



St Peters CofE Primary Academy

Trust Headteacher: David Castledine

Chair of Combined Local Academy Committee: Zoe Heath

Remote Education Policy

2025-2026

St Peter's CofE Academy, Stonnall

Equal Opportunities

This policy will be implemented on an equal opportunities basis, ensuring that it does not discriminate in any way against and pupil group, regardless of gender, ability, disability, religious or cultural belief, or racial background.

1. Scenarios where remote education might be considered

At St Peter's we have two main scenarios where it might not be possible for pupils to receive in person education at our academy site. These are:

- when the academy site is closed or partially closed to pupils and/or staff
- when an individual pupil is unable to attend school but is able to learn away from the academy site

School closure or partial closure

Sometimes, even after trying all possible options, academy leaders at St Peter's, Leaders at St Chad's Academies Trust or Staffordshire local authority may decide that it is not safe to open the school. We may also need to close if government guidance tells us to do so. If pupils cannot come to school, then St Peter's aims to provide remote learning so pupils can keep up with their work.

We aim to reopen the school site to pupils as quickly as possible, while maintaining high Health and Safety standards for the entire academy community. We will strive to do everything they can to make sure pupils can learn in person at St Peter's, or at another safe place if needed.

Individual cases where a pupil is unable to attend school but can learn

There are only a few times when a pupil cannot go to school but is still well enough to learn from home. These times should be short and might include pupils who are:

- getting better from a short illness
- getting ready for, or recovering from, an operation
- healing from an injury where coming to school might slow recovery

In some rare cases, pupils with special educational needs or disabilities (SEND), or those with mental health problems, may also need to learn from home for a short time. Once it is clear that the pupil cannot come to school, the school can decide if remote learning is right for them. This should help the pupil return to school, not make it harder.

Remote learning should only be used for a short time. It helps pupils keep up with their work and stay connected with their teachers and friends. Pupils with long-term health problems may need more help to continue their learning.

Pupils, and their families, who need to learn away from school are supported on an individual basis, due to the needs of the child. Advice from medical practitioners, children's services and St Chad's Academies Trust may be taken into account.

The following is guidance for whole school/ significant remote education:

2. Roles and Responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between the hours of 8.50am and 3.30pm to parents and pupils. They must also be available for weekly briefing at 8.30am every Monday and staff meetings 3:30-4:30pm every Wednesday.

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.

When providing remote learning, **teachers are responsible for:**

- Setting appropriate work – for their own class and/or regular teaching groups
- Following the academy remote learning timetable to ensure a range of live lessons/ wellbeing sessions and time for independent learning
- Providing feedback to pupils on their learning
- Speaking with parents if pupils are not completing learning appropriately or if behaviour in live sessions is not in line with our academy behaviour policy
- Keeping in contact with parents and pupils who are working remotely
- Reporting safeguarding concerns via CPOMs and liaising with the Safeguarding team

- Attending virtual meetings with colleagues as requested within the regular working pattern (e.g. online staff meetings)
- Dressing appropriately – ensuring that pupils and parents continue to see a professional attitude and dress code while learning remotely
- Safeguarding themselves when delivering live or recorded lessons – particularly taking note of the background projected to pupils on their screen and using the blur/change background settings as appropriate

2.2 Higher Level Teaching Assistants (HLTA) and Teaching Assistants (TA)

When providing remote learning, HLTAs and TAs must be available between the hours of 8.50am and 3.30pm to parents and pupils. They must also be available for weekly briefing at 8.30am every Monday,

If HLTAs or TAs 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.

When providing remote learning, **HLTAs/ TAs support learning by:**

- Explaining set work to specific groups of children as directed by the class teacher
- Following the academy remote learning timetable to ensure a range of live lessons/ wellbeing sessions and time for independent learning
- Providing feedback to pupils on their learning
- Keeping in contact with parents and pupils who are working remotely
- Reporting safeguarding concerns via CPOMs and liaising with the Safeguarding team
- Attending virtual meetings with colleagues as requested within the regular working pattern (e.g. weekly briefing)
- Dressing appropriately – ensuring that pupils and parents continue to see a professional attitude and dress code while learning remotely
- Safeguarding themselves when delivering live or recorded lessons – particularly taking note of the background projected to pupils on their screen and using the blur/change background settings as appropriate

2.3 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the academy
- Ensuring that the Christian Distinctiveness of the academy continues to help all to flourish and thrive through the planning and delivery of regular collective worship
- Monitoring the effectiveness of remote learning each week and long term if required

- Uploading material to the website and ensuring all aspects of the technical/ICT support is available to staff and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring the wellbeing of staff by the continued provision of PPA/ ECT time/ Subject or management release time
- Ensuring the wellbeing of staff through weekly meetings
- Ensuring the professional growth of staff is continued through weekly staff meetings
- Co-ordinating the return to face to face education either at St Peter's or in another suitable venue

