



Stockingford  
Nursery School

# Remote Learning and Blended Learning Policy

Approved by:	<i>R. L. King</i>	Date: 31.01.26
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# Contents

1. Aims	
2. Use of remote learning .....	3
3. Roles and responsibilities .....	4
4. Who to contact .....	8
5. Data protection .....	8
6. Safeguarding .....	9
7. Monitoring arrangements .....	9
8. Links with other policies .....	9

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## 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 due to medical or other exceptional family circumstances.
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Ensure regular contact with families to safeguard children

## 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

- SENCOs

#### 3.1 Teachers

When providing remote learning, teachers must be available for their usual contracted 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. Guidance will then be sought from Warwickshire HR services.

When providing remote learning, teachers should:

- Make sure that learning experiences provided are high quality, meaningful, ambitious and cover an appropriate range of subjects from the early years foundation stage curriculum.
- 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
- 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
- When providing remote learning, teachers are responsible for:

Setting Blended Learning Work: (individual child absence)

- Blended learning will be provided on a weekly basis in response to a parent/carer notifying us of their child or family's needs. Parents will have the option of receiving an electronic link to the learning or alternatively have a paper copy mailed to them.
- Subsequent blended learning will be provided every 7 days until the child returns back to Nursery School. The blended learning will consist of weekly 'Making Memories' Challenges. They will feature a range of cross curricular EYFS activities for families to access that are suitable for foundation stage pupils.
- A balance of learning activities will be provided, so that families can select learning that is appropriate and of interest to their child's diverse learning needs. An electronic log will be kept on Teacher Share documenting who, what and when blended learning is provided. The Headteacher – Katherine King and Lead teacher – Sally Phillips will take responsibility for providing and monitoring this provision.
- Learning provided will consider the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills. For our EYFS aged pupils we would be encouraging a family member to support your child with their learning activities. This information also applies to the section below titled Setting Remote Learning Work.

#### ➤ Setting Remote Learning Work: (school closure)

- In the event of local or national restrictions requiring pupils to remain at home, we have the capacity to offer immediate, planned remote education learning experiences. The following support will be in place:

- › Weekly 'Making Memories' Challenges will be provided by text link to our Nursery School website. Alternatively, paper -based learning materials will be provided on a weekly basis for pupils without access to online materials.
- › Families will be signposted to additional online learning platforms/resources they may wish to use in order to support learning. On our new Nursery School website, we are in the process of developing a folder in the Teaching and Learning section called Remote Learning where Interactive Stories, Letters and Sounds activities, Wellbeing activities, learning links, Making Memories links etc will be located.
- › Wellbeing Resources including Relaxation exercises and mindful activities are available on our Nursery School website in the Wellbeing folder.
- › Additional support resources and information will also be readily available on our Stockingford Nursery School Facebook page.
- › If Remote learning becomes a more long -term arrangement, additional learning resources, postcards to maintain contact and information will be shared with families in the post to their home address.
- › Learning experience packs may be sent out either by post or to be collected from the Nursery School.

### › **Parents who choose to keep their child at home when the Nursery School remains open.**

- › Attendance at Nursery School is not statutory; however, places are funded by the Government and an audit process takes place to check attendance. Children are expected to attend their place regularly unless they are unwell, or there is a valid reason for them not to attend.
- › Regular attendance is important and encouraged so that children achieve their potential and develop positive habits regarding regular attendance
- › The Nursery School will take on a supportive role to the family during exceptional circumstances and will endeavour to engage in positive conversations with the parent/carer in the first instance. This will be recorded on the keyworker conversation log.
- › Teaching staff and/or key workers will keep in touch with families on a regular basis via phone calls. These phone calls will be triaged depending on need with vulnerable families receiving more frequent contact. Phone calls will be recorded on an electronic log that will be stored securely on the shared drive.
- › Opportunities to access learning experiences at home will be shared with all pupils in the Nursery School (**Blended learning**). This will include links to websites, text links home to making memories challenges on the website, parents encouraged to like our Facebook page, where learning activities will be posted.
- › Parents/Carers can also gain information, ask questions or receive learning feedback through the parent's email account - [parents1041@welearn365.com](mailto:parents1041@welearn365.com)

### › **Providing feedback on work:**

- › Families are encouraged to share photographs of the 'Making Memories' Challenges via the secure parents email account – [parents1041@welearn365.com](mailto:parents1041@welearn365.com)
- › Teaching staff will then acknowledge and comment on learning by email to individual children. This will help families to ensure their involvement and help them to feel supported.

### › **Keeping in touch with pupils who are not at Nursery School**

- › Teaching staff and/or key workers will keep in touch with families on a regular basis via phone calls. These phone calls will be triaged depending on need with vulnerable families receiving more frequent contact. Phone calls will be recorded on an electronic log that will be stored securely on Teacher Share.  
Staff will only make contact with families using school devices.
- › Parents/Carers can also gain information, ask questions or receive learning feedback through the parent's email account - [parents1041@welearn365.com](mailto:parents1041@welearn365.com)

- › Staff should make the Leadership Team aware of any safeguarding issues, or complaints raised by families as soon as possible by phone or email and log following usual Nursery procedures. This can be communicated through the SLT email address: [SLT1041@welearn365.com](mailto:SLT1041@welearn365.com). This email address is securely managed by only Katherine King – Headteacher & Sally Phillips – Lead teacher/SENDCO & DDSL

### 3.2 Teaching assistants and support staff including admin team & facilities team

When assisting with remote learning, all support staff must be available for their usual working hours in school as identified in their contract of employment.

