Great Bradfords Infant & Nursery School

Remote Education Policy

Ratified by the Governing Board: 2nd December 2025

Signed   Headteacher: _____

            Chair of Governors: _____

Review Date: December 2026

Remote Education Policy

1. Statement of School Vision

Our vision for the children at Great Bradfords Infant and Nursery School is for every child, regardless of their starting point, to have the opportunity to achieve. They will have access to a curriculum that sparks their imagination, promotes independent learning and supports children to be the best they can be. Our children will be happy and confident learners who will face new challenges with enthusiasm.

Our strategy for remote learning exemplifies this vision.

2. Aims
This Remote Education Policy aims to:

➢ Ensure consistency in the approach to remote learning for all children (inc. SEND) who aren't in school through use of quality online and offline resources

➢ Provide clear expectations for members of the school community with regards to delivery of high quality interactive remote learning

➢ Include continuous delivery of the school curriculum, as well as support of Health and Well-Being and Parent support

➢ Remote education should only ever be considered as a last resort where a decision has already been made that attendance at school is not possible, but pupils are able to continue learning.Support effective communication between the school and families and support attendance

3. Who is this policy applicable to?
This policy is formulated in line with Government guidance

All pupils should attend school, in line with our attendance policy.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

➢ Occasions when we decide that opening our school is either:

   o Not possible to do safely

   o Contradictory to guidance from local or central government

➢ Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because they have an infectious illness

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

➢ Online tools for EYFS (Tapestry)
➢ KS1 learning via Teams, Zoom as well as for staff CPD *and parents' sessions.*
➢ Use of Recorded video for instructions, stories and assemblies
➢ Phone calls home
➢ Printed learning packs
➢ Physical materials such as story books and writing tools
➢ Use of online resources such as; BBC Bitesize, Oak Academy, White Rose Maths, Numbots and Reading Eggs.

5. Home and School Partnership

We are committed to working in close partnership with families and recognise each family is unique and, because of this, remote learning will look different for different families in order to suit their individual needs.

Where possible, it is beneficial for children to maintain a regular and familiar routine.

We would encourage parents/carers to support their children's work, including finding an appropriate place to work, offering encouragement and praise and supporting their concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents/carers should contact school promptly as alternative solutions may be available. These will be discussed on a case-to-case basis.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

6. Roles and responsibilities

Teachers:
When providing remote learning, teachers are responsible for:

Setting work:
➢ Teachers will set work for the children in their class

➢ The work set should follow the usual timetable for the class had they been in school, wherever possible

➢ Teachers in Nursery and Reception will send work via Tapestry

➢ Teachers in Year 1 and 2 will send work via Class Dojo

➢ Teachers will direct parents to other online learning videos like Oak Academy

Providing feedback on work:
➢ Teachers will provide feedback either in writing or over the phone as often as possible.

Keeping in touch with children, who aren't in school, and their parents/carers:
➢ If there is a concern around the level of engagement of a child, parents/carers should be contacted via phone to assess whether school intervention can assist engagement

➢ All parent/carer emails should come through class teacher's school email accounts

➢ Any complaints or concerns shared by parents/carers or children should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the Designated Safeguarding Lead (Mrs Easton, Headteacher) or one of the Deputy Designated Safeguarding Leads (Mr Kimber, Deputy, Mrs Roach, SENDCO)

Senior Leaders
Alongside any teaching responsibilities, senior leaders are responsible for:

➢ Co-ordinating the remote learning approach across the school including daily monitoring of engagement

➢ Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or asking for feedback from children and parents/carers

➢ Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated Safeguarding Lead (DSL)

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Child Protection Policy.

IT Technicians

IT technicians are responsible for:

➢ Fixing issues with systems used to set and collect work

➢ Helping staff with any technical issues they're experiencing

➢ Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

➢ Assisting children and parents/carers with accessing the internet or devices

The SENDCO

Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all children and that reasonable adjustments are made where required.

➢ Ensuring that children with EHC plans continue to have their needs met while learning remotely, and liaising with the Headteacher and other organisations to make any alternate arrangements for children with EHC plans and IHPs

➢ Identifying the level of support needed and available

Subject Leaders

Alongside their teaching responsibilities, subject leaders are responsible for:

➢ Considering whether any aspects of the subject curriculum need to change to accommodate remote learning

➢ Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent

➢ Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other

➢ Monitoring the remote work set by teachers in their subject

➢ Alerting teachers to resources they can use to teach their subject remotely

The School Finance Manager

➢ Ensuring value for money when arranging the procurement of equipment or technology.

➢ Ensuring that the school has adequate insurance to cover all remote working arrangements.

Children and parents

Staff can expect children learning remotely to:

➢ Complete work to the deadline set by teachers

➢ Seek help if they need it, from teachers

➢ Alert teachers if they're not able to complete work

Staff can expect parent/carer with children learning remotely to:

➢ Make the school aware if their child is sick or otherwise can't complete work

➢ Seek help from the school if they need it

➢ Be respectful when making any concerns known to staff

➢ Ensure children using computers at home are supervised and accessing the internet safely

➢ Ensure children and anybody else within the household, who may be visible during any live remote learning practices, are dressed appropriately

➢ Provide a suitable location to engage with live remote learning (e.g. avoid areas with background noise, nothing inappropriate in the background)

Governing Board

The governing board is responsible for:

➢ Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible

➢ Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

7. Links with other policies and development plans

This policy is linked to our:

➢ Behaviour policy

➢ Child protection policy

➢ Data protection policy and privacy notices

➢ Online safety acceptable use policy