

Himbleton CE Primary School and Nursery



***Nurture, Nature, Knowledge:
Enabling inquisitive thinkers and inspired learners with kind
hearts.***

“Faith, Hope, Love...the greatest of these is Love.” (Corinthians 13:13)

“So in everything, do unto others what you would have them do to you.” (Matthew 7:12)

“Wise men and women are always learning, always listening for fresh insights.” (Proverbs 18:15)

Remote Learning Policy 2025 – 2026

September 2025

Contents

Introduction

Flexibility of Learning

Expectation Management

Roles and Responsibilities

- **Teaching Staff**
- **Headteacher**
- **Children**
- **Parents and Carers**

Daily Learning

Resources

Submission of Work

Feedback

Monitoring and Keeping in Touch

Monitoring of Teaching and Learning

Supporting Additional Needs

Outside Agency Support

Staff Wellbeing

Contacts

Monitoring and Review

Associated Policies

Introduction

In the event of children being absent on a long term basis, staff at Himbleton CE Primary School and Nursery will continue to provide education and support to our children using remote learning. We will use a 'blended' approach which comprises of a mix of online and offline learning. This will allow staff to keep in regular contact in a professional and confidential manner. Teachers will schedule learning in a manner that does not overwhelm the children. Teaching and learning can be tailored, changed and updated as time progresses, allowing for replication of classroom activity to the best of our ability. In all communications we will prioritise the wellbeing of our children.

Flexibility of Learning

We realise that the circumstances of absence can affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- Parents may be trying to work from home so access to technology as a family may be limited;
- Parents may have two or more children trying to access technology and need to prioritise the needs of other young people;
- Teachers may be trying to manage their class commitments;
- Systems may not always function as they should.

An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

Expectation Management

We believe that it is in the best interests of our children that we continue to provide structured support to the best of our ability. Bearing in mind the need for flexibility, whilst deadlines will be set, there will not be any negative consequences for failing to meet these. It must be noted that the work children engage in during a period of absence will be part of our current planning and so cannot be considered as optional. The arrangements as set out in this document are school policy.

Roles and Responsibilities

Teaching Staff will:

Teachers will ensure that a short sequence of learning (maximum two weeks) linked to current class learning is available as soon as possible in the event of long term absence.

Learning will be pitched in line with National Curriculum expectations. Any child working at a significantly different level will be supported individually.

English will be text-based and in line with the current class learning.

Maths will use White Rose Maths.

Other subjects may make use of other resources as appropriate.

New learning may be delivered using PowerPoints or videos of recorded teaching which can be viewed online or printed and sent home.

We will ensure that only high quality resources are used.

The sequence can be accessed from Class Dojo. Alternatively a paper copy can be requested from the school office.

We know that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this.

Teachers will liaise with parents regarding access to resources as necessary.

Staff will keep in contact with children through Class Dojo, email and telephone calls as appropriate. Teachers will set work and give feedback on activities regularly and allow flexibility in the completion of activities, understanding that the circumstances may impact families in a number of ways.

The Headteacher will:

- Monitor the provision of remote learning and quality assure resources.
- Ensure that work is available in the event of staff illness.
- Ensure that the SENDCO is available to support staff with providing learning for children with SEND and liaise with parents as required.
- Ensure that all subject leads will provide support to other staff with subject-specific information as required.

Children will:

- Engage regularly with the activities set by the class teacher for the expected minimum amount of time and aim to submit work each week.
- Read daily, either independently or with an adult.
- Be assured that their wellbeing is our priority and we understand the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities.
- Ensure that school's acceptable use policy is followed by:
 - Only sending messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly via Class Dojo.
 - Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that.

Parents and Carers will:

- Support their child's learning to the best of their ability ensuring they have space and time to engage with learning at home.
- Encourage their child to access and engage with remote learning.
- Ensure their child submits work as requested.
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform.
- Contact the class teacher via Class Dojo or email through the school office with any concerns or issues.
- Check their child's completed work each day and encourage the progress that is being made.
- Notify the school if a child is too ill to complete the work.
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax.

N.B. In compliance with Copyright Law and regulations governing the use of photocopiable materials, parents must note that some resources are for viewing online only. They must not be printed, photocopied or distributed. The school will not take responsibility for any breach of Copyright Law.

