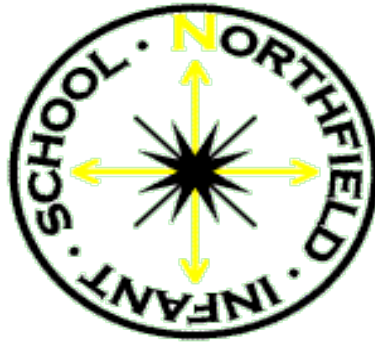




Remote Learning Policy for Driffield Northfield Infant School

This document outlines the framework for the **Remote Learning Policy** in an infant school, in alignment with the Department for Education (DfE) and Ofsted expectations. It defines the systems, processes, and measures to ensure continuity of education for all pupils when learning remotely. The policy complies with the responsibilities set out in the **DfE's "Providing Remote Education: Guidance for Schools" (updated May 2021)** and considers the principles for remote education established in the **Education Endowment Foundation's (EEF) COVID-19 Remote Learning Research**.

1. Purpose and Scope

1.1. Purpose

- To ensure high-quality remote education is accessible to all pupils when face-to-face teaching is disrupted (e.g. due to school closures, pupil isolation, or other emergencies).
- To provide a framework for staff, pupils, and families to understand expectations around remote learning.
- To maintain safeguarding practices and uphold the well-being of pupils, during periods of remote education.

1.2. Scope

- Applicable to all staff, pupils (Reception to Year 2), parents/carers, and stakeholders at our infant school.
- Covers short-term (up to 2 weeks) and long-term (more than 2 weeks) remote learning requirements.

2. Aims of Remote Education

- Ensure remote education aligns closely with classroom teaching, following the **statutory requirements of the 2014 National Curriculum (updated 2022)** for infant pupils.
 - Provide a consistent approach that supports **Early Years Foundation Stage (EYFS)** and **Key Stage 1 learning objectives**, while recognising the developmental needs of young children.
 - Promote personal development, engagement, and safeguarding of all pupils, acknowledging family contexts and external challenges.
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3. Roles and Responsibilities

3.1. Headteacher and Senior Leadership Team (SLT)

- Oversee the implementation of the remote learning policy.
- Ensure staff receive appropriate guidance and training to deliver remote education effectively.
- Monitor the quality of remote provision, providing feedback to improve standards.
- Ensure digital safety and safeguarding measures are in place.

3.2. Teaching Staff

- Develop and deliver high-quality remote learning content using appropriate platforms.
- Provide regular feedback on pupil work to support progression, as outlined in Ofsted's "**What's working well in remote education**" guidance (January 2021).
- Communicate regularly with parents/carers about pupil progress, engagement, and well-being.

3.3. Pupils

- Engage with remote learning and complete tasks to the best of their ability, with appropriate support from parents/carers.
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3.4. Parents/Carers

- Support children with accessing remote learning (e.g. setting routines, helping navigate platforms).
- Maintain communication with the school to report any barriers to participation.

3.5. Governing Body

- Ensure effective oversight of the school's remote learning provision.
 - Review the Remote Learning Policy regularly to ensure it meets DfE and Ofsted expectations.
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4. Remote Learning Platforms and Tools

4.1. Digital Platforms

- The school will use Google Classroom for delivering remote learning materials and live/recorded lessons, in compliance with **Data Protection (GDPR) requirements**.
- Paper packs or alternative materials will be provided to families without reliable internet or device access.

4.2. Accessibility

- Ensure all families have access to devices or printed resources. Support schemes such as the **DfE-provided devices for disadvantaged pupils** will be utilised.
- Provide translated materials or simplified resources if language or literacy barriers exist.

4.3. Safeguarding in Online Platforms

- All live interactions will follow the school's **Child Protection and Safeguarding Policy**, ensuring appropriate virtual classroom behaviour and monitoring.
 - Staff and parents will be informed about the safe use of technology as per the **DfE's "Keeping Children Safe in Education (2024)"** document.
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5. Content and Delivery of Remote Education

5.1. Early Years Foundation Stage (EYFS)

- Activities will focus on pre-reading, early mathematics, fine motor skills, communication, and personal, social, and emotional development.
- Practical activities such as phonics sessions, small-world play, storytelling, and arts and crafts will be included.

5.2. Key Stage 1

- Where possible a blend of synchronous (live lessons) and asynchronous (pre-recorded or independent) lessons focused on the core curriculum: reading, writing, mathematics, and topic-based learning.
- Time allocations:
 - **Year 1 and Year 2 pupils:** 3 hours of remote education per day, as per the **Remote Education Temporary Continuity Direction (2020)**.

5.3. Timetabling and Structure

- A consistent and age-appropriate timetable will ensure regular routines for children (e.g. start time, breaks, and end time).
 - Opportunities for movement, play-based learning, and screen-free activities will be embedded.
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6. Engagement and Feedback

6.1. Monitoring Pupil Engagement

- Teachers will monitor attendance at live lessons and assignment completion. Follow-ups will occur for prolonged disengagement.
- Class teachers will maintain regular contact with families to address any barriers to engagement.

6.2. Providing Feedback

- Feedback will follow the school's existing Assessment Policy. Approaches include comments on submitted work, verbal feedback during live lessons, and targeted phone calls for additional support.
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7. Supporting Pupils with Additional Needs

7.1. SEND Pupils

- Individual support plans (e.g. alternative resources, access arrangements) will be provided for pupils with **Special Educational Needs and Disabilities (SEND)**.
- Close collaboration with the school's SENDCo will ensure remote education is accessible and inclusive.

7.2. Disadvantaged Pupils

- Pupil Premium funding will be used to bridge gaps in accessibility and resources.
- Provision (e.g. access to devices or food support) will continue through remote learning periods.

8. Safeguarding and Well-being

- All communication will comply with the school's Safeguarding Policy and "**Keeping Children Safe in Education (2024)**."
- Weekly check-ins with families will ensure the well-being of children is prioritised.
- Mental health resources and external services, such as **CAMHS or local Early Help**, will be signposted to families as needed.

9. Evaluation and Monitoring

- The SLT will evaluate the effectiveness of the remote learning provision through:
 - o Parent/carers surveys.
 - o Pupil engagement and progress data.
 - o Feedback from teaching staff and governors.
 - Regular reviews of the policy will ensure compliance with updated statutory guidance.
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10. Communication and Review

10.1. Policy Availability

- This policy will be shared with all stakeholders and made available on the school website.

10.2. Review Process

- The policy will be reviewed annually or sooner, as required by changes in guidance or school evaluation.

This policy aligns with statutory guidance from the DfE and Ofsted and reflects the commitment of our school to providing equitable, high-quality education for all pupils during remote learning periods.