

# FAIR OAK JUNIOR SCHOOL

## REMOTE EDUCATION POLICY



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| <b>Name of School</b>                   | Fair Oak Junior School       |
| <b>Date of Policy Issue</b>             | March 2026                   |
| <b>Review Date</b>                      | March 2027                   |
| <b>Name of Interim Headteacher</b>      | Jim Hartley                  |
| <b>Signature of Interim Headteacher</b> | <i>J. Hartley</i>            |
| <b>Signature of Chair of Governors</b>  | <i>T. Dancer / R. Holmes</i> |

## **1. Policy Statement**

At Fair Oak Junior School, we are committed to ensuring that all pupils continue to receive a high-quality education if they are unable to attend school in person. In some circumstances remote learning can be more effective than the use of hard copy materials at home. This policy outlines how remote education will be delivered in line with guidance from the Department for Education.

Remote education will be provided where pupils are temporarily unable to attend school but are well enough to learn. Our aim is to ensure continuity of learning and maintain engagement with the school curriculum either when an individual child is absent due to illness for an extended period or when larger cohorts are absent due to, for example, a national or local epidemic.

There may be times when remote education is not the best option. For example, if a child is away for a relatively short length of time. It will depend on the child and the circumstances. Sometimes hard copy materials are the best option.

## **2. Aims**

The aims of this policy are to:

- Ensure pupils continue to access broad and balanced learning
- Provide high-quality remote education aligned with the school curriculum
- Support pupils in maintaining regular learning routines
- Ensure all pupils, including those with SEND, can access learning
- Maintain regular communication between school and home
- Maintain safeguarding and wellbeing support

## **3. When Remote Education Will Be Provided**

- Remote education may be provided when pupils are well enough to learn:
  - Are absent due to short-term illness or injury
  - Are recovering from medical procedures
  - Are unable to attend due to exceptional circumstances
  - Are unable to attend school due to temporary closures or disruptions
- Remote education is intended as a short-term solution until pupils can return to school. Remote education will be provided if a child is away from school for more than a week whilst being well enough to undertake the lessons. For periods of less than a week, where a child is well enough to learn, hard copy materials will be provided.

- All pupils will receive individual login credentials for Microsoft Teams. In the case of larger cohorts working remotely, a schedule will be distributed detailing what should be done and by when. For example, logins will be distributed within the first two days of remote learning, along with clear guidance for parents and pupils on how to use the platform. We aim to get online teaching started within the week of a snap closure being called. If there is a longer lead-in, remote learning can start sooner.

#### **4. Remote Education Provision**

##### **4.1 Learning Platform**

The school will use the Microsoft Teams digital learning platform.

The platform will be used to:

- Share learning materials
- Provide assignments and tasks
- Communicate with pupils and parents
- Provide feedback where appropriate

Microsoft Teams is an approved platform that complies with the school's data protection and GDPR requirements.

##### **4.2 Curriculum Delivery**

Remote learning will follow the same curriculum sequence as face-to-face teaching wherever possible.

- Work will be assigned on Microsoft Teams, including lessons, assignments, and feedback opportunities.
- Where necessary, work will also be made available on the school website.

Learning may include:

- Recorded lessons
- Live teaching sessions (where appropriate)
- Independent tasks and assignments
- Reading activities
- Curriculum resources from trusted providers (e.g. Oak National Academy)

Teachers will ensure learning is clear, structured and appropriate for the learners.

#### 4.3 Amount of Remote Learning

Where pupils are learning remotely for a sustained period, the school will aim to provide approximately 3–4 hours of learning per day. Remote learning will include a balance of screen-based and offline activities. Pupils will be encouraged to take regular breaks and maintain healthy routines while learning from home.

This may include a mixture of online lessons, independent work and reading.

### **5. Roles and Responsibilities**

#### 5.1 Senior Leadership Team

The Senior Leadership Team will:

- Ensure remote education meets DfE expectations
- Monitor the quality and accessibility of remote learning
- Support staff with training and resources
- Ensure safeguarding procedures are followed

#### 5.2 Teachers

Teachers will:

- Provide appropriate remote learning activities
- Set work that follows the planned curriculum
- Provide feedback where possible
- Monitor pupil engagement
- Maintain communication with families where necessary

#### 5.3 Pupils

Pupils are expected to:

- Log on to MS Teams daily and complete assigned work
- Engage with the remote learning provided
- Complete tasks to the best of their ability
- Follow the school's behaviour expectations during live sessions

- Ask for help when needed

#### 5.4 Parents and Carers

Parents and carers are encouraged to:

- Support pupils in accessing learning
- Ensure pupils have a quiet learning space
- Supervise their children during live sessions
- Communicate with school if there are difficulties accessing remote learning
- Encourage pupils to complete their work

### **6. Access to Technology**

We acknowledge that not all pupils have access to online devices. In these instances, we will provide paper copies of work, which can be collected from school. Where possible, the school may loan a device to pupils who require one, which would be considered on an individual basis.

Parents and carers should contact the school office if they experience technical difficulties accessing remote learning.

### **7. Supporting Pupils with SEND**

Pupils with Special Educational Needs and Disabilities (SEND) will continue to receive appropriate support.

Adjustments may include:

- Adapted tasks
- Additional teacher contact
- Smaller amounts of work
- Alternative resources

Where pupils have an Education, Health and Care Plan (EHCP), the school will work with parents and the local authority to support their learning needs.

### **8. Safeguarding and Online Safety**

Safeguarding remains a priority when delivering remote education.

Live teaching will only be delivered in group settings. If a child is receiving live teaching at home, and the class is together at school, this is considered a group setting.

Parents/carers will supervise their children during live sessions.

Staff and children will:

- Follow the school's Safeguarding and Child Protection Policy
- Follow the school's behaviour policy
- Adhere to the online safety guidelines of MS Teams and the school. Safe practice with regard to pupil camera and microphone use, appropriate backgrounds, uniform expectations etc will be part of this.
- The school may record live sessions where appropriate to support safeguarding and quality assurance.
- Remote learning will be delivered in line with the school's Data Protection and GDPR policies. Any recorded sessions will be stored securely and only accessed by authorised staff.
- Maintain professional conduct in online interactions
- Report safeguarding concerns immediately to the DSL

Pupils will be reminded about online safety and responsible behaviour during remote learning.

## **9. Feedback and Assessment**

Teachers will provide feedback through:

- Comments on submitted work
- Online quizzes
- Verbal feedback during live sessions

Assessment will help teachers monitor progress and understanding.

## **10. Monitoring and Review**

Pupil engagement in sessions is monitored by the use of a register. Where pupils' engagement and/or attendance is low, school leadership/ the family support worker will liaise with parents as they would when addressing normal attendance issues.

This policy will be monitored by the Headteacher and Senior Leadership Team.

It will be reviewed annually or when updated guidance is issued by the Department for Education.