



Remote education policy and procedure

September 2025

Rationale:

DFE guidance from July 2020 states that

'Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, **we expect schools to have the capacity to offer immediate remote education**. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.'

Furthermore, the guidance stated:

'In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to **high-quality online and offline resources** and teaching videos, and that is linked to the school's curriculum expectations
- give access to **high quality remote education resources**
- select the online tools that will be **consistently used** across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
- **provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access**
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools **should work with families** to deliver a broad and ambitious curriculum.

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have **meaningful and ambitious** work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a **good level of clarity** about what is intended to be taught and practised in each subject
- provide **frequent, clear explanations of new content, delivered by a teacher in the school** or through high quality curriculum resources and/or videos
- **gauge how well pupils are progressing through the curriculum**, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- **enable teachers to adjust the pace or difficulty** of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- **plan a programme that is of equivalent length to the core teaching** pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.'

Learning from lockdown:

School staff have had time to reflect on the effectiveness of learning during lockdown although the true extent of any gaps in learning, will not be known until children are all back in school.

Where learning has been less effective, common issues have been:

- Children haven't had access to technology
- Parents/ care-givers have been unable/ unwilling to prioritise home learning
- Parents/ care-givers haven't understood the learning and expectations
- Children are completing work but knowledge not 'sticking'.
- Assessment has had limits i.e. testing for summative results and analysis limited.

Where learning has been effective, it has been:

- Flexible and manageable for families
- In-real time (using video links or similar)
- Provided opportunities for immediate feedback or success (e.g.) games, quizzes, Purple Mash
- Shared engagement document has facilitated early intervention
- SEND/vulnerable have daily/regular online interventions

Our blended learning offer:

Since September 2020, teachers and other staff will have been planning with the view that lessons might need to be done at home at any point in the school year. The staff have prepared for blended learning with some children accessing education at home whilst others remain on-site.

It is important that we have a consistent approach and that this is clear to both staff and parents so that everyone knows what to expect.

Our blended learning offer will:

- Support pupils who have limited access to online platforms
- Support children with SEND who receive interventions
- Provide feedback to students
- Allow for interaction with parents and care-givers
- Evidence progression and provide opportunities for assessment
- Provide opportunities for learning which will take a minimum number of hours required by each group:

EYFS= 3 hours (this will be broken down into shorter tasks and may involve learning through directed play.

Key Stage 1 =3 hours

Key Stage 2= 4 hours.

Learning in the Early Years:

A weekly timetable is on the EYFS class page, as well as activities for the day.

The day will start with a live registration. All parents will be sent a link. Please refer to our Zoom Guidelines. There will be a pastoral element to this time as well as an opportunity for the teacher to explain the learning for the day.

We expect our staff and parents to communicate using Tapestry. All work will be set using Tapestry with links to the class pages of the school website where required.

Children will be set activities to complete at home which will support **all areas** of the Early Years Curriculum.

Children will continue with RWI phonics sessions and these will utilise video technology as much as possible. The video is important as it allows for sounds to be heard correctly by both children and their care-givers

Schools will ensure elements of the EYFS curriculum, namely reading, writing and maths can be taught through video, live interventions, PowerPoints, Loom and tasks. Where students cannot access the technology, clear guidance will be produced for parents with a chance for regular de-brief phone calls with parents. Paper based pack of learning will supplement.

Regular story-time sessions will be filmed or live to allow children to enjoy a story with their teacher/teaching assistant.

We will keep an engagement log and follow up as required. This will be reviewed weekly. Parents whose children are not engaging will be contacted and support put in place.

Key Stage One:

The day will start with a live registration. All parents will be sent a link. Please refer to our Zoom Guidelines. There will be a pastoral element to this time as well as an opportunity for the teacher to explain the learning for the day.

A clear timetable for learning will be produced and available on the class 1 website page. A range of activities will be produced for each day which will cover the curriculum as it would have been taught in the classroom.

Schools will ensure that elements of the core curriculum, namely reading, SPAG, science, writing and maths can be taught on-line using live lessons, live interventions and small group work, PowerPoint and Loom. Where students cannot access the technology, clear guidance will be produced for parents with a chance for regular de-brief phone calls with parents. Packs of paper based work will be provided to families to supplement online learning and in case technology fails. These will be delivered to your home.

Lessons in English and maths will be subsidised by online activities to support embedding key knowledge and skills in these areas. If pupils do not have access to this technology, paper-based activities will be delivered on a weekly basis and we will seek to provide devices where we can. Laptops will be provided on loan where possible to those who have no access. The head has completed a survey of parents and will target those without adequate access. Further information available from school.

Other curriculum elements can be taught through lesson plans presented on the class page of the website or through Purple Mash or a similar platform.

Teaching Assistants will provide interventions/ small group work through Teams or Zoom to ensure that the requirements of all IEPs and EHC plans continue to be met. They will also support Teachers in providing feedback to parents and care-givers and supporting emotional wellbeing.

Feedback will be given weekly with some individual or group interventions scheduled to address misconceptions or offer support.

Work should be photographed or emailed to the class teacher. We will keep an engagement log and follow up as required. This will be reviewed weekly. Parents whose children are not engaging will be contacted and support put in place.

Key Stage Two:

The day will start with a live registration. All parents will be sent a link. Please refer to our Zoom Guidelines. There will be a pastoral element to this time as well as an opportunity for the teacher to explain the learning for the day.

A clear timetable for learning will be produced and available on the website. A range of activities will be produced for each day which will cover the curriculum as closely as possible to how it would have been taught in the classroom.

