



Remote Education Policy

2025/26

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		Signature	Date		

Introduction

This document sets out our approach to blended learning and remote education should this be necessary to implement due to factors such as Covid-19. At such time, a copy of this policy will be shared with all stakeholders.

Aims of this policy

- to set out the range of resources available to children to carry out their remote learning
- to set out the ways in which termly and weekly curriculum activities will be communicated across each school, and with all stakeholders involved in the remote education of our children
- to provide a clear explanation of how we will facilitate remote learning, including how and when learning should be assigned, communicated and completed
- to make clear how we will deliver home learning in a safe and secure way, in accordance with safeguarding, data protection and the health and safety of all staff and children
- to make the roles and responsibilities of all stakeholders clear in relation to remote learning
- to set out ways in which we will manage teacher workload and wellbeing

Providing children with a broad, balanced and well-planned curriculum

Our curriculum is a project based, well-planned and sequenced primary curriculum. Skills and knowledge are mapped across all year groups and subjects, and children follow these in sequence, to ensure that learning is introduced, built on and reinforced over time. Our aim

is to continue to provide a balance of subjects, where possible and practicable. Our full curriculum 2-year overview is available on our school website for all stakeholders to view, and this will form the basis of our termly and weekly plans that children will follow either in school or remotely.

The range of available lesson resources

Alongside our own curriculum, we use a range of learning resources. These include both digital and printable resources. During periods of remote learning, teachers will provide the best form of resource for each task and these will be identified on the weekly plan. We also use specific online and secure learning platforms where work will be set to be accessed at home. Where children do not have internet access, we will provide printed resources where possible.

We will share information about the projects with parents and carers, including an overview of what the projects are about including which subjects they cover and practical activities that can help children while learning from home. This is on a document called a 'Knowledge Organiser' that is sent home at the start of each term. This learning is then broken down onto a similar document called a 'Weekly Learning Grid' which maps the learning objectives and relevant activities that need to be undertaken in order to meet the objective. All of this information is available on our school website and is sent home via our communication platforms.

Safeguarding and data protection of staff and children

The safeguarding of children, families and school staff is essential. We know from research that when online participation goes up among any age group, so too does exposure to potential harms. At Barley Croft, safeguarding our children is a priority at all times. In our virtual learning environment, the ways in which our staff and children interact may be different, but we remain committed to providing a safe environment for each of our children, following our code of conduct guidelines. The school regularly assesses the safety risks of any online platforms or tools used with students.

Working together online means students and teachers are engaging in learning environments that are more informal and different from the usual professional classroom environment. This means we have the following expectations for children which will be shared and agreed with parents (via Weduc):

- Children must turn their camera on
- Children should have their microphone muted unless the teacher asks them to talk.
- Children must be in an appropriate space to learn such as a living room or kitchen- not their bedroom.
- Children must wear appropriate clothing (not pyjamas)

- Parents need to monitor their child's online usage and we recommend that all computers are used in a family space.
- Where possible, children should use their first name to identify themselves so they can be let into the online meeting. No nickname should be used.
- Children and families are asked to be mindful of what is visible or shared online.
- Families should set age-appropriate parental controls on devices and use internet filters to block malicious websites.

Following guidance from the DfE, our local authority and organisations, such as the NSPCC, we have identified the following expectations for staff:

- Staff should not communicate with parents or pupils outside agreed school channels (such as online learning platforms and Weduc). These platforms can be accessed by all staff and leadership who can monitor this and support staff where required. Staff should not arrange to telephone a parent from home – even when a parent may request this. This should be done by staff if they are teaching from school or via school office staff.
- For data protection, staff will ensure that there is nothing that can identify pupils in shared online resources. This includes not sharing personal contact details and usernames of staff, children or families with third parties.
- Staff will share expected conduct during online lessons if live streaming. For example, how children can communicate with each other and the teacher.
- Teachers will follow expected professional standards for online lessons. For example, by considering their video background, attire and any personal information that they share.
- Online abuse or misconduct should be reported immediately to the school safeguarding leader/headteacher/other contact.
- The wellbeing of children, families and school staff is our priority. School staff will support children's, parents' and their own mental health, following the agreed school policies and resources.
- All online meetings must be recorded. The video should be saved on a local laptop until such time that they can be moved onto a shared school server. They must be stored in accordance with the GDPR policy.

