

Perryfields Junior School

Remote Learning Policy For Unexpected School Closure



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SUMMARY OF CHANGES – FEBRUARY 2026

Section	Detail
	NONE

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1. Aims

This remote learning policy aims to:

- › Set out expectations of staff, students and parents during a short period of closure (for example, due to adverse weather).
- › 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

a. Teachers

- › When providing remote learning, teachers must be available between 8.30am and 4.00pm on their working days and can be contacted via J2e Messaging (if your child has a job-share, please contact the teacher working on that day).
- › If teachers 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 (contact the Headteacher by 7am by email or text message).

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 (SCENARIO A and SCENARIO B – see below).
- › 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 responsible for:

- › **SCENARIO A:** this is when the school needs to close at short notice due to e.g. weather events (flooding / snow). In this instance, teachers will:
 - On the first day of closure, set activities for children on TT Rockstars, Spelling Shed, and MyMaths to support core skill practice. Provide links to a range of recommended websites and activities. Teachers will also encourage children to read their school reading books or books from home for a set period. Parents will be informed of this provision via email.
 - Also, on the first day of closure, distribute J2e login details to each child in the class, along with a 'how-to' guide. This platform will enable parents to communicate with the class teacher and upload their child's work.
 - From day 2 of closure onwards, set daily work online via the school website by 9:00 am. Each day's tasks will include: one reading activity, one writing task (which may be a standalone activity separate from the current school writing unit), one maths task linked to the current unit or a practice activity (e.g., times tables or number bonds), and one research-based, topic-related task.
 - Ask for completed work to be uploaded on J2e.
 - Be available online to answer queries from parents on J2e messaging between 8.30am and 4.00pm.

NB: Scenario A is the one to refer to when a child is preparing for, or recovering from an operation, but is able to learn and can learn remotely; however, teachers will send the materials via email or print out materials for collection.

- › **SCENARIO B:** for when school is closed more long-term due to government instruction.

Setting Work:

- › Ensure on the first day of closure that all members of the class have access to J2e, including logins and passwords and that children are adequately resourced with equipment (books, pencils etc.) and devices are loaned as necessary and if possible. Check in with all children and families via J2e or School Spider on Day 1.

- From Day 2, set work daily that ensures coverage of the subjects (each day should be planned according to the subjects on the normal class timetable - on average 4 hours a day for KS2).
- Set work by 8.30am on the day you want it complete via the school website.

Lessons:

- Video recordings and worksheets used in our English, Maths and Foundation lessons will be uploaded to the school website under the home learning tab. Work completed should be submitted on J2e for teacher feedback.

Checking in:

- Complete a register between 8.50am and 9.10am each day via Zoom (report to the DSL by 9.30am children who do not respond or families who do not provide a reason for being offline).

Expectations & conduct:

- The school behaviour policy will be followed. We will expect behaviours that we want to see in school online.
- All online participants must ensure their background is appropriate for learning by either blurring or changing it. They should also be in a quiet environment conducive to learning.

Homework:

- Spellings will be set as normal on Spelling Shed. Children are encouraged to read at least four times a week using their school reading books or books from home.

Additional:

- Children have access to TT Rockstars, Spelling Shed and MyMaths; all of these sites can be accessed from the school website under 'Online Learning'. Additionally, children can access a range of online resources through their J2e account.

Providing feedback on work:

- Pupils should submit any work completed on J2e (this can take the form of a photograph or an electronic document) and teachers will provide feedback.
- Those who do not will be contacted by the Class Teacher or SLT.
- Teachers will provide feedback for English and maths on an individual basis three times a week per child.
- Teachers can provide more feedback on top of this if required for the child to make better progress.
- Reward points (on J2e:J2stars) will be given to children by class teachers for effort and achievement.
- Teachers may provide whole class feedback more regularly once class work is checked. Feedback will be provided on Zoom through daily check-ins.

Keeping in touch with pupils and parents:

- Teachers will be available online during the hours of 8.30am and 4.00pm to respond to children and families.
- Emails received on J2e Messaging must be replied to promptly. Anyone can respond to year group enquiries; it does not have to be the actual class teacher.
- Teachers will provide an individual phone call/Zoom check-in with children once a week to discuss any pastoral/ safety/mental health/wellbeing concerns: this can be delegated to Support Staff who have good relationships with the child. Teachers can then refer concerns to the wider team to support (SENCO/ DSL).

b. Teaching assistants

Teaching assistants must be available during their working hours, Monday to Friday. During this time they are expected to check work emails and be available when called upon by the school. 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.

Teaching assistants are responsible for:

- › Providing well-being check-ins for individual children
- › Supporting pupils with learning remotely when requested by the SENCO.
- › Communicating with SLT/SENCO as required.
- › Undertaking online learning as directed by SLT.
- › Completing tasks set by school/class teacher.

c. SENCO

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils. The SENCO will be responsible for:

- › Liaising with teachers and working with them on planning effective lesson for SEND.
- › Holding regular meetings with families of SEND children to check learning is accessible.
- › Ensuring physical resources are made available that promote independence in children.

d. Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- › Co-ordinating the remote learning approach across the school.
- › Monitoring the effectiveness of remote learning – reviewing work set by teachers weekly, monitoring email correspondence between parents and teachers.
- › Ensuring staff are well-trained in developments in remote learning
- › Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- › Checking on the wellbeing of staff with regards to workload and their own work-life balance
- › Communicating effectively with families via email, text and whole-school Seesaw (when appropriate) about remote education and national developments.
- › Providing printed resources or devices for pupils without suitable access to online learning (can be collected from school office).
- › Ensuring families who are in receipt of Free School Meals are adequately provided for through vouchers or meals

e. Designated safeguarding lead (DSL)

The DSL is responsible for:

- › Following the school's Safeguarding Policy.
- › Monitor filtering systems and alerts from school devices.
- › Respond to concerns raised by staff and / or parents about safeguarding quickly.

f. Pupils and parents/carers

Staff can expect pupils to:

- › Be contactable during the hours of the school day 8.50am – 3.15pm, although they may not always be in front of a device the entire time.
- › Seek help if they need it, from teachers or teaching assistants. Alert teachers if they are not able to complete work.
- › Complete their school work on time and to the best of their ability.
- › Submit any work completed using J2e for teacher feedback.

Staff can expect parents to:

- › Seek help from the school if they need it – staff should refer parents to the ‘Home Learning’ tabs on our website.
- › Support their children in their learning.
- › Notify school if they require printed resources or a device if they do not have suitable access to online learning.
- › Be vigilant about their child’s online activity and to inform the school of any concerns they may have about their child in this respect.

4. 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/SENCO/SLT.
- › Issues with their own workload or wellbeing – talk to their line manager/SLT.
- › Issues with behaviour – talk to the Assistant Headteachers/SLT or Headteacher
- › Issues with IT – talk to IT Lead or the School Business Manager.
- › Concerns about data protection – talk to the data protection officer (Business Manager).
- › Concerns about safeguarding – talk to the DSL.

All staff can be contacted via the school email addresses.

5. Data protection

a. Accessing personal data

When accessing personal data:

- › All staff have access to CPOMS to record any concerns about children, this is accessed via a secure portal. Ensure you log out after use. Do not allow access to the site to any third party.
- › Teachers are able to access parent contact details via the school office/CPOMS. Do not share any details with third parties.
- › SLT have the ability to locate personal details of families when required through securely accessing CPOMS.
- › School laptops are the school’s devices to be used when accessing any personal information on pupils.

b. Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes:

- › 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.
- › 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.
- › Complying with all school Data Protection/GDPR policies.

6. Safeguarding

Please see the following for updates concerning safeguarding in relation to home learning.

- › **Child Protection Policy**

7. Monitoring arrangements

This policy will be reviewed by SLT and the Governing body annually.