching staff will keep parents/carers informed about resources, remote learning opportunities and updates. We will be using various platforms to do this:

- Emails – Parent’s App
- Remote Learning Platforms –Class Dojo
- The school Website
- The school Twitter Account

As new resources become available, teachers will upload them onto the website or our Remote Learning platforms – the class teacher will inform all children and parents/carers of the platform they will use and if necessary, provide printed copies of the learning packs.

When communicating with families, we will recognize that they have hugely different circumstances. Some may have the time and ability to access and support with online resources and learning, whereas others may have less access to technology, or be working at home or providing high levels of care to family members that don’t allow for time to support in learning. With this in mind all communications will be:

- Personalised
- Framed positively, celebrating home successes.
- Reinforcement of simple, encouraging messages around home learning, routines and study
- Consider how emails, phone calls, and DOJO messages can be combined effectively so it is clear and not overwhelming!
- Audit the communications with less involved families to see what is working well or needs adapting

Phase 1 – Individual Remote Learning

This applies in situations where school remains open and working as normal, but an individual child is unable to attend school as normal for a period of 3 or more days but is otherwise well and able to work, e.g. a period of advised self-isolation or an absence that has been authorised by the school in advance.

On the day of self-isolating, subject to the child being well enough, the parent/carer will be directed to the online learning packs and links on the school website.

Following testing, if the child is to self-isolate and is well enough, the class teacher will communicate daily via Class Dojo or Seesaw to give feedback and support and will call on the provided contact number as required during the working day.

Phase 2 –Short term school or ‘Bubble’ closure for up to 14 days

This applies in situations where school remains open and working as normal for all classes except a “bubble” e.g. if a year group is directed to self-isolate for up to 14 days. Subject to the class teacher being well, the class teacher will be available from 8.30-3:30pm during term time only, online via their class email, dojo or seesaw to answer any questions or to look at children’s learning. Outside of these times, teachers will put an out of office message on their emails. Please be patient.

- The class teacher or Curriculum lead will set work for a series of lessons for Maths, English, Reading, Religious Education, Science and Topic (Covering a range of foundation subjects).
- 1:1 support will be provided as required through the platform the class teacher uses – Dojo. Online resources will be available on the Remote Learning Pages of our website with links to support.
- Telephone calls will be made by the class teacher, class support teacher, family support worker or member of the SLT.
- Any new concepts will be introduced via prerecorded videos that are uploaded to our learning platforms or school Twitter account.
- Feedback will be given daily via the learning platform and any completed work can be uploaded or dropped off at the school then marked. Verbal feedback will be given within 24 hours of assessing.

Phase 3 – Longer Term school closure for duration beyond 14 days

This applies in situations where school is directed not to open to the majority of pupils for an unspecified period of time beyond the 14 days.

Dependent upon circumstances, the school will continue to provide learning packs online alongside paper copies to be picked up or distributed as required. Any new concepts will be introduced via prerecorded videos that are uploaded to our learning platforms or school Twitter account. Where children have no access to digital platforms, equipment may be provided to ensure children can continue learning at the same rate as their peers.

Feedback will be given daily via the learning platform and any completed work can be uploaded or dropped off at the school gate then marked weekly – arrangements for times will be given by the class teacher. Verbal feedback will be given within 24 hours of assessing.

Telephone calls will be made by the class teacher, class support teacher, family support worker or member of the SLT on an at least weekly basis for all children and more frequently for vulnerable children or as required.

In the event of a school closure, teachers will be available between 8:30am-3:30pm during term time only, online via their class email, dojo or seesaw to answer any questions or to look at children's learning. Outside of these times, teachers will put an out of office message on their emails. Please be patient.

Curriculum Expectations:

Remote education, where needed, will be high quality and align as closely as possible with in-school learning.

The autumn term curriculum has been written and planned to focus on the academic and emotional needs of the children. There will be a focus for the Autumn term on ensuring all children are settled with a readiness for engaging in learning. Good mental health and wellbeing are essential for this.

Alongside this we will re-establish progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) with opportunities across foundation subjects to read widely, developing the children's knowledge and skills. The children will be taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education all centred around the Catholic Gospel Values John 10:10 and the Beatitudes. The whole school will explore the same topic for the Autumn first term which will be Caring & Sharing.

Our reading programme will include the Bug Club on line library so that in the event of remote learning being required, this is readily accessible and familiar to the children.

Children with SEND will be provided with appropriate learning and concrete resource packs with instructions on how to use. Teachers will provide video links and tutorials. Your class teacher and our Senco will be available daily through school hours to support remotely via a telephone call, Class Dojo or email.

The learning activities will have a learning objective with clear explanations and the teaching staff will contact the children daily to check understanding and progress. Any new topics will have a video explanation provided by the teacher and uploaded to Class Dojo or Twitter. (Your teacher will keep you informed of the platform they will use).

Roles and responsibilities Teachers:

Teachers must be available between 08:30-3:30pm every week day during term time following their directed time. 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. If they are ill or self-isolating this should be conveyed to the headteacher in the usual manner.