Daily Learning

Depending on the reasons for absence, we are mindful that children may find it difficult to sustain long periods of study while away from school. For this reason, the information set out below is for guidance only:

- Children in Nursery will be provided with suggested activities but, as they are non-statutory school age, recognise that there is no requirement to engage with these.
- Children in Reception and Key Stage 1 are expected to engage with their learning for 3 hours a day.
- Children in Key Stage 2 are expected to engage with their learning for 4 hours a day. This includes time reading etc. but does not need to be a solid block of time. We recommend that it is broken up into smaller, more manageable chunks.

We would encourage parents to liaise with the class teacher and/ or the SENDCO regarding what their child can manage.

Daily learning will include:

- Reading – all years
- Phonics – KS1
- Spelling – KS2
- Maths following White Rose
- Daily writing task
- One other lesson e.g. science / foundation subject etc.

Over a week there should be one science lesson, one PSHE lesson and three foundation subjects including RE. Teachers will aim to cover all subjects over time depending on the period of absence. The planning uploaded will have a brief learning objective for each day then a clear, concise explanation and explanation, any text being used then the relevant worksheets. It will include a clear indication of what work is expected to be submitted and how e.g. document, photo emailed in, completed on Class Dojo etc. Children will be expected to send in some work each week as negotiated with the class teacher.

Resources

Whilst we appreciate that school has many resources to support learning, we recognise that families will not have these at home. In many cases alternative resources can be used; for example buttons can be used for counters etc. In the event that additional resources are required to support learning at home, school is happy to work with parents to provide support as necessary. This is with the understanding that parents will return all resources borrowed back to school when the child returns to school. The resources must be in the same condition as when they left school and any damaged or lost resources must be paid for. For more costly resources, parents will be asked to sign an agreement to confirm that they understand they are liable for damage and loss. School may be able to support parents with access to devices such as laptops and access to internet, if this is required please contact the school office. We are also able to print copies of worksheets etc. upon request.

Submission of Work

Children are expected to submit work each week. Their class teacher will indicate what they would like to be sent in for feedback and how this can be done. Work can be submitted electronically using Class Dojo. This could be a photo, a scanned copy or an electronic file which will allow teachers to log in, see the child's

work and to comment/give feedback on it. Alternatively it can be dropped off in the school office; hard copies which are sent to school must be named.

Feedback

Staff are expected to provide feedback at least weekly on work submitted, which can be done:

- verbally via live teaching;
- by commenting on any work submitted via email or using Class Dojo.

Paper copies can be marked and handed back when the parent collects the work for the following week. It can also be followed up via email if required or by phone if the child has significant misconceptions. Work will be assessed against the stated learning objective which will be matched to the National Curriculum schemes of work and school progression maps.

Monitoring and Keeping in Touch

After no more than one week of absence the class teacher, or other nominated member of staff, will contact families to ensure they are accessing resources and following the learning remotely. Staff will use the spreadsheets on Google Drive to record participation and submission of work which will enable the headteacher to monitor. If engagement is below expectations agreed with parents, a member of staff will follow up with the family and inform the headteacher.

Monitoring of Teaching and Learning

The headteacher will monitor remote learning provision and engagement and feedback to individuals as necessary.

Supporting Additional Needs

Many of our children have additional needs which impact their learning. Class teachers know these children well and adapt the provision to ensure the child can access it. The SENDCO will support class teachers with this and also add links on the school website to signpost parents to further resources. They will liaise with parents as necessary.

Outside Agency Support

A number of our children receive support from external agencies. We will continue to facilitate this where possible. If the child is unwell then they will not be able to attend school for this support. The SENDCO will liaise with external providers to investigate how additional provision can be continued remotely and how parents can support with this.

Staff Wellbeing

To support staff and ensure their well-being, it is not expected that they respond to emails outside office hours (9.00am – 4.00pm Monday – Friday). Emails and submitted work sent outside this time will not be reviewed until the next working day.

Contacts

All general enquires should be directed to the school office using office@himbleton.worcs.sch.uk
All class or learning enquiries should be directed to the relevant class teacher via the school office or Class Dojo.

Monitoring and Review

- This policy will be reviewed biennially by the headteacher.
- Any changes made to this policy will be communicated to all members of staff.
- All members of staff are required to familiarise themselves with this policy.

The scheduled review date for this policy is **September 2027**.

Associated Policies

Acceptable Use Policy
Anti-bullying Policy
Internet Safety Policy
Safeguarding and Child Protection Policy