



# Intack Community Primary School: Remote Learning Policy

**Policy Status:** Final.

**Date of Creation:** 2<sup>nd</sup> October 2025

**Date of Review:** January 2027

**Reviewer:** Headteacher and Governors' Committee

**Next Review Date:** January 2027

## 1. Introduction and Purpose

This policy outlines the approach Intack Community Primary School will take to provide remote learning opportunities for Children when in-person attendance is not possible. This may be due to:

- School closures (e.g., due to pandemics, severe weather).
- Individual Child isolation (e.g., due to illness, quarantine).
- Localised lockdowns or restrictions.

This policy aims to:

- Ensure continuity of education for all Children, regardless of their location.
- Maintain high expectations for learning and progress.
- Provide clear guidance and support for Children, staff, and parents/carers.
- Promote the well-being of all members of the school community during periods of remote learning.
- Align with the school's vision and values: "We are a warm and caring school community. Everyone within our school must feel safe, valued, be treated fairly with dignity and respect in order to achieve their full potential."
- Address the school's specific context, including high deprivation, high pupil premium, high EAL, and high transience.
- Meet the requirements of the OFSTED inspection framework.
- *How will we communicate the purpose and importance of this policy to all stakeholders?*



## 2. Guiding Principles

Our remote learning provision will be guided by the following principles:

- **Equity:** Ensuring all Children have access to appropriate learning opportunities, regardless of their background or circumstances. This includes addressing the digital divide and providing support for Children with SEND and EAL.
- **Accessibility:** Providing learning materials and activities that are accessible to all Children, considering their individual needs and learning styles.
- **Engagement:** Designing engaging and interactive learning experiences that motivate Children and promote active participation.
- **Well-being:** Prioritising the well-being of Children, staff, and parents/carers, and providing support for their emotional and mental health.
- **Flexibility:** Offering flexible learning options that accommodate the diverse needs and circumstances of our school community.
- **Safeguarding:** Maintaining a safe and secure online learning environment for all Children.
- **Communication:** Ensuring clear and consistent communication between the school, Children, and parents/carers.
- **Curriculum Coverage:** Ensuring that remote learning covers the breadth and depth of the planned curriculum, adapting it where necessary to suit the remote environment.

## 3. Roles and Responsibilities

- **Senior Leadership Team (SLT):**
  - Overseeing the implementation and monitoring of this policy.
  - Ensuring that staff have the necessary resources and support to deliver effective remote learning.
  - Communicating with parents/carers and the wider school community about remote learning arrangements.
  - Monitoring the impact of remote learning on Child progress and well-being.
  - Addressing any issues or concerns related to remote learning.
- **Teachers:**
  - Planning and delivering engaging and accessible remote learning activities.
  - Providing regular feedback to Children on their learning.
  - Monitoring Child engagement and progress.
  - Communicating with parents/carers about Child learning and well-being.
  - Adapting teaching strategies to meet the needs of individual Children.
  - Following safeguarding procedures and reporting any concerns.



- **Teaching Assistants (TAs):**
  - Supporting teachers in the delivery of remote learning activities.
  - Providing individual or small group support to Children.
  - Assisting with the creation and distribution of learning materials.
  
- **Parents/Carers:**
  - Supporting their Child's learning at home.
  - Ensuring their Child has access to a suitable learning environment.
  - Communicating with the school about any concerns or challenges.
  - Monitoring their Child's engagement and progress.
  - Following safeguarding guidelines and reporting any concerns.
  
- **Children:**
  - Engaging actively in remote learning activities.
  - Completing assigned tasks to the best of their ability.
  - Communicating with their teachers about any difficulties.
  - Following online safety guidelines.
  - Respecting the learning environment of others.
  
- **IT Support Staff:**
  - Providing technical support to staff, Children, and parents/carers.
  - Ensuring that the school's IT infrastructure is reliable and secure.
  - Managing online learning platforms and resources.
  - Addressing any technical issues or concerns.
  
- **SENDCo:**
  - Ensuring that the needs of Children with SEND are met during remote learning.
  - Providing guidance and support to teachers and parents/carers on how to adapt learning activities for Children with SEND.
  - Liaising with external agencies as necessary.
  
- **Designated Safeguarding Lead (DSL):**
  - Ensuring that safeguarding procedures are followed during remote learning.
  - Providing support and guidance to staff and parents/carers on safeguarding issues.
  - Liaising with external agencies as necessary.



#### 4. Implementation Strategies

- **Platforms and Tools:**

- The school will use The Intack Primary School Virtual Learning Platform as its primary platform for delivering remote learning.
- Teachers will use a variety of digital tools and resources to create engaging and interactive learning experiences. All resources can be accessed via their child's class page. This can then be returned when completed via email to the class teacher.
- The school will provide training and support to staff, Children, and parents/carers on how to access the Virtual Learning Platform. This is explained at the beginning of the year during the Parent Drop in Session.