Schools will ensure that elements of the core curriculum, namely reading, SPAG, writing, Science and maths can be taught using live lessons, live interventions and small group work, PowerPoint and Loom. Where students cannot access the technology, clear guidance will be produced for parents with a chance for regular de-brief phone calls with parents. Packs of paper based work will be provided to families to supplement online learning and in case technology fails. These will be delivered to your home.

Lessons in English, science and maths will be subsidised by online activities to support embedding key knowledge and skills in these areas. If pupils do not have access to this technology, paper-based activities will be delivered on a weekly basis. If pupils do not have access to this technology, paper-based activities will be delivered and we will seek to provide devices where we can.

Other curriculum elements can be taught through lesson plans presented on the class page of the website or through Purple Mash or a similar platform.

Languages will be taught Loom as much as possible. The video is important to allow for vocabulary to be heard correctly and to limit misunderstandings in pronunciation.

Teaching Assistants will provide interventions/ small group work through video technology to ensure that the requirements of all IEPs and EHC plans continue to be met. They will also support Teachers in providing feedback to parents and care-givers and supporting emotional wellbeing.

Feedback will be given weekly with some individual or group interventions scheduled to address misconceptions or offer support.

Work should be photographed or emailed to the class teacher. We will keep an engagement log and follow up as required. This will be reviewed weekly. Parents whose children are not engaging will be contacted and support put in place.

Breakdown by Curriculum area in KS1 and 2:

	Key Stage One	Key Stage Two
English	PowerPoint lessons/Loom/ RWI online, On-line games and quizzes/ Purple Mash /live groups/live interventions (Paper based work sent home for a few children)	PowerPoint lessons / On-line games and quizzes/ Purple Mash/ Learning by Questions IDL Spelling Frame Accelerated Reader /live groups/live interventions (Paper based work sent home for a few children)
Maths	PowerPoint lessons/Loom / On-line games, quizzes/ Purple Mash/ Times-table Rockstars/live groups/live interventions (Paper based work sent home for a few children)	PowerPoint lessons/Loom / On-line games, quizzes/ Purple Mash/ Times-table Rockstars / IDL /live groups/live interventions (Paper based work sent home for a few children)
Science	Workbooks/PowerPoint lessons/Loom / On-line games, quizzes/ Purple Mash/live groups/live interventions (Paper based work sent home for a few children)	Workbooks/PowerPoint lessons/Loom / On-line games, quizzes/ Purple Mash/ live groups/live interventions (Paper based work sent home for a few children)
Languages	PowerPoint Loom/live groups	PowerPoint Loom / work set on school website/live groups (Paper based work sent home for a few children)

Art/ DT	Activities tailored to exercise which is achievable at home and accessible from the school website.	Activities tailored to exercise which is achievable at home and accessible from the school website.
Music	Work set using Charanga Music programme through the school website	Work set using Charanga Music programme through the school website
History/ Geography	Work set using Purple Mash or lesson plans for parents through the school website	Work set using Purple Mash or lesson plans for parents through the school website
RE	Work set using Purple Mash or lesson plans for parents through the school website	Work set using Purple Mash or lesson plans for parents through the school website
PSHE and well-being	Work set using Purple Mash or lesson plans for parents through the school website	Work set using Purple Mash or lesson plans for parents through the school website
PE and Sport	Activities tailored to exercise which is achievable at home and accessible from the school website. Videos which encourage active participation are recommended.	Activities tailored to exercise which is achievable at home and accessible from the school website. Videos which encourage active participation are recommended.

Supporting parents and care-givers

All teachers will be expected to keep in regular contact with both children and their care-givers whilst children are learning from home.

They need to take account of:

- Any safeguarding issues which may arise
- Welfare and wellbeing of adults and children in the home
- Engagement with learning and resolving any challenges which arise
- Clarifying learning aims and success criteria and empowering parents and care-givers to support learning

The school will aim to produce or signpost parents/ care-givers to videos or offer live sessions which will help them to support their children more effectively. These resources will include elements of the school calculation strategy, how to support early phonics and advice on mental wellbeing.

The school will provide lessons for the children on how to develop skills for successful remote learning as part of PSHE.

All live lessons will be manned by two school staff for safeguarding.

Supporting staff wellbeing

Staff should not be engaging with conversations with parents/caregivers about issues with learning outside of key school hours. It is recommended that teachers provide information to their parents about when they are available to speak with parents/ care-givers about learning issues.

If there are several issues which need to be addressed, then a formal meeting will need to be organised using video technology with parents/ care-givers and leadership staff will be invited to these.

Teachers should utilise support staff as much as possible in terms of planning and delivery of lessons and in making contacts with parents.

On-line work with immediate visible assessment outcomes (e.g.) RockStars/Purple Mash are preferred tools as they reduce workload in terms of marking.

For children working at home on paper resources, mark schemes should be available to parents/ care-givers. This will allow for a conversation with the adult about what was achieved and how to move learning forward.

Supporting children

Staff should speak with children at least weekly (although for many it will be daily) during any period of home learning. This personalised support will look at issues with learning as well as take a holistic approach to student wellbeing.

Student communication using school apps (e.g.) Purple Mash, will be monitored by staff inline with the behaviour and ICT and Social media policies.

As all live lessons will be manned by two school staff for safeguarding we will rarely need to video sessions which include input from children. In this event we will let you know and the video will not be shared on the school website to ensure GDPR compliance.

