



REMOTE LEARNING POLICY

Holymead Primary School

DATE OF LAST REVIEW: NOVEMBER 2025

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1. RATIONALE

This policy has been created to ensure that Holymead Primary School has a robust and transparent framework for providing remote education. It recognises that in-person attendance is the most effective and preferred method of education for our primary-aged pupils. However, circumstances may arise, such as whole-school closures, infectious illnesses, or other individual pupil needs, that prevent attendance. In these limited situations, this policy provides clear guidelines to ensure pupils continue to receive a high-quality, ambitious, and balanced curriculum.

The rationale is driven by the school's commitment to its core values: Kindness, Courage, Curiosity, Community. Remote learning will be implemented in a way that nurtures pupil well-being, inspires continued learning, and allows every child to achieve their full potential, regardless of their physical location. The policy adheres to Department for Education (DfE) guidance and promotes consistency and accountability for all members of the school community. It also ensures that the school can act quickly and effectively to continue education in a safe and supportive manner when normal school operations are disrupted.

2. AIMS

This policy aims to ensure that high-quality remote education is provided for all pupils who cannot attend school in person. This may be due to:

- school closures or restrictions on attendance, where school access for pupils is restricted
- individual cases where a pupil is unable to attend school but is able to learn

3. PROVISION BY KEY STAGE

Holymead will provide a varied remote learning experience that includes a mix of online and offline activities. Remote education is not considered an equal alternative to in-person attendance and will only be used as a last resort.

The school primarily uses Google Classroom to deliver and manage remote learning activities in Key Stages One and Two. Where appropriate, other high-quality digital tools and resources will be used (e.g.: BBC Bitesize, Oak National Academy). In the Early Years Foundation Stage, we use Tapestry learning journal as our remote education platform. We have chosen these platforms as we feel they are accessible and appealing to the children in these different age groups. The platforms can be accessed via your child's Year Group page on our school website:

<http://www.holymeadp.bristol.sch.uk/web>



We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

EYFS: 2 hours a day

Key Stage 1: 3 hours a day

Key Stage 2: 4 hours a day

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

We have a limited supply of devices that we are able to loan to pupils who are working remotely during home learning. We will continuously monitor pupil's engagement on our remote learning platforms which will enable us to:

- (i) identify pupils who are unable to engage due to a lack of a device
- (ii) contact parents/carers to arrange for the pupil to borrow a school device.

Alternatively, we have made parents aware that they can contact the school office to arrange to borrow a device if they do not have the necessary resources at home.

When borrowing devices parents/carers will be asked to sign a loan agreement. Please contact the school office for details:

office@holymeadprimary.co.uk

4. REMOTE TEACHING METHODS

We use a combination of the following approaches to teach pupils remotely:

We will be using a range of resources and techniques to deliver remote learning via our remote learning platforms. Our remote learning approaches include:

- Learning will be set daily via our on-line remote learning platforms (Tapestry in EYFS and Google Classroom in Years 1-6).
- Recorded teaching: video/audio recordings made by Holymead Primary teachers.
- Recorded teaching: video/audio recordings from other sources e.g. Oak National Academy lessons.
- PowerPoint slides with teacher explanations, modelling, and examples.
- Diagrams, pictures and illustrations.
- Texts: including extracts and examples.
- Online quizzes and games



- Live pupil chat facility: this allows pupils to interact with their peers and discuss their work (Years 1-6 using Google Classroom).
- Teacher feedback and assessment for completed work.
- Printed paper packs produced by teachers (e.g. workbooks, worksheets) where pupils do not have access to on line remote learning platforms.

The school will lend out laptops and I-pads to parents/carers under a short written agreement with a small deposit of £30 to be paid. There is a reduced rate for FSM/PP parents/carers of £10. In extreme cases payment can be waived in agreement with the Head or Deputy. A record of loans, payment and return of deposit is kept by the School Business Manager.

If demand for devices is outstripping supply, we will issue them in the following priority:

1. PP and FSM pupils
2. Those who have no access to laptops or i-pads at home
3. In age order starting with Y6 and ending with YR

5. ENGAGEMENT AND FEEDBACK

We recognise that there are numerous factors that will determine both pupils' capacity to engage with remote education and parents/carers capacity to support their children in engaging with remote learning. Where parents are experiencing specific barriers to their child's ability to engage with remote learning, parents should contact the school and discuss these issues with their child's teacher (or another member of our teaching staff).

