



<b>Policy Name</b>	<b>REMOTE EDUCATION</b>
<b>Relevant To</b>	<b>Federation</b> <input checked="" type="checkbox"/> <b>Bidwell Brook Only</b> <input type="checkbox"/> <b>Ellen Tinkham Only</b> <input type="checkbox"/>
<b>Type of Policy</b>	<b>Model</b> <input type="checkbox"/> <b>School</b> <input checked="" type="checkbox"/>
<b>Name of Policy Holder</b>	<b>Robyn Emmerson / Emily Langley</b>
<b>Subject/Department</b>	<b>Teaching &amp; Learning</b>
<b>Approved By</b>	<b>Full Governing Body</b> <input type="checkbox"/> <b>CBT Governors</b> <input type="checkbox"/> <b>T&amp;L Governors</b> <input type="checkbox"/> <b>SLT</b> <input checked="" type="checkbox"/>
<b>Version Date (if applicable)</b>	<b>n/a</b>
<b>Date of Last Review</b>	<b>Autumn Term 2025</b>
<b>Date of Next Review</b>	<b>Autumn Term 2027</b>

The Learn to Live Federation vision states:

Everyone will be the best that they can be Everyone has a voice No-one is excluded
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We are committed to working in close partnership with families to mirror our vision through remote learning. We recognise each family is unique and as such remote learning will look different in order to suit individual needs. This is reflective of our person-centred offer.

## Aims

This Remote Education Policy aims to:

- ensure consistency in the approach to remote learning for learners who are not in school through use of quality online and offline resources and teaching videos;
- provide clear expectations and continued education to the members of the federation-wide community with regards to delivery of high quality interactive remote learning;
- include continuous delivery of a stimulating and challenging curriculum, as well as support with Motivation, Health and Wellbeing and Parent support;
- support effective communication between the school and families, and support attendance.

## Who is this policy applicable to?

Any learner who is absent from their educational setting or requiring time at home, possibly for recovery from a medical procedure.

Remote learning will be shared with all families on our home learning site as it is produced.

## Home and School Partnership

We are committed to working in close partnership with families and recognise that each family is unique. Because of this, remote learning may look different for each family in order to meet their individual needs and the needs of each pupil.

We would encourage parents and carers to support their child's work to the best of their ability and find an appropriate place at home to support good levels of concentration.

We will provide a home learning offer that will directly correspond with the themes and topics that are being taught in class, offering a range of learning opportunities including, but not exclusively, production of school-made content. This will be complemented with appropriate content from the internet, quizzes, worksheets and other activities. It will provide opportunities to support learning through pre- and over- learning, deepening understanding, embedding and enriching learning already taking place in school. It will provide opportunities for families to have an easily accessible understanding of the current themes and plans for learning in their child's class.

Depending on the individual learner's circumstance, in the event of extended absence, staff will ensure that work is set regularly. Should accessing work be an issue, parents and carers should contact their child's class teacher promptly and alternative solutions may be available. These will be discussed on a case-to-case basis.

The Learn to Live Federation will provide support with Earwig as appropriate and where possible, provide personalised resources.

## **Roles and Responsibilities**

### ***Teachers***

When providing remote learning, teachers are responsible for:

- setting work:
  - teachers will set work for the learners within their Key Stage;
  - provide learning tasks which will cover the breadth of a diverse curriculum.
- providing feedback on work:
  - parents are encouraged to evidence their child's work on Earwig;
  - teachers will respond to this evidencing at least once a week.
- keeping in touch with pupils who are not in school:
  - if there is a concern around the level of engagement of a pupil, parents and carers should be contacted via phone to assess whether school intervention can assist with their engagement;
  - all parents and carers are to be contacted via phone or email regularly, based on their preferences shared at Parents Evening;
  - any complaints or concerns shared by parents or pupils should be reported to a member of SLT. Any safeguarding concerns should be referred immediately to the Designated Safeguarding Lead.

### **Senior Leaders**

Senior Leaders are mindful of teacher workload and will monitor this closely. Senior leaders will also:

- co-ordinate the teaching approach across the Federation and monitor pupil engagement through CPOMs and Earwig;
- monitor the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents and carers;
- work with the Support Services Teams and teachers to ensure that all EHCP reviews and planned parent/teacher meetings continue;
- work collaboratively with the IT team to monitor the online content of remote learning, including data protection and safeguarding considerations.

### **Designated Safeguarding Lead**

- the Designated Safeguarding Lead is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Federation Safeguarding & Child Protection Policy;
- if children or families do not engage or respond to communications, this will be raised and followed up by Designated Safeguarding Leads as a safeguarding concern;
- will ensure that all staff are kept up to date on latest safeguarding developments and have read and understood all key safeguarding documents.

### **ICT Technicians**

ICT Technicians are responsible for:

- fixing issues with systems used to set and distribute work;
- flagging any data protection concerns to the Data Protection Link Officer.

### **Core Business Team**

The Core Business Team is responsible for:

- 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;
- managing online learning costs.

### **Governing Body**

The Governing Body is responsible for:

- monitoring the Federation'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.

## Remote Learning Support

Staff can expect parents with children learning remotely to:

- seek help from the school if they need it;
- be respectful when making any complaints or concerns known to staff;
- share thoughts on what is working and what is not working.

## Links with Other Policies

This policy is linked to other policies - please see the Safeguarding policy, Behaviour policy, Data Protection policy and Privacy Notices, Online Safety policy and Code of Conduct.

## Our Offer

Parental engagement is key to overcoming any disruption to traditional education and pupil progress. We appreciate home learning for our learners can be difficult and we are aware of the demands that can be put on families during periods of time away from the classroom.

Teachers will work together within their Key Stages across the Federation to create differentiated learning opportunities per term to enhance the learning that has taken place in the classroom and extend learning further. This additional learning may be through the use of videos, activities and websites, which are highlighted for all learners.

Through our home learning page, all learners are provided with a breadth of learning activities across the curriculum which promote development and are of a high quality. Suitable printed resource packs for learners can also be used in the home setting. This is all linked to the expectations of our Learn to Live Federation curriculum.