Cheveley CE Primary School

Remote Learning Policy

Policy Statement

At Cheveley CE Primary School we recognise that face-to-face education is the most effective way for children to learn and develop socially and emotionally. Remote education is therefore only used where attendance at school is not possible.

This policy outlines how remote education will be delivered in line with expectations from the Department for Education (DfE). The aim is to ensure that children continue to access high-quality learning during periods when they cannot attend school.

Aims

Ensure continuity of education when children cannot attend school.

- Provide high-quality learning aligned with the school curriculum.
- Maintain contact between children and teachers.
- Support children's wellbeing and engagement with learning.
- Ensure equitable access to education for all children.

Circumstances Where Remote Education May Be Used

Remote education may be provided in the following circumstances:

- School closure or restrictions on attendance (for example due to severe weather or public health guidance).
- Individual children who are unable to attend school temporarily due to illness, injury or recovery from medical procedures, where they are well enough to engage with learning.
- Other exceptional circumstances agreed by the Head teacher.

Remote education will not normally be provided for short absences.

Curriculum and Learning

Remote education will aim to follow the same curriculum that children would receive in school wherever possible.

One-day closure learning may follow a standardised template:

- Reading/phonics
- Mathematics
- Writing
- Wider curriculum & Wellbeing
- Physical activity

For extended school closures, learning may include:

- English (reading, writing and phonics)
- Mathematics
- Foundation subjects such as Science, RE, History, Geography, Art and PSHE
- Physical activity
- Wellbeing activity

The amount of work provided will reflect government guidance:

- Reception: up to 2 hours per day
- Key Stage 1: around 3 hours per day
- Key Stage 2: around 4 hours per day 3

Delivery of Remote Education

Remote education may be delivered through a combination of:

- Online platforms used by the school.
- Recorded lessons or teacher explanations.
- Learning tasks and activities set by teachers.
- Independent learning opportunities.
- Printed learning packs where appropriate.

Feedback and Assessment

Teachers will provide feedback on children's work where possible and appropriate. Feedback may include:

- Written comments.
- Verbal feedback during online sessions.
- Whole-class feedback.
- Responses through the school's online learning platform.s

Teachers will monitor engagement and progress and may contact families if children are not engaging with remote learning.

Supporting Pupils with SEND

The school recognises that some children, including those with Special Educational Needs and Disabilities (SEND), may require additional support to access remote learning.

Teachers will:

- Adapt learning activities where necessary.
- Provide appropriate learning tasks.
- Work with the SENDCo where additional support is required.

Access to Technology

The school recognises that not all families have access to digital devices or reliable internet connections.

Where this is the case, the school will consider alternative arrangements such as:

- Printed learning materials.
- Alternative communication with families.
- Advice and support for accessing online platforms.

Safeguarding and Online Safety

Safeguarding remains a priority during remote learning. Staff will remain alert to the safeguarding needs of all children while remote learning takes place. They will remain professionally curious and vigilant during all online interactions. Children are expected to use online platforms responsibly and follow the school's behaviour expectations.

Roles and Responsibilities

Head teacher

- Overall responsibility for the implementation of this policy.
- Professional communication with external agencies with regards to the safety of children.

Teachers

- Plan and provide appropriate remote learning with learners' spiritual, moral, cultural, mental and physical development in mind.
- Provide feedback and support to children.
- Regular contact with pupils and families.

Parents and Guardians

- Support pupils in accessing remote learning where possible.
- Encourage engagement with learning tasks.

Children

- Engage with remote learning activities and complete tasks set by teachers.

Appendices

Appendix 1: One Day School Closure Template

Appendix 2: Weekly Remote Learning Template

Equalities impact statement

The content of this policy have been considered in relation to the Equalities Act 2010.

Associated documents

- Safeguarding & Child Protection Policy
- Behaviour Policy
- Online Safety Policy

Appendix 1: One Day School Closure Template

This work is optional.

Reading / Phonics	
Writing	
Mathematics	
Wider Curriculum / Wellbeing	
Physical Activity	

Appendix 2: **Extended School Closure Template**

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Reading / Phonics					
Writing					
Mathematics					
Wider Curriculum (Foundation Subjects)					
Well-being					
Physical Activity					