Our learning offer will include:

EYFS

- Phonics
- Reading
- English and Maths lessons
- Wider Curriculum lessons e.g. topic, RE, PE etc

KS1

- English and Maths lessons
- Phonics
- Reading
- Times tables Rockstars/Numbots
- Wider Curriculum lessons e.g. Music, Art, Science, History, Geography etc

KS2

- English and Maths lessons
- Reading
- Times tables Rockstars
- Wider Curriculum lessons e.g. Music, Art, Science, History, Geography etc



In EYFS most children will require support from parents/carers in accessing remote learning. We would ask that Parents/carers support their children in the following ways:

- Help children find a quiet space to complete reading and writing activities
- Access tasks on Tapestry and facilitate the activities provided
- The majority of pupils will need support to complete activities set but parents are asked to encourage children to be as independent as possible
- Encourage independence in looking at books and practising writing (words and numbers) independently
- Ensure work submitted reflects the ability of the child completing the task (to enable teachers to provide developmental feedback)

In KS1 most children will require support from parents/carers in accessing remote learning. We would ask that parents/carers support their children in the following ways:

- Help children find a place to work and encourage children to attempt the activities set
- Check that children are able to access remote learning
- The majority of pupils will need support in using strategies for calculations in Maths
- Some pupils will need support in using phonics for reading and writing.
- Encourage children to attempt the work set as independently as possible
- Ensure work submitted reflects the ability of the child completing the task (to enable teachers to provide developmental feedback)

In KS2 the majority of pupils should be able to access the remote learning provided independently. We would ask that parents/carers support their children in the following ways:

- Help their children find a place to work.
- Check that children are accessing remote learning, preferably at the times suggested in our daily timetable.
- Check that children are completing and submitting the tasks they have been asked to do.
- Encouraging children to use the live chat function to ask their teachers for support and guidance.
- Discuss their child's work with them; a daily catch up talking about what they have been doing is a really good idea.
- Find time to support their children if the as for their parents/carers help. We recognise that this may only be able to take place after a parent's/carer's working day has ended.

Teachers will monitor pupil engagement by reviewing the pupil activity logs in each remote learning platform. Where pupils have (i) not been accessing the remote learning platform or (ii) accessing the remote learning platform but not completing work, teachers will call parents to discuss pupils learning and offer support to help pupils access the remote learning (e.g. arrange for pupils to borrow a device, provide printed copies of work, provide guidance with accessing the remote learning platforms, provide guidance with how to



complete the work set). Teachers will also review the quality and quantity of pupil's work and will also phone parents if the standard of work is below that expected for that pupil.

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others.

6. SEND PROVISION

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Contacting parents/carers where we know that additional support may be required.
- Daily review of activity logs to monitor pupil's engagement and contact parents/carers to offer support where engagement is low.
- SENDco to monitor provision for SEN pupils working at home and contact parents to offer support where a need has been identified.

7. SAFEGUARDING AND DATA PROTECTION

Safeguarding: All staff, pupils, and parents must adhere to the school's Safeguarding and Child Protection Policy and Online Safety Policy.

Online conduct: The school has clear expectations for behaviour during live lessons and will not tolerate any form of recording or inappropriate use of online platforms.

Data security: Staff will follow the school's data protection policy and take steps to keep all devices secure.

Reporting concerns: Any safeguarding concerns should be reported immediately to the Designated Safeguarding Lead (DSL).

8. MONITORING, EVALUATION AND REVIEW

The school's SLT and governing body will monitor the effectiveness and security of the remote education provision.

Regular feedback will be sought from pupils, parents, and teachers to inform updates to this policy.



Engagement will be tracked by teachers and followed up by the school if concerns arise.

9. REMOTE LEARNING POLICY INFORMATION

This Policy was issued for implementation on:	November 2025
The policy will be reviewed:	Every 2 years
Reviewed by	Ms Hughes and Mrs Head
This policy will be renewed:	November 2027



Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



10. APPENDIX 1 – REMOTE LEARNING AGREEMENT

Online Learning Platforms

At Holymead Primary School, we use the following secure online platforms to support remote and digital learning:

- EYFS Tapestry
- Google Classroom
- Times Tables Rock Stars

These platforms have been carefully selected for their accessibility, child-friendly design, and educational value for each age group. They can be accessed through your child's Year Group page on our school website:

www.holymeadp.bristol.sch.uk/web

These online tools form an important part of our approach to remote learning and will continue to be used within school to help prepare children for learning in a digital world. All platforms are secure and access is restricted to pupils and staff—communications and shared work are **not** visible to the public.

If your child requires access to a device, the school may be able to assist with the loan of a laptop or iPad. Please contact the school office for further information.

Guidelines for Parents and Carers

We kindly ask parents and carers to:

- Support their child in engaging with online learning.
- Ensure their child follows the school's E-Safety Policy and Responsible Online Use for Pupils.
- Keep login details secure and share them only with trusted family members.
- Contact a member of staff if their child experiences any difficulties.
- Report any concerns about online learning or safety to the school promptly.

Parental Agreement

I agree to follow the above guidelines.

Child's Name: _____

Parent/Carer's Name (Print): _____

Parent/Carer's Signature: _____

Date: _____