Thurgoland CE Primary
Remote Education Policy

Headteacher Mr D Jordan Date: Spring 2026

Chair of Governors Mr N Shiggins Date: Spring 2026

Review date: Spring 2027

THURGOLAND

CHURCH OF ENGLAND PRIMARY SCHOOL

LEARNING TOGETHER IN FAITH & JOY

Our Christian Vision

LOVING GOD, BLESS THURGOLAND SCHOOL



Children at Thurgoland CE Primary are encouraged to see that everyone is special and unique and, in this way, gain a sense of ourselves as a unique individual – that true self, or best self, God has created us to be.

The Church of England states that, when it comes to education,

"THE VISION IS OF GOD-GIVEN FULLNESS OF LIFE IN WHICH EACH PERSON IS BOTH BLESSED AND A BLESSING"

(Church of England Vision for Education p.12)

AND MAY IT BE A PLACE OF FAITH AND JOY

As educators we are all passionate about the way children are formed by the environment in which they grow. To become our best self we will need the environment that enables this.



Our vision is rooted in the Parable of the Mustard Seed (Matthew 13 31-32): A mustard seed...

"THE KINGDOM OF HEAVEN IS LIKE A MUSTARD SEED, WHICH A MAN TOOK AND PLANTED IN HIS FIELD. THOUGH IT IS THE SMALLEST OF ALL SEEDS, YET WHEN IT GROWS, IT IS THE LARGEST OF GARDEN PLANTS AND BECOMES A TREE, SO THAT THE BIRDS COME AND PERCH IN ITS BRANCHES."

We are a small school in a valley – but we believe like the mustard seed that high standards of education can have far-reaching impact and that our children will grow into those who bless others through their careers, caring and vocations. One tiny seed just like one small child carries a world of potential.

Thurgoland CE Primary School is surrounded by beautiful countryside where farming and growing is part of daily life. The parable of the mustard seed provides a link with the historic roots of the school.

With our caring and nurturing ethos firmly embedded in all that we do, every member who joins our school whether child or adult, like the small mustard seed, is welcomed into a learning environment so that they grow and flourish in its broadest sense—academically, socially, morally, physically and spiritually.



BY WORKING AND PLAYING TOGETHER WE CAN LOVE, LEARN AND RESPECT



Through working and playing together in peace and harmony, Team Thurgoland embody the concept born from the African philosophy of "ubuntu" – a concept in which your sense of self is shaped by your relationships with other people – underpins how we work together in peace and harmony to become our best self. It's a way of living that begins with the premise that "I am" only because "we are."

"I AM BECAUSE WE ARE."

Our children, our staff, our families and our community – together we are Team Thurgoland.

"IT HAS BEEN SAID BEAUTIFULLY AND PROFOUNDLY, THAT OUR GOD IN HIS MOST INNER MYSTERY IS NOT SOLITUDE, BUT A FAMILY."
(John Paul II)

WE KNOW YOU ARE WITH US. HELP US BECOME OUR BEST SELF

TO MAKE THE WORLD A BETTER PLACE.

At Thurgoland CE Primary School, everyone is inspired to reach their full potential and become their best self, to make the world a better place.

"BELOVED, WE ARE GOD'S CHILDREN NOW: WHAT WE WILL BE HAS NOT YET BEEN REVEALED" (1 JOHN 3:2A)

We are committed to promoting a growth mindset. In line with Christian teaching, at Thurgoland CE Primary School, there is a big emphasis on everyone striving to move from their former self to a self that has to be found: growth and renewal.



AMEN

1. Aims

This remote learning 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

Provide appropriate guidelines for data protection

2. Use of remote learning

All pupils should attend school, in line with our attendance policy. 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

2. Roles and responsibilities

Thurgoland Primary School will provide access to remote learning within 48 hours when in-person attendance is either not possible or contrary to government guidance. The following points, an outline of the provision will be made and some guidance given on the role of teachers and other adults in school, pupils and parents.

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

At Thurgoland Primary School, we aim to transfer these characteristics into our remote education provision.