Recording Safeguarding Incidents (incl. lack of engagement)

Any concerns raised during the period of home schooling must be recorded on CPOMS as normal. This may include:

- Lack of engagement. If you have not seen/ heard from the child for 2 days this should be recorded.
- If you see other children in the background you know should not be present (due to Covid restrictions).
- Written disclosures (on Dojo/ SeeSaw) e.g. a child at home on their own

- Observations of the home environment/ presentation of the child

The above list is not exhaustive. Any other concerns should be recorded in accordance with the KCSIE document. Any risk of immediate harm should be reported directly to a DSL by phone.

Communication systems

We will continue to communicate our remote learning policy and schoolwide advice to families via email, letters, texts and on our website.

Remote learning for individual classes will be communicated to families and children through our interactive communication channels Class Dojo, SeeSaw and Zoom or directly to parents using Weduc. For those families who do not have access to the internet we will send a paper copy. If parents need support with technology, they can contact us to arrange this.

Roles and responsibilities of all stakeholders

It is the teachers' responsibility to plan and make learning materials available to all children as needed. Teachers are also responsible for offering clear instructions and scaffolding, monitoring engagement in learning, tailoring support for pupils with SEND, and providing some form of feedback. We believe that the best form of feedback is on return to the classroom, where face to face discussions and feedback can be given. However, we will provide some feedback on Dojo and SeeSaw where appropriate and offer telephone support where needed.

Managing teacher workload

Teachers will be offered support to ensure that they are well prepared to use online platforms and technology. Training will be refreshed, and the school will provide troubleshooting support where needed.

Wellbeing of the wider community

When changes are forced upon a community it is very important to focus on wellbeing of the wider family. One of the learning behaviours we value at Barley Croft is resilience and in the Remote Learning situation, this becomes particularly meaningful. It will take resilience to face adversity and maintain a positive attitude. These are some suggestions that can be used to support a family:

1. **Connect:** Have a regular family dinner, arrange a family games or quiz night, and have fun together. Make the time to stay connected to family and friends through regular video and voice calls.

2. **Sleep:** Good quality and regular sleep is vital for maintaining mental wellbeing. Insist on a regular bedtime routine for your children and avoid any screens an hour before bed.
3. **Eat Well:** A nutritious, balanced diet helps to support physical and mental development. Make it a family activity and involve your child(ren) in the preparations.
4. **Practice Gratitude:** Make it part of your daily routine to think of 3 things you and each member of your family is grateful for. This makes everyone stay positive and ensures that everyone starts the day in a positive frame of mind.
5. **Give:** Think of ways in which you can show random acts of kindness to one another. Look at ways in which you can connect and support your community or as a family choose an organisation you wish to support.

Remote Learning Procedures

Remote Learning Overview in the event of school closure

- EYFS: SeeSaw is the platform we will use for teachers to share specific instructions with the children through daily morning Zoom lessons. SeeSaw allows children to easily upload examples of their learning in almost any format – creating a digital portfolio. Children, parents and teachers can all comment on the learning – reinforcing the partnership between home and school as well as ensuring that the learning is interactive.
- Years 1 – 6: Class Dojo or Seesaw will be used as the main virtual space for teacher-class communication. Tasks are uploaded daily for children to complete. They can post questions or share their ideas within the classroom and the teacher and teaching assistant monitor this space closely and feedback will be provided on a daily basis.

Video conferencing

Video conferencing on the platform 'Zoom' will be used at specific points during the day to support learning and wellbeing. Every day will start with a morning gathering at the following times:

- EYFS & LKS2: 9.00am
- KS1 & UKS2: 9.45am

This will provide an opportunity to discuss the day ahead and provide time to focus on children's wellbeing. A register of attendance should also be taken.

