

Hillmead Primary School

Remote Learning Policy



Document Author: Michelle Shenston **Date:** Mar 2025

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Version	Date	Author	Reason for Revision
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1. Introduction

At **Hillmead Primary School**, we are committed to ensuring that all pupils receive a high-quality education, whether learning **in school or remotely**. This policy outlines how we will provide **remote education** in line with **Department for Education (DfE) guidance** and **UK statutory requirements**, ensuring that children continue to learn effectively during periods when they cannot attend school in person.

This policy applies to situations where:

- **A child is unable to attend school** due to illness or isolation but is well enough to learn.
- **A local or national emergency** (e.g., a pandemic or extreme weather) requires school closure or partial closure.
- **A long-term absence** due to medical or other exceptional circumstances requires remote learning.

This policy aligns with:

- **The Education Act 1996** (requirement to provide full-time education).
 - **The DfE guidance on remote education** (updated 2023).
 - **The SEND Code of Practice 2015**, ensuring that remote education is inclusive and accessible.
 - **Safeguarding and data protection legislation**, including Keeping Children Safe in Education (KCSIE 2024) and GDPR.
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2. Aims of Remote Education

We aim to:

- **Ensure continuity of learning** for all pupils.
 - **Provide a curriculum that is meaningful, ambitious, and engaging.**
 - **Use a range of online and offline resources** to support all learners.
 - **Ensure equitable access**, including for pupils with **SEND and disadvantaged backgrounds**.
 - **Maintain regular contact with pupils and parents** to support learning and well-being.
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3. Provision of Remote Learning

The level of remote education provided will depend on the nature of the absence and the resources available.

3.1. Short-Term Absences (e.g., illness or self-isolation)

- **Learning activities and resources** will be provided via the school website, email, or the school's online platform (e.g., Google Classroom / Microsoft Teams).
- Pupils will receive **work aligned with in-school learning** where possible.
- Feedback will be provided on key assignments when the child returns.

3.2. Whole-Class or Whole-School Closure

In the event of school-wide remote education, we will provide:

- **A structured daily timetable**, including core subjects (English, maths, science) and foundation subjects.
- **Live or recorded lessons**, delivered by class teachers, supplemented by **Oak National Academy** or other DfE-approved resources.
- **Independent tasks and activities**, designed to encourage engagement and critical thinking.
- **Regular interaction with teachers**, including live sessions, phone check-ins, or online discussions.

3.3. Long-Term Absences (e.g., medical needs, exclusion from school site)

- A **personalised learning plan** will be developed, tailored to the child's needs.
- **One-to-one virtual support** may be provided where necessary.
- Adjustments will be made to ensure access for **SEND pupils**, including the use of assistive technology.

4. Platforms and Resources

We will use a combination of:

- **Live or recorded lessons** via Microsoft Teams / Google Classroom / Zoom.
- **Interactive learning platforms** such as Purple Mash, TT Rockstars, and BBC Bitesize.
- **Printed work packs**, where required, for families with limited online access.
- **Video and online tutorials**, including Oak National Academy resources.

5. Expectations for Pupils and Parents

5.1. Expectations for Pupils

Pupils are expected to:

- **Engage with learning** and complete assigned work.
- **Attend live sessions** where possible and participate appropriately.
- **Submit work on time**, where required, and ask for help when needed.

5.2. Expectations for Parents/Carers

We ask parents to:

- **Encourage and support** their child's learning at home.
 - **Ensure a suitable learning environment**, free from distractions.
 - **Communicate with school staff** if they need help accessing resources.
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6. Supporting Pupils with SEND and Disadvantaged Learners

We recognise that some pupils will require additional support. To ensure equitable access:

- **Differentiated tasks and adapted resources** will be provided for pupils with additional needs.
- **One-to-one support sessions** may be available for children with EHCPs.
- **Laptops or internet access support** will be provided for disadvantaged families where possible, in line with **DfE digital inclusion schemes**.

If your child is able to learn but not able to be in school, please contact the SENCo who will put together a personalised learning plan for them.

7. Safeguarding and Online Safety

The safety of our pupils is paramount. We will:

- Ensure all remote learning follows **school safeguarding policies**.
- Use **secure online platforms** with monitored access.
- Provide **clear guidelines** for live lessons, including appropriate dress and behaviour.
- Ensure that staff follow **GDPR and data protection guidelines** when using online tools.

For more information, see our **Safeguarding and Online Safety Policies**.


8. Monitoring and Review

- The **Headteacher and Senior Leadership Team (SLT)** will monitor the effectiveness of remote education.
 - Feedback from **staff, parents, and pupils** will inform improvements.
 - This policy will be reviewed **annually** or as needed in response to changes in DfE guidance.
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9. Contact Information

For any remote learning queries, please contact:

 **SENCO / Remote Learning Lead:** [School Email]

 **School Office:** [School Phone Number]

For government guidance on remote education:

 DfE Remote Education Support