Teachers are responsible for:

- Setting work for the children in their classes alongside their year group partner.
- Each teacher should set work for English and Maths each day of the week, Science x 1 weekly, RE x 2.5 weekly, ready for the children and their parents to access each Monday. There should be good range of the various foundation subjects relevant to the national curriculum set out for the respective year group.
- The amount of time expected for each child to complete the work will depend on the age of the child.
- When setting work to be completed remotely teachers need to be mindful of the time parents and carers will have to support each of their children as well as having to work from home and of course their access to a device.
- The work must be uploaded using the learning platform which is accessible via the school's website. All children will have been given their username and password so that they can access the required work for their year group.
- Teachers will provide feedback to children once each child has submitted their work via class learning platform. This should be done as soon as possible after the child has submitted the work between the hours of 9am and 3:30pm. The work should be marked keeping in mind the schools marking policy wherever possible and should be acknowledged accordingly by sending back any marked work or comments to the learning platform. Teachers will need to be aware in their marking and comments that as well as the child being the audience, so will the parent and carer and will therefore need to be marked with that in mind.

- Teachers are not expected to feedback outside the hours of 9am and 3:30pm but feedback should be given no later than the next day. It is not expected for teachers to feedback during the weekends or in a holiday period.
- If a parent or carer has a complaint, this should be referred to the teacher's line manager/and or headteacher who will advise on how to answer the complaint or may contact the parent in person using their email or phone call to answer the complaint. If the complaint is of a safeguarding nature, then it should be referred to the DSL/Headteacher or deputy DSL's who will follow the processes as laid down in the schools Safeguarding Policy.
- If a week has gone by a no contact has been made by the child or parent in regard to work being set, then the teacher should contact the parent/carers using their email to "touch base" and ensure everything is on track. If there is no contact forthcoming from the parents, then this needs to be conveyed to the DSL/headteacher and or deputy DSL's who will contact the parent by phone to check everything is well.

Attending virtual meetings

- Staff should not be setting up or interacting in virtual meetings with children or parents/carers. All communication should be via email or telephone.
- Staff will be required to take part in virtual meetings as they would for staff meetings. These will take place as directed by the headteacher and governors.
- If they are unable to attend due to illness etc., they should communicate their absence with the head teacher by making a telephone call or email.
- Staff should be mindful of dress codes i.e. normal everyday attire suitable for a professional meeting and should attempt to conduct the meeting in a quiet room free from disturbance and background noise if at all possible.

Teaching assistants

Teaching assistants must be available in their normal 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.

Teaching assistants are responsible for:

- Carrying out on line CPD as directed by the Sendco
- Being available to go on the cover rota during the partial school closure
- Be willing to complete some tasks from home if possible, as directed by the class teacher they normally work with
- They will also be expected to attend virtual meetings with the Sendco or SLT as required.

SENCO

The SENCO will be responsible for:

- Liaising with colleagues in regard to the appropriateness of work set for the children on the SEND register for home learning.
- Liaising directly with Parents and carers of Send children in regard to supporting with home learning.
- Liaising with outside agencies such as Educational Psychology service
- Keeping up date with EHCP annual reviews in line with Dfe guidance

Subject leads

Subject leaders should be:

- Giving support where necessary to support colleague in the setting of work for the children to complete as part of home learning
- Alerting teachers to resources they can use to teach their subject

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach within their appropriate key stage
- Supporting their key stage teachers both by email and in virtual meetings

Designated safeguarding lead.

The DSL is responsible for:

- Supporting the FSW in regard to contacting vulnerable families and keeping up to date with any notes on CPOMS
- Completing any documentation or action that may come in from social care
- Still being available to monitor CPOMS in regard to any safeguarding issues that may arise whilst the school is open to those children eligible for a place during the partial school closure

IT support.

IT provider

IT staff are responsible for:

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

Parents/Carers

Staff can expect parents to:

- Return their child's work for marking to their child's teacher within the time slots decided i.e. 9am-3:30pm
- 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.

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 systems are appropriately secure, for both data protection and safeguarding reasons.
- Keep in touch with the headteacher to ensure the well-being of staff during the partial closure.

Who to contact

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

- Issues in setting work – talk to the relevant subject lead, KS Lead, Curriculum lead or SENCO
- Issues with behaviour – talk to the relevant key stage lead or Behaviour Lead
- Issues with IT – talk to Computing Lead, email Hi-Impact or Miss J. Gilbert
- Issues with their own workload or wellbeing – talk to their key stage lead or deputy/headteacher
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

Data protection

Accessing personal data

When accessing personal data, all staff members should be mindful that data can be accessed via secure cloud service or a server in your IT network only school devices should be used e.g. laptops, tablets not personal devices work completed by children should be stored in a file on that device for future use if required.

Sharing personal data

Staff members may need to collect and/or share personal data such as parent emails as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions. Parents/carers emails should not be shared with anyone outside of the school.

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

Please refer to the schools Safeguarding policy.

Links and to be read with other policies

- Behaviour policy
- School safeguarding policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy
- Curriculum Policy
- EYFS Policy
- Assessment Policy
- SEND Policy
- Child Protection and Safeguarding Policy
- Accessibility Policy
- Marking and Feedback Policy
- Health and Safety Policy
- Attendance Policy
- Staff Code of Conduct
- Children Missing Education Policy

‘Teachers should not live stream lessons from their homes, nor engage in any video calling unless in exceptional circumstances, with the parent. Online lessons are not desirable for primary children as the teacher-pupil interaction is not easily replicated’