



Pikes Lane Primary School

Remote Learning Policy

Policy Leader: Headteacher

Linked Governor Sub Committee: Resources and Leadership

Last Updated: June 2025



Pikes Lane Primary School
Covid Recovery Policy

Following the period of partial closure across all English schools in March 2020, and now in January 2022, staff have worked proactively to support all of our families and children through the provision of high quality home learning. In-school support was provided for vulnerable children who could not be safely cared for at home and our Key Workers. Children who were at home, but considered vulnerable received weekly home visits from our pastoral team.

During Summer term 2 in June 2020, we opened to children in Reception, Year 1 and later to year 5 and year 6. Restrictions over places meant we rotated use of class bubble bases and this was in a week on week off pattern. Home learning continued for any class unable to access school.

This 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
- Give context to the school's Covid recovery plan
- Provide appropriate guidelines for data protection

Home learning during lockdown March 2020

Across year 1-6, daily learning tasks for all lessons were shared on Showbie. There was an expectation that teachers would provide quality learning lessons and also some multimedia to support access. Teachers and support staff responded to children's work that was submitted online and gave hints and tips through the chat boxes. In addition to this, the Headteacher and deputy headteacher monitored the provision and interaction in the platform and tried to encourage children's participation.

Teachers contacted parents weekly to check in and promote home learning and offer support. We are very aware that our context presents a number of language challenges and parental support can be an issue for some of our families, especially for those in larger households.

EYFS teachers set up class emails and sent out videos of lesson inputs and story sharing as well as hints and tips for parents at home. Examples of pupils' learning or photographs were also returned to teachers.

Our SENCO carried out weekly calls to all of our EHCP children to share strategies with parents and specialist agency staff, such as Aspire behaviour support, conducted weekly phone calls to check in on wellbeing and offer strategies to support behaviour techniques in the home. Vulnerable learners also had home packs provided by their support teams and these were delivered by our pastoral team.

September 2020

We had been delighted to welcome children back to school full time from September 2020, but we acknowledged that school was operating in a very different way and responding to changing needs, both with the pandemic and also responding to children's earlier learning gaps.

We implemented the guidance to introduce staggered drop offs, breaks, lunch times and collection. The coverage of the curriculum and other considerations are covered in our action plan and in our opening plan.

[..\Corona Information\Master plan September1.docx](#)

[..\Corona Information\Risk Assessment September Opening.docx](#)

Assemblies took place via Zoom, with the day's link in the Google calendar detail for staff to access easily. It is expected that classes will join without video or audio in all but celebration assemblies. For these, the Headteacher will invite classes to announce their certificate winners in turn and get a sense of school community by all videos being seen on screen.

Staff are expected to log in **promptly**. Assemblies start at 10am unless otherwise stated on the calendar. The topics and staff allocation can be seen on the dates events and deadlines (DEDs) on google docs. Where live participation is not required, some assemblies are sent out via video, so classes can look at these at a time convenient to their learning timetable. This may, for example, be for part of their RSHE learning for that week.

Catch Up Curriculum

The starting point for the year has been to welcome the children back and settle them into school routines with a heavy focus on mental wellbeing and physical activity. We prioritised *heart, head, hands* approach to consider mental wellbeing, cognitive processing time and physical opportunities that need to be revisited in order to rebuild children's readiness for learning and fluency.

From September, leaders introduced a reflective behaviour policy to support reflection and the power of making good choices. We have also streamlined our Pikes Lane Promises into three key concepts; respect, safety, learning. We have introduced PIP and RIP expectations across the staff team, where we praise in public, reprimand in private. These measures support children's wellbeing and sense of safety and security in school and promote the right conditions for learning to take place.

We have a key focus within our development plan this year to look at retrieval practice and building new concepts or knowledge into long term memory. As part of this programme of CPD for staff, we have introduced the expectation of low stakes quizzing and informal assessment in the first few weeks of school and then throughout the term. This will ensure the children are comfortable and will provide teachers with the opportunity to assess learning gaps. This information, along with handover provided from the previous class teacher, is being entered into a proforma to support catch up. This informal assessment will be followed up with a summative end of year assessment from the previous year group. The assessment intelligence accrued will be discussed in pupil progress meetings in week four and catch up plans devised.

