



Bradford Diocesan
Academies Trust

EAST MORTON CE PRIMARY SCHOOL

Remote Teaching & Learning Policy

September 2025

Remote Teaching and Learning Policy

Vision Statement

All are inspired to achieve their full potential in our loving community of life-long learners, where:

- Everyone is valued;
- Every chance is provided for all to flourish in the security of God's love; and
- Every day brings the enjoyment of life in all its fullness.

School Values

At East Morton, 'Love' is our core value and it is from love which all of our six key values flow:

- Hope
- Peace
- Generosity
- Community
- Wisdom
- Justice

This remote education policy aims to:

- Ensure consistency in the school's approach to remote learning (including SEND) for those who are not in school.
- Set out expectations for all members of the school community concerning remote education
- Provide appropriate guidelines for data protection
- Ensure pupils unable to attend school remain fully included within the school community
- Ensure that the curriculum being delivered in school is also able to be delivered as robustly and consistently for any child, class or school facing a national or local lockdown
- Ensure that the school's responsibilities regarding safeguarding are considered and upheld at all times
- Support effective communication between school and families and to support engagement with home online learning

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote education approach across the school
- Evaluating the quality and effectiveness of remote education
- Evaluating the security of remote education systems, including data protection and safeguarding considerations

Designated Safeguarding Lead

The Designated Safeguarding Lead is responsible for safeguarding concerns, including those related to remote education.

Remote Education

Circumstances where it might not be possible for pupils to receive in person education fit into two broad categories:

- School closures or restrictions on attendance, where school access for pupils is restricted
- Individual cases where a pupil is unable to attend school but is able to learn.

Providing remote education does not change the imperative to remain open or to reopen as soon as possible. Every effort will be made to ensure pupils can be taught in person by attending their school or if appropriate and possible, attending a safe alternative site. After exploring all options to ensure the school remains open to all pupils, there may still be some exceptional occasions when school leaders, the local authority or DfE decide that it is not possible to open safely, or where opening would contradict guidance from local or central government. If restricting attendance for pupils is the only viable option, schools will provide remote education to help pupils stay on track with the education they would normally receive.

Remote Education in the event of an extended period of remote education.

Provision is likely to include:

- School will provide learning across the curriculum and children will be expected to spend a similar amount of time completing this as they would spend learning in school, suggested timetables are provided to support this
- Worship via MS Teams or pre-recorded
- Daily live meetings
- Pre-recorded sessions (for example Oak academy)
- All year groups will pre-record some teaching sessions, including phonics and story time sessions in EYFS and KS1, and share these via Teams
- The work will be uploaded onto the year group Teams page
- Printed worksheets will be made available where access to technology could be a barrier
- The work provided will be appropriate to individuals needs for identified groups/pupils
- Any issues, concerns or relevant information to be logged on CPOMS for the attention of the DSL where necessary
- 'Welfare Check' phone calls to be undertaken on a weekly basis for any children who have not been visible/present in live video sessions (such as morning meetings) and have not been contactable by phone (it is expected that any adult calling a child's home, speaks to the child and refers the matter to the DSL where this has not been possible)
- Regular correspondence between teacher and class (via Teams) to support and encourage engagement

- Use social media to encourage learners' participation and engagement, for example through the use of the school's X (formerly 'Twitter') account to share work, or set whole school challenges

Pupil expectations:

Staff can expect pupils engaging with remote education during lockdown to:

- Ensure they are in a normal school routine. Pupils must be up and dressed appropriately for learning by 8.45am.
- Complete all work set
- Read regularly
- Practice spellings
- Engage in at least 30 minutes physical activity a day

Staff can expect parents with children engaging with remote education during lockdown to:

- Ensure pupils follow the online timetable as far as possible
- Expect phone calls/home visits if pupils are not completing online learning (these calls may be from a withheld number)
- Make the school aware if their child is unwell and unable to complete work
- Make the school aware of any barriers to accessing remote learning. If a child does not have access to a device for home learning, the school will do all it can to support children and will provide paper packs of learning if necessary, or by providing devices where possible.

SAFEGUARDING

Adherence to School Policy

Staff must ensure that they have read and are operating in accordance with all school policies all times, this includes:

- Safeguarding and Child Protection Policy
- Staff Conduct Policy
- Online safety Policy
- Acceptable Use Policies

Prevailing safeguarding principles:

- The safety of children is of paramount importance, including when they are asked to work online
- With regard to safeguarding, the best interests of children must always continue to come first
- It is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- We should continue to safeguard against risk to children when they are online, as we would in school

Staff Responsibilities - Safeguarding

- It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk
- Immediately follow school procedures and report any safeguarding concern to our DSL (Emma Petts), or deputy DSL (Anne Proctor)

- To ensure that any use of online learning tools and systems used are in line with privacy, acceptable use and data protection/GDPR requirements
- Where children are being asked to work online they must have very clear reporting routes in place so they can raise any concerns whilst online. It must be made clear by teachers to children how to report any concerns to school and they should be signposted to age-appropriate support such as CEOP, Childline and/or the UK Safer Internet Centre

Staff Responsibilities – General Communication

- Wherever possible, it is strongly recommended that staff avoid using personal devices and should only use school provided equipment
- Be mindful of professional standards in all correspondence
- Ensure that personal details such as parents' email addresses are not shared in communications with other parents/the whole class (use of BCC)

Staff Responsibilities – Communication with Children/Parents

- Teachers and school staff only use school-registered accounts, never personal ones when communicating
- Do not make direct one-to-one contact with a child through any means other than TEAMS or telephone. Should an instance arise where a Teams meeting or telephone call involves only one child, the staff member should make it clear that a parent must be in the room with the child or terminate the call/meeting and report the matter to SLT via a CPOMS log
- Adults hosting a Teams meeting must ensure that another member of school staff is in that meeting (whether virtually or physically in the same room)
- Adults hosting a Teams meeting must ensure that: 1) SLT have been invited as attendees 2) settings have been applied to prevent children entering the room before/without the permission of the meeting hosts 3) all school staff invited have been added as hosts (to ensure that the meeting could run safely in the event that the organiser cannot attend)
- Constantly revise and reinforce the importance of children being safe online in your communications
- The importance, and principles of safe-searching must be conveyed to children whenever possible, especially at times when work is set which involved internet use i.e. the importance of using a child-friendly search engine, such as 'Kidrex'. This is reinforced through reminders on the Home Learning pages of the school website
- Reinforce to children and parents expectations around the child's use of their camera – for example, cameras are on in order for staff to have sight of the child and then turned off during morning meetings
- Additionally location, dress and behaviour of pupils during Teams meetings must be reinforced – for examples bedrooms and pyjamas are not appropriate for home learning
- Teachers must make sure that parents and carers are aware of what their children are being asked to do online, including the sites they will be asked to access. It must be clear to parents who from the school (if anyone) their child is going to be interacting with online
- Do not 'live stream' video or audio to learners, this type of communication, if undertaken, should be pre-recorded and checked (by a member of SLT) before being forwarded to children
- Some parents and carers might choose to supplement the school online offer with support from online companies or individual tutors. Teachers, in their communications with parents and carers, must emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children

Staff Responsibilities – Online Safeguarding

- Teachers must have previously 'checked' any sites or search terms which children may be asked to use, in order to ensure that they are appropriate (as per the school's Online Safety policy)
- Consider if any system suggested to children includes online chat features, and if this can be moderated. If in doubt, do not use the system
- Do not suggest any system to use (i.e site which involves interaction and/or a sign in) which has not been checked by a member of SLT
- If video and audio is being recorded at home to be used for remote learning, there should be careful consideration of the location used (who might enter, what is in the background etc) and the recording must be checked by a member of SLT before distribution
- If there is a possibility that children might make videos, guidance should be given around this also (for example a bedroom is not a suitable location, behaviour expectations are to match those in school etc)

Support for parents and carers to keep their children safe online includes:

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and careers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers

Online safety in schools and colleges

The [UK Safer Internet Centre's professional online safety helpline](#) provides support for the children's workforce with any online safety issues they face. Local authorities may also be able to provide support.

This policy has been written with reference to:

[Providing remote education: non-statutory guidance for schools \(publishing.service.gov.uk\)](#)
[Safeguarding and remote education - GOV.UK \(www.gov.uk\)](#)

Approved:

Headteacher: A. Proctor

Governor Approval: A. McGonigle

Date: 9th October 2025

This policy is to be reviewed October 2026 unless significant changes take place.