2.5 Safeguarding Team

The DSL or DDSL is responsible for:

- Contacting families of children who are on early concern, child in need or child protection plans
- Recording and collating attendance of live lessons and participation in independent learning
- Managing and reviewing incidents collated by staff on CPOMs
- Liaising with external agencies

2.7 Parents and Carers

Staff can expect parents and carers with children learning remotely to support their child's learning by:

- Making the academy aware if their child is sick or otherwise can't complete work
- Seeking help from the academy if they need it such as accessing pupil login details for certain school subscriptions e.g. TTRS or support with Class Dojo to ensure communication between home and school.
- Encouraging and support children as they complete their home learning
- Submitting completed home learning via Class Dojo
- Ensuring that children are able to access an appropriate place and environment to complete home learning tasks e.g turning off the TV so children can focus on their learning, where possible, ensuring children sit at a table to complete their home learning
- Ensuring that, during live lessons, devices are kept still, microphones are put onto silent with the camera function switched on
- Being respectful when making any complaints or concerns known to staff

2.7 Pupils

Staff can expect pupils learning remotely to engage with learning by:

- Being fully dressed and sitting in a place that will support their learning
- Completing as much of the home learning set as possible – asking for help from adults at home and their teachers
- Being respectful on live lessons making sure the device they are using is still, the microphone is muted unless asked to un-mute and the camera is on
- Continuing to maintain the St Peter's values and aim high in their learning despite being away from school

2.8 Combined Local Academy Committee

The Combined Local Academy Committee 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
- Actively supporting the Senior Leadership team in returning to face to face learning either within the academy or at a suitable alternative site
- Providing well-being support for academy leadership

3. Learning away from the academy

Class Dojo

Class Dojo is our primary platform for delivering remote learning. We choose to use Class Dojo as our families are familiar with it for our day to day communication. Class Dojo will also be supplemented with Microsoft TEAMS for sessions such as live lessons, collective worship, well-being check-ins and attendance gathering exercises.

Every pupil at St Peter's has their own individual profile, through which parents and carers can send work to their child's class teacher.

Recorded lessons, live lesson links, and Oak National Academy lessons are all posted on the 'Class Story' facility available to each year group.

Class Dojo can be accessed through all mobile devices, tablets, netbooks, laptops, ThinkPad's and desktop computers. It can also be accessed via devices such as PlayStation, X-Box, Amazon Echo Show etc.

Help videos and tutorials are available for all of these.

Learning Resources and Strategies

At St Peter's we want to support all families during period of remote learning. Therefore, we use a range of learning resources and teaching strategies:

Teacher led learning

Live teaching (online lessons) – these sessions will last between 20-40 minutes, and include teaching, interaction, and the facility for children to commence work and ask question with adults still present.

Recorded teaching – teachers record videos up to 10 minutes for each of the applicable lessons with 'how to's' that children can replay, and pause on 'class stories', to aid completion of work that has been posted into the children's portfolios

Directed internet-based learning

Oak National Academy – links to daily lessons and resources will be posted on the Class Dojo class story

Times Tables Rockstars – teachers will set class, key stage and individual challenges to support times tables development

Little Wandle – teachers will direct parents, carers and pupils to appropriate phonic activities to support early reading

Other suitable websites may also be used for additional learning.

Project work

Project work will be set to allow pupils to explore new concepts at their own pace and in a way that allows them to be creative. Teachers will set project work at the beginning of the week to allow time for it to be completed at home.

4. Data protection

Staff must only use electronic devices provided by the academy for remote education. The following Dos and Don'ts for working remotely must be always adhered to:

Do's and Don'ts	
<p>Do Take your academy technology home to support your work</p>	<p>Don't Leave any academy owned technology on public or personally owned transport. This includes leaving device in your car when you are not in it for any period of time</p>
<p>Do Login using your username provided by the academy and password.</p>	<p>Don't Allow family or friends to use your work technology at home either under your username or any other.</p>
<p>Do Use a Virtual Private Network (VPN) if logging into the academy system in a public place.</p>	<p>Don't Use public Wi-Fi networks on your academy devices.</p>
<p>Do Be extremely careful of phishing scams.</p>	<p>Don't Send electronic payments without following the academies financial policies.</p>
<p>Do Use trusted websites that you are directed to for completing work duties at home.</p>	<p>Don't Use social media platforms on your academy technology as per the Acceptable Use Policy.</p>

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as academy email address 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.

However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 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
- Locking the device whenever it is left unattended by the colleague
- Not sharing the device among family or friends
- Ensuring that antivirus and anti-spyware software is installed on devices as per SIPs guidance

- Keeping operating systems up to date – always install the latest updates as per SIPs guidance

5. Safeguarding

This policy links to the current Safeguarding policy.

The Safeguarding team are:



6. Monitoring arrangements

This policy will be reviewed on an annual basis by the Trust Headteacher. At every review, it will be approved by the Combined Local Academy Committee

Next review date: December 2026