2.1 Teachers

Teachers ideally are available Monday-Friday during usual working hours (08:40am – 15:25pm) but this will be primarily directed by their own personal family circumstances and face-to-face, in school responsibilities.

Underpinning this approach is an understanding for flexibility as to when teachers can be available. 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.

Teachers will use the CLASS DOJO platform to upload modelling, worksheets, templates and provide feedback to pupils. Should a staff member require support with the use of technology, it is their responsibility to seek this support in school and Senior Leaders will ensure that support is given promptly.

When providing remote learning, teachers are responsible for:

Setting work – For individuals or groups of pupils who are unable to attend school

- Daily for reading (phonics), writing and mathematics plus one foundation subject: ensuring a balanced curriculum is delivered across the week.
- Teacher modelling to support guided practice to be uploaded to CLASS DOJO with accompanying worksheets and templates
- Instructions should contain enough detail for the pupil to be relatively independent (age dependent) but should not rely on use of a computer or device as it is acknowledged that this may be needed by siblings and/or parent(s) working from home. Teachers should not assume that a home has access to a printer to print anything
- Work will be live on CLASS DOJO by 9am daily
- Work will be uploaded using the 'activities' tab on CLASS DOJO to ensure confidentiality
- SLT and subject leaders will coordinate with other teachers to ensure consistency of approach and to try and ensure that pupils with limited access to computers/devices can still complete the work.

Providing feedback on work –

- Teachers will reply to pupil messages regarding CLASS DOJO activities during the normal teaching hours 08:45 – 15:15
- Pupils will be expected to submit work by 15:00pm on CLASS DOJO
- Teachers will provide verbal or written feedback on strengths and areas for development of work by the next day by 'commenting' on the pupil's response.

Keeping in touch with pupils who aren't in school and their parents –

- No regular contact with parents is expected
- Teachers should never use a personal device that shares their personal contact details (e.g. phone number or private email address)
- Parents who send a pupil's work and/or photographs/videos should receive an acknowledgement and praise from a teacher or other school staff. This will not aim to replicate feedback on strengths and development in learning that parents might expect when the school is open and working normally
- If a teacher receives an email from a parent with regards to a query or concern, then that email is sent to the SLT. Teachers may be asked to provide a response or comment on a

response to a parental query after it has been discussed with a member of the SLT. On most occasions a member of the SLT will respond directly to the parent.

- Children failing to complete work:
  - On the first day a reminder will be given by the class teacher via Seesaw and the Head teacher will be informed
  - HT monitors pupils access to learning and contacts parents

Attending virtual meetings with staff, parents and pupils –

- Virtual meetings with staff will be conducted on Microsoft Teams
- Teachers will not however take part in any virtual or online meetings or lessons with pupils or parents.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between Monday-Friday during usual working hours 08:45 – 15:15

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 –

- Supporting the teacher to provide appropriate work and interventions for pupils with SEND who require tailored to their circumstances
- Have access to CLASS DOJO in order to assign differentiated work to pupils who cannot access the Year Group Curriculum.
- Provide feedback to pupils on the CLASS DOJO

- Attending virtual meetings with teachers, parents and pupils:
  - Virtual meetings with staff will be conducted on Microsoft Teams
  - Teachers will not however take part in any virtual or online meetings or lessons with pupils or parents.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Consider whether any aspects of the subject curriculum need to change to accommodate remote learning;
- Work with teachers setting the curriculum subject to make sure work set is appropriate and consistent;

- Work with other subject leads and senior leaders to make sure work set across subjects is appropriate and consistent;
- Monitor the work set by teachers in their subject – explain how they will do this, such as through regular meetings with teachers or by reviewing work set;
- Alert teachers to resources they can use to teach their subject.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – Mr Jordan;
- Mr Jordan, who has access to every Class account, to monitor the effectiveness of the remote learning activities for example through contact with teachers and subject leaders and reviewing the work set;

Mr Jordan to Identifying which families may have no access to the internet and ensuring that hard copies of learning activities planned by teachers are made available to the parent for collection or delivery;

Oversee the ongoing wellbeing and CPD of teachers and teaching assistants;

Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.5 SENCO

The SENDCO is responsible for coordinating provision for pupils with SEND across the school as set out within the schools Special Educational Needs Policy. During a period of enforced school closure the SENDCO will continue to:

- Lead on liaison with SEND pupils at home and their families;
- Ensure completion of necessary SEND paperwork and/or applications;

2.6 Pupils and parents

Staff can expect pupils learning remotely to:

- Be assured that wellbeing is at the forefront of our thoughts and the need for children
- to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;
- Where possible, complete learning tasks set on CLASS DOJO and upload to their journal by 3:00pm daily;
- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly;
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that;
- Read daily, either independently or with an adult;

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work;
- Support their child's learning to the best of their ability;
- Encourage their child to access and engage with CLASS DOJO posts from their teacher;
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of the CLASS DOJO apps;
- Check their child's completed work each day and encourage the progress that is being made;
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax;
- Be respectful when making any complaints or concerns known to staff.

2.7 Governing board

The governing board is responsible for:

- Supporting staff and pupil wellbeing;
- Being pragmatic about what is covered in virtual meetings by prioritising urgent, time bound decisions only;
- Keeping monitoring to a minimum by focussing on safeguarding, health and safety, headteacher and staff wellbeing and (to a lesser extent) the school's approach to providing remote learning for pupils;
- Directing any approaches by parents made to them directly or indirectly to the school via email to office@thurgolandprimary.org;
- Determining how to handle statutory procedures during a period of enforced closure such as grievance and disciplinary panels, exclusions, complaints and admission appeals, noting that:
- Exclusions – the DfE has clarified that the statutory timeframes for considering exclusions are still in effect but that the regulations already anticipate that these timeframes cannot always be met.
- Complaints - the DfE has updated their guidance for school's complaints policies to provide that new or existing complaints should not be handled whilst schools are closed. If a school is closed during the enforced closure period, the Headteacher should write a response to outline the school's position and explain that the school is unable to follow its usual complaints process until school has reopened.

3. Who to contact

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

- Issues in setting work – contact Mr Jordan or subject leads;
- Issues with behaviour – contact the Mr Jordan;
- Issues with IT – contact the Headteacher or log a job on the ICT Service Desk;
- Issues with their own workload or wellbeing – contact Mr Jordan or Mrs Gilder;
- Concerns about data protection –contact Mr Jordan who will liaise with the data protection officer;

- Concerns about safeguarding – contact the DSL or DDSLs as set out within the school's Child Protection Policy.

The staff above can be contact on office@thurgolandprimary.org

If **parents** have any concerns above and beyond the acknowledgement of work by the class teacher, then they should contact the Headteacher or a member of the senior leadership team at school via office@thurgolandprimary.org

4. Data protection

4.1 Accessing personal data

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

Access data on the school server using Forticlient

Use a password protected remote learning platform

Use school devices rather than their own

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses 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

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

5. Safeguarding

Designated safeguarding lead

The DSL will monitor pupils' access to remote learning. In the case of a lack of engagement, the parents of the pupil will be contacted.

The DSL will make welfare calls to vulnerable pupils during this period.

See the school's Child Protection Policy for details how the school safeguards pupils.

Online Safety

Thurgoland CE Primary School will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate, referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the school's 'e-Safety Policy' and other relevant policies and codes of conduct.

The school will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons/video conferencing, especially where webcams are involved:

- Staff must only use platforms agreed by the school to communicate with pupils, and it is the responsibility of the teachers to gatekeep and check content and comments.
- 1:1 video conferencing is strictly prohibited – in no circumstances should staff make or take video calls with pupils. If video conferencing is to be used to support vulnerable pupils, 2 staff should be present at all times
- Suitable clothing should be worn by anyone in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred where ever possible
- If live classes are used they should be recorded so that if any issues were to arise, the video can be reviewed.
- Language must be professional and appropriate, including any family members in the background.
- Staff should record, the length, time, date and attendance of any sessions held.

6. Monitoring arrangements

This policy will be reviewed annually by the deputy head teacher. At every review, it will be approved by the full governing body.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy

- Online safety policy