



Seamer and Irton CP School

Remote Learning Policy



Policy name	Remote Learning Policy
Frequency of review	Biennial
Governor lead	Helen Mallory
Lead member of staff	Robert Webb
Reviewed on	January 2024
Reviewed by	Governing Board
Next review	January 2026

Aim of this policy

The aim of this policy is to outline the school's approach to educating pupils who will not be attending school as a result of government guidance or school closure.

Scenarios where remote education will be considered

- **School closure or restrictions on attendance, where school access for pupils is restricted:** providing remote education does not change the imperative to remain open or to reopen as soon as possible. Every effort will be made to ensure pupils can be taught in person by attending the school. If restricting attendance for pupils is the only viable option, school will consider providing remote education to help pupils stay on track with the education they would normally receive.
- **Individual cases where a pupil is unable to attend school but is able to learn:** This involves a short-term absence and might include pupils recovering from short-term infectious illnesses; pupils preparing for or recovering from some operations; or pupils recovering from injuries where attendance might inhibit recovery. In some exceptional cases, these circumstances might also include pupils whose attendance has been affected by a special educational need or disability (SEND) or a mental health issue.

Remote education in practice

- School is informed of one of the two scenarios outlined above.
- Parents will receive a call from the class teacher within 24 hours (term time, Mon-Fri) to check on the child's health and wellbeing and to discuss the remote education options available.
- Parents will also receive a call from the class teacher at the end of each week of absence to receive and offer feedback and to check on the child's welfare.
- We use our school website www.seamerirtonprimary.co.uk as the portal for remote education tasks. These can be found in the 'Class Pages' section in the 'Homework box'.

- Individual pupils are also offered a home learning pack which can be collected from the office, posted/delivered to them or emailed to the parents. This will match the learning tasks being done in school as closely as practicable.
- Work should be provided for up to 4 hours a day depending on the child's age and wellness. Three hours in KS1 (less for EYFS) and four hours for KS2.
- We recognise that some pupils may not have suitable online access at home. In this case, we have laptops available for families to borrow.
- We use a combination of the following approaches to teach pupils remotely:
 - recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
 - printed paper packs produced by teachers (e.g. workbooks, worksheets) may be requested.
 - textbooks and reading books pupils have at home.
 - commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. These included, Active Learn reading resources, Mathletics, Times Tables Rockstars and Purple Mash
- Pupils should engage in remote learning tasks each school day they are well enough to do so, and parents should help by setting routines to support their child's education.
- We acknowledge that home learning can be stressful and always prioritise emotional well-being over completing tasks.

Feedback, safeguarding and checking for engagement

- There will be at least one task which can be virtually handed in via email/Purple Mash/Mathletics/TTR/Active Learn each week.
- Staff will attempt to give feedback to each pupil once per week, this may be via X(formally Twitter), email, Teams or telephone.
- Staff will maintain an open dialogue with parents via email should they feel the work is too easy or too hard.
- Staff should check and respond to emails within 24hours Mon-Fri.
- A telephone call welfare check will be completed at least once per week of absence. These calls will be logged and any concerns arising will be reported to the school's designated lead for safeguarding.

Additional support for pupils with particular needs

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), 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:

- Risk assessments for all children with an EHCP are activated upon partial/school closures which include, weekly checkups with these families.
- Remote learning tasks are adapted by class teachers for pupils who are unable to access the core tasks.
- Practical tasks and learning through play are prioritised where this is appropriate for individual learners.
- School will seek advice from Medical Education Services or other relevant outside agencies as appropriate.