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.

During the school day, support staff must complete tasks as directed by a member of the SLT and log work completed. This may include:

- › Completing Professional Development tasks
- › Completing statutory or cpd training e.g., through National College
- › Activities to support well-being
- › Supporting pupils with remote learning
- › Attending virtual meeting with other staff members or families of pupils (as directed by SLT)
- › Administrative staff will complete duties commensurate to their role to ensure the continued efficient running of the building.

### 3.3 SENDCO

The SENDCO will have responsibility for co-ordinating remote learning for children with SEND across the school.

- › Considering whether any aspects of the EYFS curriculum need to change to accommodate remote learning
- › Checking that all learning experiences set are appropriate and consistent
- › Maintaining contact with families and children and other professionals to continue to support with assessments, referrals and reviews.

### 3.4 Senior leaders

Katherine King – Headteacher has overarching responsibility for the quality and delivery of remote education. Sara Ward – School Business Manager will be responsible for supporting with uploading information to the website, sending app links and posting out information and learning resources to families.

Sally Phillips – Lead Teacher and Nursery Teacher will be responsible for driving forwards high-quality learning experiences for all pupils and may involve the Senior Early Years Educators in this planning process.

Alongside any teaching responsibilities, senior leaders are responsible for:

- › Monitoring the effectiveness of remote learning by meetings with staff, reviewing learning set, feedback from families and children – Headteacher – Katherine King.
- › Monitoring the security of remote learning systems, including data protection (Katherine King & Sara Ward) and safeguarding considerations (Katherine King & Sally Phillips).
- › Having systems for checking, ideally on a daily/weekly basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern
- › Completing duties commensurate to role that support the continued efficient running of the business e.g. finance & health and safety – Sara Ward

### 3.5 Designated safeguarding lead (DSL)

The DSL – Katherine King – Headteacher is responsible for managing and dealing with all safeguarding concerns. Further DSL support will be provided from the Deputy DSL – Sally Phillips. For further information please see the school’s Safeguarding and Child Protection Policy available on our school’s website.

### 3.6 IT staff

IT support – School Business Manager – Sara Ward, Headteacher – Katherine King and Lead Teacher – Sally Phillips are responsible for:

- Fixing or reporting issues with systems used to set and collect work
- Helping staff and parents/carers with any technical issues they’re experiencing if possible
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (DPO)
- Assisting pupils and parents/carers with accessing the internet or devices if applicable

### 3.7 Pupils and parents/carers

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
- Have access to work set by teaching team
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they’re not able to complete work
- Act in accordance with normal behaviour rules / conduct rules of the school (and any specific online behaviour rules where applicable)

Staff can expect parents/carers with children learning remotely to:

- Engage with the school and support their children’s learning, and to establish a routine that reflects the normal school day as far as reasonably possible
- Make the school aware if their child is sick or otherwise can’t complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff
- Receive phone call communication from teachers or child’s key person

### 3.8 Governing board

The governing board is responsible for:

- Monitoring the school’s approach to providing remote learning to ensure education remains of as high a quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

## 4. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues with IT – talk to Sara Ward – School Business Manager [Sbm1041@welearn365.com](mailto:Sbm1041@welearn365.com)

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- > Issues with their own workload or wellbeing – talk to Headteacher – Katherine King
- > Concerns about data protection – talk to Katherine King – Headteacher or Sara Ward – School Business Manager [SBM1041@welearn365.com](mailto:SBM1041@welearn365.com)
- > Concerns about safeguarding – talk to the DSL – Katherine King or Deputy DSL – Sally Phillips – [SLT1041@welearn365.com](mailto:SLT1041@welearn365.com)

## 5. Data protection

### 5.1 Accessing personal data

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

- > Follow the school's safeguarding policies and processes to ensure they access data on a secure cloud service or a server in the school's IT network. Data to be accessed through the welearn365 email system or shared drive through MFA.
- > For staff that have been provided work devices, such as laptops or a work mobile phone, staff should use these rather than their own personal devices

### 5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses from the shared drive 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. The school will follow its data protection policy / privacy notice in terms of handling data, which can be found on the school's website.

However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

### 5.3 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. ICT support will ensure this is up to date.
- > 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

## 6. Safeguarding

Please see the school's Safeguarding and Child Protection Policy. A copy of this most recent policy can be found on the school's website.

## 7. Monitoring arrangements

This policy will be reviewed every three years or following any updates to processes or legislation. At every review, it will be approved by the Headteacher.

## 8. Links with other policies

This policy is linked to our:

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