

The main aims of remote learning at The Gates Primary are to:

- Implement a contingency plan, in the event of further school closures or pupil absences. This plan outlines the details, systems and expectations of remote learning across different scenarios
- Keep the minds of our children active and happy, ready to return to school and engage with learning when the time comes.
- Ensure regular contact with all children and families.

At The Gates, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or whole class bubble. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

This policy aims to:

- To address the key concerns associated with remote working such as online safety, access to educational resources, data protection, and safeguarding.
- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

Remote Learning

Within the ever-changing world, we have to be prepared for different scenarios.

This plan will be applied in the following instances:

- Remote Learning – School Closure
- Remote Learning – Due to an individual shielding or isolating
- Remote learning due to whole class isolating
- In class remote teaching due to teacher isolating but at home well and fit for work.

The plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#).

Contingency planning

- The school will work closely with the local health protection team and implement the provisions set within their contingency plan.
- If a single class needs to self-isolate, the school will implement remote learning immediately for that group.
- The school has a detailed remote learning plan in place which training has been carried out for.

Learning materials

- Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.
- Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning. I pads/Laptops will be provided to children who do not have access at home.
- Teachers to support parents who experience difficulties in accessing the online work
- Teaching staff/ Assistant Teachers will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.
- Children with EHCPs will receive daily intervention from the T who supports them in school and opportunity for face to face discussions via teams
- Seesaw is the learning platform which will be used from Reception 1 – Year 6
- In preparation for home learning all children will be give their login details and passwords for their accounts, including Microsoft Teams.

Remote Learning – School Closure

- In the event of school closure, school will move over to remote learning for all children. The platform for this will be Seesaw
- Where children do not have access to devices, these will be available to loan from school.
- For children in Reception-Y6, learning will follow a timetable. This will be communicated to parents via a letter.
- There will be regular interaction between pupils and teachers through the use of Seesaw
- Children will receive a combination of both live and pre-recorded lessons which allows for a flexible approach to learning
- Work will be set in line with The Gates curriculum, continuing from the point that was left as the school closed.
- Children's learning must be uploaded to Seesaw where it will be checked regularly by class teachers and/or support staff and feedback will be given.
- Where children do not engage in remote home learning, telephone calls will be made to parents.

Remote Learning – Due to an individual shielding or isolation

Where a child cannot attend school due to isolating or shielding, for a period of time, they will be set assignments via Seesaw which mirror the school curriculum

From the first day a child is absent form school remote learning will be sent home by Day 2.

Remote learning due to whole class isolating and class bubble being closed

Staff will support learning and teach from home if they remain well and fit for work.

Teaching and learning:

- All pupils will have access to high quality education when remote working.
- The school will use a range of teaching methods to cater for all different learning styles, this includes:
- Live and pre-recorded online sessions each day
- Support from the teacher via Seesaw
- Daily marking and feedback on all work uploaded
- Quizzes
- Online materials
- Educational Websites
- Various reading tasks – e.g. comprehension, inference and prediction
- Mental Health and Well-being activities

- Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.

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Remote learning due to teacher isolating but at home well

If staff are self-isolating at home, but are not poorly, and under normal circumstances would be well enough to work, they are required to work their 'full hours' and available for work from 8.30am each school day.

If a class teacher has to self-isolate but is at home, then they will use Microsoft Teams to remotely teach the class from home. The class will be supervised by a teaching assistant. Children will all attend school as normal.

When teaching pupils who are working remotely, teachers will:

- Ensure that all provisions for remote learning will meet the needs of the class group's age and ability.
- Set learning so that pupils have meaningful and ambitious work each day.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- Provide frequent, clear explanations of new content through high quality curriculum resources, including through educational videos.
- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, including daily contact with teachers.
- In exceptional circumstances, the school may reduce the curriculum offering to enable pupils to cope with the workload – the head teacher will assess this need, keeping pupils' best interests in mind, and will not make the decision lightly.
- Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.

Monitoring Engagement & Progress

To ensure all pupils remain engaged and make progress during remote learning:

- Teachers will check work uploaded to Seesaw daily and record engagement in a class tracker.
- Pupils who are not engaging with remote learning will be followed up promptly with a phone call or email to parents/carers.
- Phase leaders will review engagement weekly to identify patterns and provide support where necessary.
- Teachers will use assessment data from quizzes, written work, and Seesaw contributions to inform interventions and next steps.

Staff Workload Management

To ensure staff are supported during periods of remote learning:

- Teachers should plan lessons in blocks to avoid excessive live lesson preparation every day.
- Where possible, prerecorded lessons can be reused across classes or year groups.
- Teaching Assistants and other staff should be utilised for marking, feedback, or pastoral support where appropriate.
- Staff are encouraged to communicate with phase leaders if workload is impacting their wellbeing; adjustments to expectations will be considered.

Assessment in Remote Learning

- Teachers will continue to use formative assessment methods such as quizzes, short written tasks, and oral questioning during live sessions.
- Weekly recap quizzes and low-stakes assessments should be uploaded to Seesaw to monitor retention and application of knowledge.
- Progress made during remote learning will feed into termly teacher assessments and inform planning for catch-up support once pupils return to school.

- Any concerns about individual pupil progress should be raised with the SENDCO or phase leader for timely intervention.

Pupil Mental Health & Wellbeing

- Remote learning should include at least one activity per day focused on mental health, mindfulness, or wellbeing.
- Pupils are encouraged to maintain a regular daily routine, including breaks and physical activity.
- Staff should monitor for signs of social or emotional distress and report concerns to the DSL (Designated Safeguarding Lead) or pastoral team.
- Resources and support for families, including wellbeing activities and external support services, will be shared via newsletters and Seesaw.

Online safety

This section of the policy will be enacted in conjunction with the school's Online Safety Policy.

All staff and pupils using video communication must:

- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

Communication

During any school closures, school will ensure that they communicate regularly with parents/carers via weekly newsletters, letters, text messages, telephone calls.

Returning to school

The head teacher will work with the Local Authority to ensure pupils only return to school when it is safe for them to do so, in the vent of a pandemic or similar nature.

After a period of self-isolation, or the lessening of local lockdown rules, the head teacher will inform parents when their child will return to school.