Each day will end with a whole class session allowing children the opportunity to reflect on their day and give any feedback or ask any questions they feel are necessary. These will be at the following times and a register of attendance should also be taken:

- EYFS & LKS2: 1.30pm
- KS1 & KS2: 2.15pm

These times must be adhered to as multiple classes may be off at the same time and this will allow for siblings in different parts of the school to access online learning. You may choose to have meetings in addition to those above to suit the needs of your class.

Video lessons

In some instances, teachers will need to introduce, scaffold or model a specific skill or task to the children. In these cases, the teacher will indicate that this will take place on the Weekly Learning Grid. 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

These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded).

Where possible this will be delivered by a live online session or by prerecording a video. Where children do not have access to the internet, this will be done by providing written instructions where possible.

Pre-recorded lessons

Pre-recorded segments are suitable for saving and might be useful for reinforcing key concepts. This is very different to the recording of live lessons, which are live interactions. They can be accessed more flexibly, at times convenient to pupils, and paused and rewatched.

Teachers should:

- Think about the pace of the introductions and explanations, and of the lesson as a whole: give students enough thinking time and encourage them to pause the recording a number of times to think about something or do a particular task.
- Explicitly link the recorded lesson to the term's work, what has come before and after it, e.g. when we are back in school we'll be moving onto X topic, so we will need to know this...

Live streamed lessons

Live streamed lessons are increasingly being used by teachers when pupils or teachers are isolating. Live streamed lessons can be a useful tool to ensure the equity of education of all pupils, and to mitigate against increased teacher workload.

Teachers should:

- Continue to follow the safeguarding procedures if a child protection issue arises during a live stream (e.g. the staff member witnesses behaviour which suggests a child may be at risk of harm).
- The camera should be trained on the teacher and the board, or just on the board/screen with teacher's voice. Pupils should not be visible on screen at any time.
- Pupils' microphones should not be audible to one another unless the teacher makes it so, for questions, e.g. for Q&A session.

Weekly curriculum activities

The 'Weekly Learning Grid' will be shared on our school website on year group pages. These should be completed on the relevant learning behaviours 'achievasaur' template by each phase and saved into the following folder on Sharepoint:

Teacher Share

- > 01 Teaching Learning Handbook
- > Teaching Learning Templates and Proformas
- > New Teachers
- > Weekly Learning Grid

Each weekly plan will be uploaded the week before the lessons are taught so that parents and children have time to see the plans for the week ahead. Where children do not have access to the internet, a printed copy of the weekly plan will be made available with any other resources and materials necessary for home learning.

Tasks should be completed by the end of each week if possible. However, this is not always possible due to home circumstances. Therefore, this can be more flexible where required.

In addition to screen and paper-based activities, we encourage children to continue to keep physically active while at home. Teachers will advise families and children on how long to spend on a learning task, to avoid prolonged inactivity or screen time.

A sample timetable can be implemented as follows (following KS1 Zoom Timings):

9.30-10.00	10.00 – 11.00	11.00 – 11.15	11.15 – 12.00	12.00 – 1.00	1.00 – 1.30	1.30-2.00	2.00 – 3.00
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Morning Zoom Check-in (Take register)	Complete set home learning task	Break	Complete set home learning task	Lunch	Daily exercise	Afternoon Zoom Check-in (Take register)	Complete set home learning task
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Provision for younger children

Online learning and instruction are not always appropriate or easily accessible for younger children. We encourage our younger children and their families to prioritise reading; enjoy practical activities, such as cooking; do physical activities; play with their peers and adults, as well as independently and to go outdoors where possible. Where appropriate, we will provide online or paper-based activities and resources for children to complete that enhance their learning of the curriculum.

Blended Learning

Blended learning is defined as a mix of traditional in-person learning with a teacher in a classroom and interactive learning activities using digital technologies often from home.

Blended learning combines:

- classroom-based activities with the teacher present
- classroom-based activities with the teacher present online
- digital materials provided by the teacher
- independent study using online materials provided by the teacher