- **Curriculum Delivery:**

- Teachers will adapt the curriculum to suit the remote learning environment.
- Learning activities will be designed to be accessible, engaging, and interactive.
- Teachers will provide a mix of live lessons, pre-recorded videos, and independent learning tasks.
- The amount of remote learning provided will be appropriate for the age and developmental stage of the Children.
- For EYFS, the focus will be on play-based learning, storytelling, and interactive activities.
- For Key Stage 1 and 2, the focus will be on core subjects (English, Maths, Science) and a range of foundation subjects.

- **Communication:**

- The school will use email, Facebook or telephone to communicate with parents/carers.
- Teachers will provide regular updates on Child learning and progress.
- The school will hold virtual parent-teacher conferences to discuss Child progress and address any concerns.
- The school will provide clear and consistent information about remote learning arrangements.

- **Assessment and Feedback:**

- Teachers will use a variety of assessment methods to monitor Child learning and progress.
- Feedback will be provided regularly to Children on their learning.
- Assessment will be used to inform future planning and to identify Children who need additional support.



- **Safeguarding:**
  - All staff will follow the school's safeguarding policy during remote learning.
  - Online safety guidelines will be provided to Children and parents/carers.
  - The school will monitor online activity and address any concerns.
  - Staff will be vigilant for signs of Child abuse or neglect and will report any concerns to the DSL.
  
- **Support for Children with SEND:**
  - The SENDCo will work with teachers to adapt learning activities for Children with SEND.
  - Individualised support will be provided to Children with SEND as necessary.
  - Parents/carers of Children with SEND will be provided with additional support and guidance.
  
- **Support for EAL Children:**
  - Teachers will use a variety of strategies to support EAL Children during remote learning.
  - Visual aids, simplified language, and bilingual resources will be used.
  - EAL support staff will provide additional support to EAL Children as necessary.
  
- **Addressing the Digital Divide:**
  - The school will provide devices and internet access to Children who do not have them at home.
  - The school will provide training and support to parents/carers on how to use technology to support their Child's learning.
  - The school will provide alternative learning materials for Children who do not have access to technology.

## **5. Monitoring and Evaluation**

- The SLT will regularly monitor the implementation of this policy.
- Feedback will be sought from staff, Children, and parents/carers on the effectiveness of remote learning.
- Child progress data will be analysed to assess the impact of remote learning.
- The policy will be reviewed annually and updated as necessary.



## **6. Related Policies**

- Safeguarding Policy
- Online Safety Policy
- SEND Policy
- Behaviour Policy
- Acceptable Use Policy (for staff and Children)
- Data Protection Policy

## **7. Communication of the Policy**

This policy will be:

- Published on the school website.
- Shared with all staff.
- Communicated to parents/carers through the school's website
- Made available in accessible formats (e.g., large print, translated versions) as needed.

## **8. Review and Amendment**

This policy will be reviewed annually by the SLT, in consultation with the School Governing Body. Amendments will be made as necessary to ensure that the policy remains effective and compliant with relevant legislation and guidance.



## 9. Appendix

# Key Questions for School Leaders

- *How does this policy align with our school's overall strategic plan and improvement priorities?*
- *What are the specific circumstances that would trigger the implementation of this policy?*
- *How will we ensure that all Children have equitable access to remote learning resources and support?*
- *What measures will we take to promote the well-being of our school community during periods of remote learning?*
- *How will we adapt our curriculum to ensure that it is engaging and accessible in a remote learning environment?*
- *How will we ensure that all staff are aware of their roles and responsibilities in relation to remote learning?*
- *What training and support will be provided to staff to enable them to deliver effective remote learning?*
- *How will we communicate expectations and responsibilities to parents/carers and Children?*
- *What platforms and tools will we use to deliver remote learning, and how will we ensure that they are accessible to all Children?*
- *How will we adapt our curriculum to suit the remote learning environment, and how will we ensure that it remains engaging and challenging?*
- *What communication methods will we use to keep parents/carers informed about remote learning arrangements and Child progress?*
- *How will we assess Child learning and progress during remote learning, and how will we provide feedback to Children?*
- *What safeguarding measures will we put in place to ensure the safety and well-being of Children during remote learning?*
- *How will we support Children with SEND and EAL during remote learning?*
- *How will we address the digital divide and ensure that all Children have access to the resources they need to participate in remote learning?*
- *How will we monitor the implementation of this policy and ensure that it is being followed consistently?*
- *How will we gather feedback from staff, Children, and parents/carers on the effectiveness of remote learning?*
- *How will we analyse Child progress data to assess the impact of remote learning?*
- *How often will we review this policy, and what criteria will we use to determine whether it needs to be updated?*