

	Bridlewood Primary School	Last Reviewed January 2025
	Remote Learning Policy	Policy next to be reviewed January 2028
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Introduction

In the event of school closure where it is not possible, deemed unsafe or is contrary to government guidance, for some or all pupils to attend school, we will implement high quality remote education for pupils.

Our aim is that, despite class or school closure, all pupils in our school will be able to continue learning effectively throughout any period of disruption. We recognise that remote learning is a challenge for our learners and their progress. It is therefore essential that our remote learning offer is high quality and secure.

High quality remote learning

We know that remote lessons need to:

- include daily, deliberate practice
- review prior learning
- be sequential and build carefully selected knowledge in small steps
- be meaningful to pupils / have a purpose
- scaffold, model and explain learning
- use questioning to engage and assess
- set high expectations
- be interesting and use an appropriate pedagogy
- provide a level of support for those who need it
- have in-built challenge
- allow children to work independently and submit work
- include feedback which makes learners feel successful and recognise how to improve
- provide opportunities for improving
- have in-built opportunities for review e.g. quizzes
- adapt according to continuous assessment
- allow children to discuss, collaborate and benefit from peer interactions
- guide pupils as to how to work independently

Digital Strategy

Technology can support effective remote learning. It allows teachers to explain and model, provides opportunities for practice and allows for assessment and feedback.

An element of live teaching will be necessary if disruption is prolonged. Pupils need to be inspired by their teachers. They need an opportunity to use different learning techniques – to watch and to listen. They need to be able to engage and answer questions – to be encouraged to think. Live teaching also helps to maintain relationships, allowing teachers to praise, affirm and enable pupils to feel good about themselves, thus building confidence and self belief.

We will take all steps to ensure pupils have access to some live teaching if disruption is prolonged. We will work with parents to find out where there are gaps in technology and to support these. Parents will need to accept responsibility for any technology borrowed and an agreement put in place for them to sign. This includes adhering to our school Acceptable User agreement which helps keep pupils safe working on-line. Staff are protected by adhering to our Staff Code of Conduct. Staff are encouraged to integrate technology into their teaching in order to become familiar with it eg. using visualisers regularly and setting tasks, including homework on Microsoft Teams.

Parent support

Parents can expect written explanations/correspondence regarding the set up and application of this policy.

Where additional support is needed for remote learning, phone calls home will be made. Remote training and information sessions will be made available to parents on line.

Staff support

Staff can access IT and teaching and learning support from our central trust IT team and other local schools within the trust. Our school will use Microsoft Teams to provide any remote learning for pupils. Teams allows staff to set assignments, give feedback and to live teach. All pupils have an account and will be taught how to access these tools.

Expectations

The aspiration, is that most pupils working remotely over a prolonged period of time will have an opportunity to join at least 2 live sessions a day. These will focus on core subjects but may well be cross-curricular in their nature. The sessions may be of varying length. They are likely to include an input, discussion and a chance to work independently on or off-line. Teaching will include the key elements of effective learning listed above.

Consideration has been given to families working at home and how they can effectively share technology in order to access live sessions. A timetable has been drawn up to minimise clashes within the school (Appendix 1). An element of flexibility may also be required with timings and any changes to the schedule by the class teacher will be communicated to parents.

When working at home, both teachers and pupils (including any family members visible on screen) need to consider their work space, use appropriate language and be dressed suitably to join a lesson. (Appendix 2).

Focus groups

Some pupils will need adapted learning programmes:

- SEND pupils will need more contact with their teachers and different learning that meets the needs outlined on their individual plan to ensure they can engage and make progress.
- PP pupils are likely to need more encouragement and contact to engage in learning, ensuring access to technology and parental support is key.
- Vulnerable pupils, including CLA and those who are CIN or have a CP plan will need daily contact.
- EYFS pupils will enjoy seeing their teacher each day but will not be able to engage in long lessons. Giving them a warm welcome and focus for their learning will help them and their parents to see how they can support during the day.
- Ensuring access to reading materials – books and suggested activities are essential for our youngest children.

Blended learning

Some pupils and parents will continue to prefer paper copies of learning materials and these can be provided on request. Exercise books can also be provided by school. We recognise that the age of the children and their family circumstances will inform how remote learning works best for them.

Curriculum offer

Our school will continue to offer as broad and rich a curriculum as possible. Core subjects English and maths will be delivered daily and foundation subjects across the week.

Our school will use resources such as BBC Bitesize and other online resources to support staff absence and work-load where necessary. The use of 'Timetable Rockstars' and other on-line applications which the school has subscribed to may also be detailed.

The school family – maintaining community

Our school will include opportunities for assemblies and celebrations to continue to build our school ethos and culture. Photos, recordings, staff messages, live gatherings and communications via weekly newsletters and school websites will aid this.

Staffing:

When providing remote learning, teachers must be available between 8.30am and 3pm. Teaching Assistants must also be available for their usual hours to support the teaching sessions and to provide individual support to pupils with whom they usually work.

If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure and teaching cover will be provided by a Higher Level Teaching Assistant (HLTA) or a member of the Senior Leadership Team (SLT) where available.

Setting work for children:

Day 1 of closure: No work will be set for the first day of closure to enable pupils, parents and staff to make plans for any prolonged period of closure.

Day 2 -5 of closure: Parents and pupils will be directed to Microsoft Teams where a file of work will be available. This may be unrelated to the work they are completing in school, but will be full of challenge and consolidation activities. Pupils should continue to read, practice sounds/spellings and log into Times Table Rockstars, as per usual homework expectations.

Day 6 onwards: All teachers (Y1-6) will offer x2 'live' core sessions for their classes following the agreed timetable in appendix 1.

Sessions (Y1-6) will include:

- X1 Live Maths input with a task to complete on or offline
- X1 Live English/Phonics input with a task to complete on or offline
- One other subject task per day to complete off line
- Daily deliberate practice of key skills such as: reading, spellings, handwriting, times tables

All 'live' lessons will be recorded and saved on Microsoft Teams for the children to access at any time. Parents will be made aware that lessons are being recorded and shared.

Teachers will also provide some individual or small group 'interaction' sessions in the afternoon for children to ask questions and get support with their learning where appropriate and according to need.

Nursery/Reception children will also be supported through Microsoft Teams. They will have access to:

- X1 Live Phonics session input with a short task to complete on or offline each day
- A set of suggested activities to work on each day at home

- X1 live/pre recorded or link to a story to listen to each day

All children will be expected to send work to the teacher using Microsoft Teams or Tapestry

If families do not have access to the work online, they will need to contact the school to arrange for a printed pack of work to be collected.

Providing feedback on work:

Pupils will upload their completed work to Microsoft Teams – if they (or their parents) are unable to do this, they will take a photograph and email this to the class teacher.

Where appropriate, teachers will feed back through Microsoft Teams. Teachers may also address misconceptions through their teaching sessions

Monitoring engagement / metrics

Making sure all pupils are engaging in remote learning is crucial. Daily attendance registers will take place and teachers will track work that is submitted. Where pupils do not attend or submit work, e-mails, phone calls and if necessary home visits will take place to identify and remove barriers. It is our expectation that every child will be taking part in our remote learning offer.

If a teacher has not had contact from a pupil in their class for 3 days, they will call home to offer support and check the pupil is well and coping with the work. If a teacher has any safeguarding concerns related to a pupil, they must follow the usual school safeguarding procedures

The SENCo is responsible for ensuring all pupils on the SEN register are monitored and able to achieve when learning remotely.

- Ensuring all pupils with an EHCP have an up to date risk assessment in place when remote learning.
- Making regular contact with these families to offer further support.
- Ensuring all support plans are achievable for pupils working from home and that targets can be met – adapting where necessary.
- Liaising with the TA team to offer further wellbeing and support for pupils at home on an individual basis.

Links with other policies

This policy should be read alongside the:

- Safeguarding & child protection policy
- Data protection policy and privacy notices
- Staff code of conduct
- Acceptable use policy
- Home-school agreement
- Computing policy
- Behaviour policy

References

DFE guidance for schools on remote education

<https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools/providing-remote-education-guidance-for-schools>

EEF review of evidence on remote learning

https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/remote-learning-for-pupils?utm_source=/education-evidence/evidence-reviews/remote-learning-for-pupils&utm_medium=search&utm_campaign=site_search&search_term=Remote

APPENDIX 1

Day 6 onwards whole school closure – Microsoft Teams overview of live teaching sessions
(subject to flexibility)

Live Phonics/English session

Reception	9am
Year 2	9.30am
Year 1	10am

Live English session

Year 6	9am
Year 5	9.30am
Year 3 & 4	10.30am

Live Maths session

Year 1 & 6	11am
Year 2 & 5	11.30am
Year 3 & 4	1.30pm

Assembly led by Mrs Sammon every week (recorded or live)

APPENDIX 2

BRIDLEWOOD PRIMARY - VIRTUAL LEARNING AGREEMENT

Staff will:

- Create a private meeting which will have highest security settings in place.
- Record all live sessions and save on Microsoft Teams. This is to ensure we meet safeguarding regulations. This will not be used for any other purpose.
- Be in a quiet room where there will be no disturbances or other people in view of the camera
- Display a blank background
- Wear appropriate clothing

Parents will:

- Ensure the children understand the rules before joining the sessions
- Log into the meeting for the children and be available nearby during the session
- Set the screen so that their child is against a wall and no-one else can be seen by the camera
- Ensure the children are dressed appropriately (not in pyjamas etc)
- Ensure that no background noise can be heard and the microphone is muted unless directed by the teacher
- Not join in the meeting – this session is for the staff and children. Any questions should be sent via email.
- Not record or take photos of the session (using phones or the record function on the app) or allow the children to do so

Children will:

