

Remote Education Policy

Aims and Core Principles

This policy outlines The Arches Primary School's approach to providing remote education. In line with DfE guidance, remote learning is not an equal alternative to in-person school and is only deployed as a temporary measure.

The primary aims are to:

- Ensure continuity of education when face-to-face attendance is impossible.
- Provide high-quality, age-appropriate resources mapped to the National Curriculum.
- Prevent staff "double working" by balancing remote learning setup with teacher workload.
- Safeguard all pupils and staff during digital sessions.

When Remote Learning Applies

Remote education will only be initiated on a **case-by-case basis** under the following limited conditions:

1. **Full or Partial School Closures:** Occasions where school leadership or local authorities determine the physical site cannot open safely (e.g., severe weather, utility failure, or emergency safety risks).
2. **Individual Short-Term Absences:** Occasions when a pupil is physically well enough to learn but cannot attend school for a limited period due to a verified reason, such as recovering from surgery or a contagious medical condition.

Note: Pupils who are unwell are exempt from remote learning until they recover.

Attendance and Registration

- **Absence Marking:** In accordance with the Pupil Registration Regulations, pupils who are learning from home will be marked **absent** in the school register using the most appropriate regulatory code.
- **Reintegration:** The school will work closely with families to ensure a swift return to face-to-face learning as soon as it is safe to do so.

Remote Curriculum Delivery and Time Expectations

We aim to deliver the same broad, balanced curriculum remotely as we do in school. Adaptations will be made for practical subjects (e.g., PE, Art, or Science requiring specialized tools) by adapting tasks to use safe, everyday household items.

The minimum average daily allocation of core teaching time and independent work is:

- Early Years Foundation Stage (EYFS) & Key Stage 1 (Years R, 1, and 2): 3 hours per day on average.
- Key Stage 2 (Years 3, 4, 5, and 6): 4 hours per day.

Delivery Platforms

- **EYFS / KS1:** Material will be assigned primarily via Tapestry and/or Google classroom
- **Key Stage 2:** Lessons and feedback will be hosted on Google Classroom
- **Offline Alternative:** For families facing digital barriers, the school will provide printed learning packs.

Roles & Responsibilities

Teachers

When managing a remote cohort, teachers are responsible for:

- Setting structured, daily work across the curriculum by 9:00 am.
- Providing clear instruction (via recorded videos, audio clips, or curated resources like [Oak National Academy](#) or [White Rose Maths](#)).
- Checking submitted work and providing feedback via the designated digital platform.
- Limiting communications with parents strictly to standard working hours (e.g., between 8:30 am and 4 pm).

Teaching Assistants

Teaching assistants must remain available during their normal working hours to:

- Provide tailored digital interventions or scaffolded resources for pupils with Special Educational Needs and Disabilities (SEND).
- Check in with vulnerable children or those struggling to engage with digital tasks.

Parents and Carers

Parents are asked to support their child's learning by:

- Establishing a quiet, communal workspace at home (lessons should **not** take place in a child's bedroom).
- Informing the school immediately if there is a barrier to learning, such as a broken device or lack of internet connection.

Safeguarding and Online Safety

All online practices must comply with the school's **Child Protection and Safeguarding Policy**.

- **Live Interactions:** During any live catch-ups or check-ins, staff and pupils must be located in appropriate rooms with neutral backgrounds. Staff must dress in professional attire.
- **Microphone Conduct:** Teachers will manage settings to mute all pupil microphones upon entry to maintain order and privacy.
- **Reporting Concerns:** Any safeguarding disclosures or unusual behaviour noted during virtual contact must be immediately uploaded to the school's tracking system (CPOMS) and flagged with the Designated Safeguarding Lead (DSL).