Catch Up Premium

Following the pupil progress meetings, leaders in school will investigate commonality of gaps across the learning profile and target spending according to need. Areas of focus were initially on reading and maths. Programmes for investing the spend can be found in our Covid Catch up Plan and include investment in reading resources, Third Space learning for maths as well as a programme of bespoke interventions and release time for staff to provide these through quality teacher delivery time.

We revisited the use of whole class intervention and target time to work on feedback checks and catch up. Staff received support for this during pupil progress meetings and follow up maths and English surgeries from STEM and Comm leads.

Strategies for revisiting earlier learning are embedded into the daily learning programme, through use of eg, grammar hammer, big maths. More detail on catch up planning can be seen in our SIP under our 5 leadership pillars; <L:\School Impact Plan\SIP 20-21\SIP 20-21 draft.docx>

Non-core learning was revisited by using earlier knowledge mats and using our knowledge spine in the curriculum to revisit key concepts and vocab that need to be learned in order to move on to later learning. Some of this was also revisited through sharing of key texts that relate to earlier topics, by revisiting through quizzing as part of retrieval practice. Subject leaders considered catch up support within their action plans and will receive support from senior leaders to integrate this and also to provide specialist teaching opportunities through JPD across the year.

Bolton's Context

Throughout early Autumn term, we were in the unfortunate position of Bolton having the highest incidence of CV cases nationally. This caused significant extra demand on testing, which is not able to fulfil the demand. The result was children isolating waiting for tests and still unable to book or access home testing after as much as 7 days. It is also very common for children to be in large multiple sibling households, so one incidence of symptoms results in many more children missing school. There are associated challenges with staffing being deployed to supervise our isolation bays which the school team are meeting well. Leaders have kept detailed records of the incidents of class isolation and classes without teachers as a result of ongoing disruption through Autumn term 2020.

Provision for children who are self-isolating

Where children are isolating, we are conscious of their access to remote learning. Sadly, this cannot be provided in the way it was during lockdown. This is due to staff still being active teaching the rest of the class within school. However, we have advised parents that they can access the Showbie content online and a resource pack is also sent home when the children are sent home. This letter is set to cover this for parents <..\Corona Information\self isolation.docx> Teachers are responsible for ensuring home learning ie reading books and any paper copies go home with the letter and to note the Showbie code on the letter. In addition to daily learning, a folder of home learning suggestions can also be developed across the term, so that there are plenty of additional activities and resources to keep children occupied.

2. Roles and responsibilities

The expectation for bubble closures is that the learning will take place in real time as much as possible, with lessons going online as they would within the classroom. Teachers and support staff from that bubble will be expected to respond to learning within the session as children submit work. Detailed feedback cannot be provided to children individually, due to time restraints, but key messages and common misconceptions can be addressed in the whole class chat box and more detailed feedback provided at a later time if required. We still follow our feedback policy to streamline and consider workload. Support staff will be directed by the teacher as to which groups/ children to focus on for feedback each day.

For EYFS, they will resume the class email system to email key learning links, videos and voice notes as needed. Home work packs and reading books will also go home with the advice letter.

Provision for vulnerable learners

The school recognises the duty we have to our vulnerable pupils during periods of isolation. The duty to make provision for EHCP pupils is to be met by the provision of specialist resource packs which are pre prepared by the SSAs working with these children. Provision for these will be revised at key interval points throughout the term and as provision maps are updated. Support will be offered to parents on how to implement the resources.

The school makes use of the SEND resources provided by Oak Academy as well as specialist provision that is directed by class teachers. QA of the resource packs is carried out by our SENCO and the administration of the packs is carried out by Sarah Clark during her non-contact role, later by SSAs during class PE time/PPA time.

During the period of isolation, the family will be advised on their points of contact, from the SENCO and the SSA. The SSA will provide 15 minutes video support every day to offer advice and tips, as well as provide a face time check in with the child.

Home Learning Approach 2021

2.1 Teachers

When providing remote learning, teachers must be available between 9am – 3.15pm.

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 are responsible for:

- Setting work:
 - For their own class or classes which they teach, this may also be across the year group for year group isolation if their paired teacher is ill/ teaching on site
 - As a minimum, in years 1-6, English, maths, guided read/phonics and two foundation subjects per day should go on Showbie
 - This work should be set by 9am daily on the class Showbie account
 - In addition to this, there should be three live inputs of 15 minutes each for Maths, English and one topic. These should be streamed on Zoom at 9.15am, 10.30 am and 1pm. Some year groups may choose to deliver further live inputs, ie for phonics
 - Zoom links will be dropped into the Showbie page for the day so they are easy to locate and protected by password entry to the class
 - For Zoom, children's camera will be off, they can have microphones on, but these are enabled by the staff and TAs support the monitoring of the chat box during input
 - Across a year group, teachers should liaise to ensure continuity of learning
 - For EYFS, where children do not have access to an iPad, work is set through the class email. It is expected that daily challenges, phonics and story sharing will be shared via videos.
 - Children who are struggling with access to devices or data will be referred to the pastoral team for hardware to be distributed and wifi and data options to be sourced.

- Providing feedback on work:
 - Responses to completed work from pupils should be completed daily on Showbie. Some of this may be one to one, others may be general a/c that is captured for larger groups on a voice note, or followed up in the next day's Zoom input
 - Where possible, queries will be raised during the live session to address misconceptions at the point of learning and to consider teacher workload.
 - EYFS children can have work returned via the class email for teachers to respond to. We understand this needs support from parents
 - Where possible, home learning packs are also provided and school is making use of a charity to access stationary boxes
- Keeping in touch with pupils who aren't in school and their parents:
 - Taking register for morning and afternoon sessions to monitor who is online
 - If children aren't engaging with daily Showbie, teachers should contact parents to promote engagement
 - Teachers contact parents once per fortnight; 3 children per day across 10 days. Some children trigger additional pastoral phonecalls/home visits weekly - these will be noted on CPOMS
- Attending virtual meetings with staff, parents and pupils:
 - Staff working from home are expected to engage with virtual sessions; assemblies, staff meeting etc as usual
 - Location should be appropriate (e.g. avoid areas with background noise, nothing inappropriate in the background)
 - Virtual meetings with parents should be noted on the calendar

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.45 – 3.15 (or usual 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.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely:
 - As directed by class teacher
 - Support and feedback via Showbie
 - Preparation of resources as directed by class teacher
 - Supporting teacher with parent contacts to promote Showbie engagement
- Attending virtual meetings with staff, parents and pupils:
 - Staff working from home are expected to engage with virtual sessions; assemblies, staff meeting etc as usual

- TAs should support the teacher during live input by monitoring the chat box and responding to queries where possible
- Location should be appropriate (e.g. avoid areas with background noise, nothing inappropriate in the background)

2.3 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 – seeing outcomes on Earwig or examples of work on Showbie
- Alerting teachers to resources they can use to teach their subject remotely - a shared document is set up on Google Drive to support this

2.4 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 through Showbie or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Offering support to staff via phase meetings, RF meetings, email or phone support

2.5 Designated safeguarding lead

The DSL is responsible for:

- Ensuring the school safeguarding policy is not compromised through Covid
- ensuring appropriate actions take place to keep in touch with vulnerable families who are isolating, ie through management of phone calls and remote visits
- liaising with relevant agencies.

2.6 IT staff *% A Bradley, but through Computeam

IT staff are responsible for:

- Fixing issues with IPad and Showbie
- Helping staff and parents 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

- Assisting pupils and parents with accessing the internet or devices

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- 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

Staff can expect parents with children learning remotely to:

Insert details, such as:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it via fortnightly phonecall, email to the office or through Showbie platform
- Be respectful when making any complaints or concerns known to staff

2.8 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 remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3. 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 SENCO
- Issues with behaviour – talk to the relevant head of phase or pastoral staff
- Issues with IT – talk to A Bradley or report to Computeam
- Issues with their own workload or wellbeing – talk to their line manager or RF
- Concerns about data protection – talk to the SBM
- Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

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

- Use the school's secure system via remote access for pupil information
- Use school's own devices and ensure these are password protected

- Ensure school based conversations about specific persons can not be overheard off site
- 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

4.2 Processing personal data

Staff members may need to collect and/or share personal data 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.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy