

Chuckery Primary School

Chuckery
Primary School



Working Together

REMOTE LEARNING **POLICY**

APRIL 2025

DRAFT

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1. Introduction

At Chuckery Primary School, we are committed to ensuring continuity of education for all pupils in the event of disruptions to normal schooling. Our approach to remote learning aims to provide high-quality education at home to ensure pupils continue to learn, thrive and feel connected to their school community.

Remote learning will be implemented when national or local circumstances – such as public health guidance or other exceptional events – require entire cohorts, year groups or bubbles to remain at home. This policy also applies when individual pupils are required to self-isolate but are well enough to engage with learning from home.

While this policy is primarily focused on extended period of remote education, it may also be applicable in cases where pupils, with the agreement of the school, are absent for longer durations due to individual circumstances and are able to continue learning at home.

There may also be limited instances where an individual pupil cannot attend school but is still able or well enough to continue their learning. This could be because they are:

- Recovering from a short-term infectious illness.
- Preparing for or recovering from an operation.
- Recovering from an injury.
- Affected by a special educational need or disability (SEND) or a mental health issue which is impacting attendance (in exceptional cases).

When a child cannot attend school but is well enough to learn, we will seek to overcome the barriers to attendance and provide support for the pupil to attend before offering remote education. It is important that remote education is only considered as a last resort and a short-term solution as part of a plan to reintegrate back to school.

Children whose attendance is likely to be affected in the long-term may need additional support. To bring the absence to an end as soon as possible, we will work with the child, parents or carers and, if appropriate, a relevant medical professional.

During any period of remote learning education, pupils are expected to follow the principles outlined in the Remote Learning Acceptable Use Agreements (EYFS, KS1, KS2) and adhere to the school's Behaviour Policy and Exclusions Policy. Staff are similarly expected to uphold the standards set out in the Staff ICT Acceptable Use Policy, the Staff Code of Conduct and all relevant safeguarding and online safety policies.

2. Aims

- Our aim is to provide a structured, supportive and engaging remote learning experience to ensure every child at Chuckery Primary School can access meaningful learning opportunities, regardless of where they are learning from.
- Ensure a consistent and high-quality approach to remote learning for all pupils who are not in school due to national or local restrictions or individual circumstances.
- Set out clear expectation for pupils, parents and carers, and staff regarding the delivery and engagement of remote learning.
- Supportive effective communication between the school and families to ensure all pupils have access to learning, regardless of their individual circumstances.
- Provide appropriate guidelines to safeguard data privacy and uphold online safety for all users engaging with remote education
- Ensure continuity of learning through a sequenced curriculum that is accessible remotely while maintaining high expectations for all pupils.

Staff can expect pupils learning remotely to:

- Follow school rules: Be kind, Be safe, Be ready to learn
- Follow the Remote Learning Acceptable User Agreement
- Complete and submit work on time
- Request help when needed
- Notify teachers if unable to complete work
- Be aware that activity on school-provided apps and devices is monitored

3. Remote Education Provision - Information for Parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

Parents/Carers are expected to:

- Notify school if their child is unwell or unable to complete work
- Seek help from school when needed
- Monitor their child's internet use

- Communicate respectfully with staff
- Understand that use of school-provided equipment will be monitored and logged

4. The Remote curriculum – What is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

4.1 What should my child expect from immediate remote education in the first day or two of pupils being sent home?

We aim to provide pupils with immediate learning resources to minimise disruption. In the first instance, children will use online resources such as Purple Mash or Oak Academy. These materials are designed to maintain engagement and learning while we transition to our standard remote learning provision.

4.2 Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, adaptations may be made due to the availability of resources and the limitations of remote learning environments.

5. Remote Teaching and Study Time Each Day

5.1 How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 1 (KS1)	3 hours per day, with less for younger children.
Key Stage 2 (KS2)	4 hours per day.

6. Accessing Remote Education

We will aim for remote work to be equivalent in length to the core teaching time pupils would receive in school. However, this is not always possible and a child's age, home environment and learning needs will be considered. Not every pupil is able to access online or digital remote education, where possible, we will work to overcome these barriers

6.1 How will my child access any online remote education you are providing?

Pupils can access online learning through a range of approved platforms, including:

- **Google Classrooms**
- **Purple Mash**
- **National Oak Academy**
- **Lexia**
- **TimesTablesMe / URBrainy**
- **Reach More Parents App**

6.2 If my child does not have digital or online access at home, how will you support them to access remote education

We recognise that some pupils may not have suitable online access at home. Where possible, we take the following approaches to support those pupils to access remote education:

- We will issue or lend laptops or tablets to pupils where needed. Parents or carers should contact our IT technician, **Mr Riley**, for support.
- Printed materials will be made available for collection from school.
- Where pupils are without online access, appropriate adaptation will be made to support remote education.

6.3 How will my child be taught remotely?

- We use a variety of approaches to teach pupils remotely, including:
- Live teaching via Google Classrooms
- Recorded teaching, e.g., Oak National Academy, teacher-made videos
- Reading books pupils have at home
- Educational websites with videos and interactive content

7. Engagement and Feedback

7.1 What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- Pupils are expected to engage fully with remote education and complete all work to the best of their ability.
- Parents and carers should support learning as much as possible by setting routines, providing a quiet work space and encouraging regular breaks.

7.2 How will you check whether my child is engaging with their work and how will be informed if there are concerns?

Where possible:

- Teachers will check engagement daily through submitted work on Google Classrooms, Purple Mash or email.
- Teachers will record attendance for each task and contact parents/carers if engagement is a cause for concern.
- Staff will make fortnightly phone calls to all pupils during periods of extended closure using the school phone or from a withheld number.
- Contact records will be submitted to the DSL weekly.

7.3 How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is, where possible, as follows:

- Individual comments via Google Classroom or email
- Whole-class feedback
- Quizzes and automated assessment

8. Additional Support for Pupils with Particular Needs

8.1 How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND) or **younger children** in Reception and Year 1, may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on

families, and we will work with parents and carers to support those pupils in the following ways where possible:

- Provide differentiated learning
- Arrange individual support from SEND staff
- Offer regular check-ins with families to provide guidance and resources
- Use visual aids, simplified instructions, and structured routines to aid learning at home
- Tailor support plans to each child's needs, in collaboration with parents/ carers and SENDCo

Decisions on how remote education can be provided will be informed by the individual needs of the pupils and their family.

9. Remote Education for Self-Isolating Pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

9.1 If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

- Where possible, work will be provided through Google Classrooms and other online platforms listed above or printed packs.
- The curriculum will remain planned and sequenced, with meaningful work across core subjects.
- Where possible, feedback will be provided similarly to full remote education.

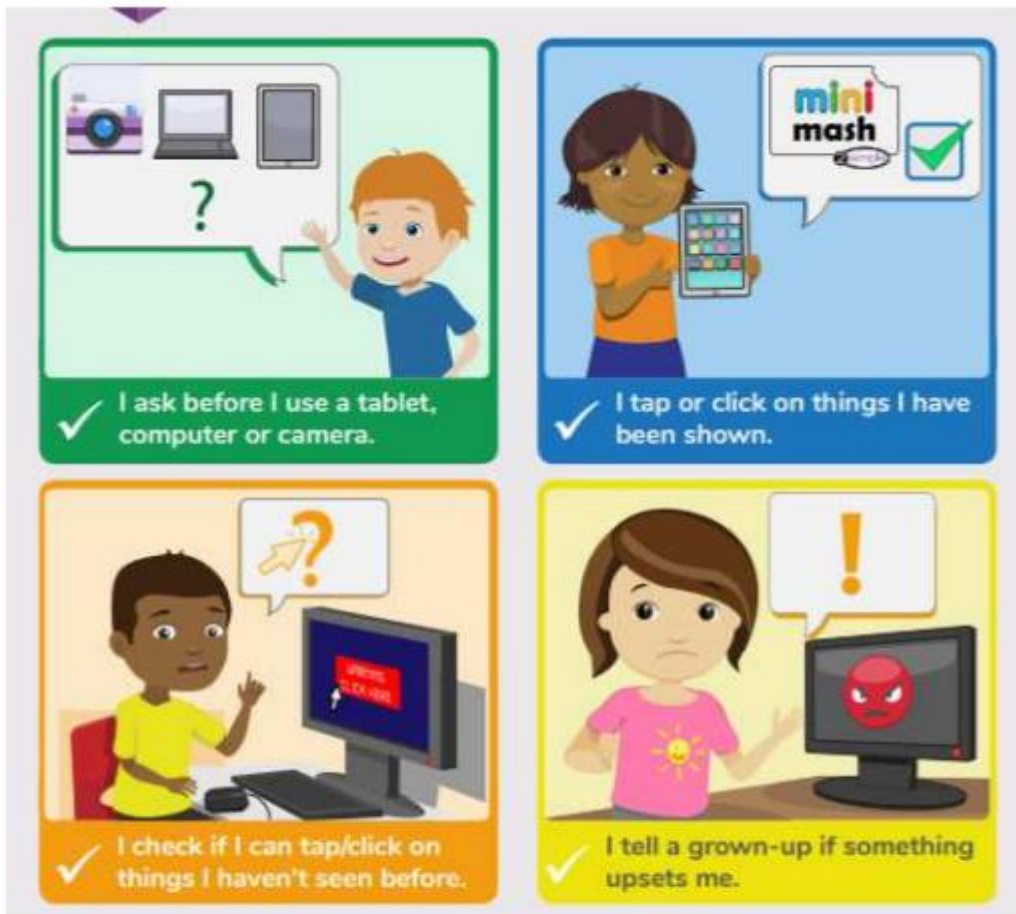
10. Appendix 1

Resources to support parents and carers to keep their children safe online:

- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Internet matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Net-aware](#) has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation
- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services
- [Gov.uk](#) provides support for parents and carers to keep children safe online.

11. Appendix 2

EYFS



By joining Google classroom my parent or guardian agrees that my data can be shared with Google.

Signed (child):

Signed(parent):

Date:

