



Remote Education Policy

River Bank Primary School

2025

Remote Education at River Bank Primary School

The delivering of remote education for children at River Bank Primary School will only be considered as a last resort when the alternative would be no education, and only after it has been established that the pupil is, or will be, absent from school. In such cases, remote education can have the benefit of allowing absent pupils to keep on track with their education and stay connected to their teachers and peers.

Scenarios where remote education would be considered at River Bank Primary School

Circumstances where it might not be possible for pupils to receive in person education fit into two broad categories:

- **School closures or restrictions on attendance, where school access for pupils is restricted**
- **Individual cases where a pupil is unable to attend school but is able to learn**

Individual cases where a pupil is unable to attend school but is able to learn

There will only be in limited circumstances where a pupil is unable to attend River Bank Primary school but is able and well enough to continue their education remotely. These circumstances would only involve 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. In these circumstances, and after the pupil's absence from school has been established, the headteacher will consider providing pupils with remote education on a case-by-case basis.

What will we consider when providing remote education to individual pupils

When a pupil is absent, we will always seek to overcome the barriers to attendance and provide support for the pupil to attend, regularly reviewing any barriers in conjunction with the pupil, parents or carers, and if appropriate, a relevant medical professional.

Remote education is not viewed as an equal alternative to attendance at River Bank Primary School, and providing remote education during a pupil's absence does not reduce the importance of bringing that absence to an end as soon as possible.

In the limited circumstances when it is decided to use remote education for individual pupils when they are absent, the following will be considered:

- Ensuring mutual agreement of remote education by the school, parents or carers, potentially pupils, and if appropriate a relevant medical professional. If the pupil has an Education, Health and Care plan or has a social worker, the local authority will also be involved in the decision.
- Where remote education is being used as part of a plan to reintegrate back to school, putting a formal arrangement in place to review its efficacy regularly, alongside identifying what other support and flexibilities can be put in place to help ease the pupil back to school at the earliest opportunity.
- Setting a time limit within which the period of remote education provision should be reviewed, with the aim that the pupil returns to in person education with the required support in place to meet their needs.
- If the parent/carer source attentive education for this time i.e. a home tutor, then this will be discussed and agreed with the school to ensure curriculum continuity, support and well-being.

Work provided during periods of remote education will aim to be high quality, meaningful, ambitious, and cover an appropriate range of subjects to enable pupils to keep on track with their education.

In setting remote education the staff at River Bank Primary will consider:

- Provision being ready for pupils to access as soon as reasonably practicable, though in proportion to the length of absence and expected disruption to education.
- Providing remote education that is equivalent in length to the core teaching time pupils would receive in school where possible, being mindful of the individual needs and circumstances of the pupil and their families. These include, but are not limited to:
 - Consideration of age, stage of development, and independent study skills.
 - Any SEND or other additional needs the pupils might have.
 - The pupils' home environment, which includes having a suitable place and opportunity to study.
 - Screen time, making reasonable allowances for adequate breaks for pupils and staff during digital remote education.
 - Any significant demands on parents' or carers' help or support.

When the delivery of remote learning has been decided, the school will work with all pupils involved in working to overcome barriers to digital access, by, for example:

- Auditing access to devices and connectivity across the school as part of wider emergency planning.
- Distributing school-owned devices accompanied by a user agreement or contract if and where necessary and possible.

- Supporting families to find appropriate internet connectivity solutions if and where necessary and possible.
- If required, ensuring equal access through the provision of printed resources, supplemented with other appropriate forms of communication between the school and pupils.

At River Bank Primary School, the year leader will have the overarching responsibility for the quality and delivery of remote education, (overseen by the Deputy Headteacher, responsible for the quality of education). Responsibilities may include consulting with staff and relevant leaders within the school to develop any remote education plans, ensuring they are relevant and up to date.

At River Bank Primary School, we have an understanding that children can be at risk of harm inside and outside of the school, inside and outside of home and online, and therefore will have systems for checking, daily, whether pupils are safe at home and engaging with their remote education.

Procedure for non-attendance of live-teaching sessions

At the start of each morning session a register will be taken place through Scholar Pack. Any pupils who have not attended any of the morning sessions, will be passed onto the school attendance officer who will then attempt to make contact through the normal procedures for non-attendance.

If any pupil is part of a Child Protection Plan, and does not attend either a morning session **or** an afternoon session, then the teacher will pass this information on to both the School Attendance Officer, Designated Safeguarding Officer and the SEND Leader. The Designated Safeguarding Officer will then take responsibility for ensuring that contact is made with the child. This may be through, but is not limited to: phone-calls, video-call or home-visits.

Procedure for non-attendance of pre-taught video sessions

Where remote education is delivered through videos, such as those on Oak Academy, if work has not been engaged with each day, the class teacher will attempt to contact the pupil at the end of the school day. In the event that the pupil is uncontactable the class teacher will pass this information onto the School Attendance Officer who will then take responsibility for contacting the pupil. This may be through, but is not limited to: phone-calls, video-call or home-visits.

Free school meals and remote education

Where pupils eligible for benefits-related free school meals are receiving remote education, operations manager will work with their school catering team or caterer either to provide good quality lunch parcels or to issue a food voucher if available. This will ensure that eligible pupils continue to be supported for the period they are unable to attend school.

Remote education during a suspension or permanent exclusion

The headteacher of River Bank Primary School will take steps to ensure that work is set and marked for pupils during the first five school days of a suspension or permanent exclusion.

Remote education will not be used as a justification for sending pupils home due to their misbehaviour. Any time a pupil is sent home due to disciplinary reasons, this is a suspension and will be done in line with the law on disciplinary suspensions. This is the case even if they have been asked to log on or access online education while suspended. After a period of off-site direction or suspension, a pupil is expected to attend full-time.

Provision for pupils with SEND

If pupils with SEND are not able to attend school and require remote education, their teachers are best placed to know how their needs can most effectively be met to ensure that they continue to access the curriculum. The school will put in place an appropriate curriculum, teaching and support that will enable the pupil to continue learning effectively.

Some pupils with SEND may not be able to access remote education without adult support. The school will work collaboratively with families and put arrangements in place that allow pupils with SEND to access remote education successfully. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely.

The duty under the Children and Families Act 2014 for mainstream schools to use their 'best endeavours' to secure the special educational provision called for by a pupil's special educational needs continues to apply when remote education is in place. In addition, if a pupil has an Education, Health and Care plan, the school will work with the local authority to ensure that all the relevant duties under the 2014 Act continue to be met.

The duties under the Equality Act 2010 relating to disability (and more broadly) also continue to apply, such as to make reasonable adjustments, not to discriminate and to have due regard to the statutory objectives in the public sector equality duty.

It may be challenging or impossible for the school to deliver remotely the kind of approach that it does in the classroom, for example the provision of certain differentiated resources and the support of a Teaching Assistant. If this is the case, the school must instead consider, in cooperation with the local authority (where the child has an EHC plan), other ways in which it and the local authority can meet its statutory duties, working closely with the parents or carers.

Delivering remote education safely

Keeping children safe online is essential. The guidance on safeguarding and remote education provides information on what schools should be doing to protect pupils online during any period of remote education. The guidance includes a collection of resources which includes support for:

- safe remote education
- virtual lessons
- live streaming
- information to share with parents and carers to support them in keeping their children safe online

The schools will ensure that the safeguarding and child protection policies are up to date and reflect the potential need for remote online education provision and the fact that pupils might be learning both online and in the classroom.

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 to remain at home.

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

The remote curriculum: what is taught to pupils at home

Within the first 48 hours 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.

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

Work for all children will be placed on Google Classroom within the first 48 hours (but with an intention to be placed on in the first 24 hours).

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, we have needed to make some adaptations in some subjects. For example, P.E may be more 'fitness' based, as we know that children may not have specific P.E resources at home, which would enable them to effectively engage with learning content effectively. Music, may also lean more into music theory or singing as access to musical instruments may equally be difficult. If DT is part of the curriculum, at the point that remote learning is required, whereby specific resources may be needed to ensure effective learning, then the class teacher, may consider to deliver another curriculum area, instead and then commence with DT, once the children are back in school.

Remote teaching and study time each day

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	<p>There will be a minimum of 5 hours remote learning for children in KS1. This will include a mixture of:</p> <ul style="list-style-type: none"> - Live Teaching - Phonics (Ruth Miskin video delivery) - Oak Academy lessons - Assignments for children to complete
Key Stage 2	<p>There will be a minimum of 5 hours remote learning for children in KS2. This will include a mixture of:</p> <ul style="list-style-type: none"> - Live Teaching - Phonics (Ruth Miskin video delivery) - Oak Academy lessons - Assignments for children to complete

Accessing remote education

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

In Early Years, **Google Classroom** and **Google Meets** will be the primary program used to deliver all live teaching. For the setting of work in Early Years, **Google classroom** will be the primary program to be used and can be used alongside printed work packs.

In KS1 and KS2, **Google Classroom** and **Google Meets** will be the primary program used to deliver all live teaching and the setting of work.

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. We take the following approaches to support those pupils to access remote education:

In the event of pupils having to access learning remotely, the school will, in the first instance, send out a text message asking parents whether or not their children require a device / access to the internet. Parents whose children need a device can at this point request a device from the school – this will be done on a first-come-first-served basis.

Parents can then collect their device from school. If a parent is unable to do this, due to having to isolate or due to a medical reason, then the device will be delivered by a member of the school staff. If the parent needs any technical support - then this support will be offered through school / via telephone.

In addition to this, teachers / TAs will be immediately calling round parents at least once a week, whilst their pupils are at home learning remotely. In these initial calls, verbal confirmation with the parent regarding their child's access to a device / internet will be sought. Any children who do not have a device, will be offered one, so long as devices in school are available.

The devices that the school will offer out to parents / children could be one of either:

- Laptop
- Chromebook
- Ipad

For parents who have a device, but do not have internet access – once the school has been informed, parents will be given access to a dongle with a pre-determined data allowance, for which they can use to access their remote learning. Again, support in setting this up will be offered through school, should it be required.

If there is a delay in any of this, then printed materials will be offered, until resolved. Any printed resources can be handed in at the end of the week - to be marked the following week (once a 48 hours' decontamination period has taken place). Teachers will then call the child to inform of feedback.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

At River Bank Primary School, remote learning will primarily be delivered through:

- live teaching (mainly in core curriculum areas)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities

Engagement and feedback

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

For remote learning to be most effective, then the importance of pupil engagement and parental support is vital. Teachers in delivering remote learning expect the following.

- All pupils, where they are able to, to participate in all remote learning offered, including live lessons, pre-recorded videos and assignments set.
- All pupils to arrive to their live sessions, 5-10 minutes before the session is to start.
- All pupils to hand in their work, by the deadlines given.
- Parents to help ensure that children are ready for their online session, including, but not limited to:
 - ensuring children are appropriately dressed
 - ensuring children have received breakfast / lunch prior to sessions
 - helping children (including liaising with school) on any technical difficulties being experienced.

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

Pupil's engagement with their remote learning will be checked in the following ways:

- a register will be taken in every live session with the children
- record of the work completed through Google Classroom will be monitored

Should engagement in either / both of these areas be considered a concern – then the pupil's teacher will contact the parent directly to discuss any potential challenges that are being faced and ways in which they may be overcome.

Should engagement still be considered a concern – then the parent will then be contacted by the pupil's year group leader, where expectations will be clearly set out again and a timeframe set (typically 1 week) to reassess.

Should engagement still be considered a concern then the year group leader will elevate the concern onto the family team and subsequently SLT.

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 as follows:

Feedback of the pupil's work will be in line with school's feedback policy. Work that is submitted will all be assessed and feedback will be returned in the manner considered most effective by the class teacher. This may be in the form of:

- Whole class verbal feedback at the start / end of the session
- A typed comment on through Google Classroom
- Additional content being delivered at the start / end of a session
- Individual praise given throughout live sessions / Google Classroom

Additional support for pupils with particular needs

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), 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:

- Individualised learning content will be delivered through one / a number of different mediums, including:
- Personalised live sessions
- Personalised pre-recorded content, accessed through Google Classroom
- Personalised learning packs
- Differentiated assignments, delivered through Google Classroom

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.

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

If a pupil is individually self-isolating, then the learning for that pupil will be delivered all through Google Classroom, following the same requirements as detailed in this policy. There will, however, be no access to live teaching.

Signed:



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