



Hollywater School

Remote Education Learning

Policy Updated	Agreed by Governors	Policy Review Date
July 2026 Reviewed by Abi Appleton	July 2026	July 2027

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national, local or school restrictions require pupils or entire cohorts to remain at home.

School is aware that parents will make decisions about the amount of work their child completes in the best interest of the child and their individual circumstances

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

During the first couple of days of remote education pupils will be able to access the following:

Parents will receive an email from teachers with a range of activities to be completed at home, linked to the curriculum being taught that week, with any necessary links and information. These activities will cover all areas of the curriculum.

Information will be gathered to ascertain whether parents have access to a laptop or similar device at home. Laptops will be provided if needed.

Daily contact will be carried out by the class teacher via email or telephone calls for the first couple of days and the focus will be to ensure that parents are able to access all of the remote education available to them.

Safeguarding visits will be conducted by a DSL/DDSL. Contact notes relating to the visit will be uploaded to CPOMS.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

All of the curriculum activities set remotely are the same focus as they would be accessing in school. Class teachers will email parents a weekly and/or daily timetable and a weekly and/or daily overview document, with all the necessary links, which outlines the focus for each curriculum area for that day/week. Documents will be updated over the weekend and emailed to parents ready for them to access on Monday. Teachers will ensure that the lessons set for parents include a variety of PowerPoints, online activities, video links (e.g. BBC Bitesize and Oak National Academy) and worksheets for pupils to work through and complete as independently as possible.

Pupils will be invited to attend TEAMS sessions in which they will be able to access 'live' lessons with the class teacher if appropriate.

Staff may also visit the family home and deliver educational activities for short periods of time. This is predominantly for those pupils with significantly complex medical needs.

Activities set for KS4 and FE pupils will be focused on elements of accreditation so that work produced can continue to be used to evidence the achievements of the pupils towards their qualification.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

Remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day: **Parents will need to make a judgement as to what is appropriate for a child given their specific needs.**

Early Years (EY)	Up to 3 hours
Key Stage 1	3 hours
Key Stage 2	4 hours
Key Stage 3	5 hours
Key Stage 4	5 hours
Further Education (FE)	5 hours
Class teachers are able to provide parents with additional activities or sensory / enrichment activities to support the pupils' curriculum if needed.	

Accessing remote education

How will my child access any online remote education you are providing?

TEAMS is used daily by all teachers to provide pupils with access to ' live ' teaching sessions. Pupils are able to socially interact with other staff and pupils in their class in a safe environment. This helps to continue to develop their social and interaction skills. These sessions also play a vital role in promoting positive mental health and wellbeing as pupils are able to still feel part of their class community and have direct face to face access to their teacher.

Parents are able to share images / videos of pupils achievements at home via Earwig parent portal. Parents are able to celebrate progress via email as well.

If my child does not have digital or online access at home, how will you support them to access remote education?

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:

Class teachers will check on the IT accessibility for families, as part of their daily contact, and inform the HT if there are any issues or concerns.

Printed materials are available for some families. Those parents that live close enough for collection are able to do so, or alternatively, materials are sent through the post.

How will my child be taught remotely?

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

- live teaching through TEAMS to support all areas of the curriculum including EHCP targets
- pre-recorded teaching – access to BBC Bitesize, Oak National Academy etc.
- printed paper packs produced by class teachers
- commercially available websites with specifically set online activities which support the teaching of specific subjects or areas
- extension challenges set for specific classes to provide pupils with opportunities to apply the skills learnt within a new context

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- ☐ To support them in completing any remote learning set for them and to contact school if parents are having any difficulties
- ☐ To organise their child at home so that they have a clear structure and routine for completing home learning and accessing the TEAMS sessions with the class teachers
- ☐ To encourage their child to work as independently as possible when completing the work being set
- ☐ To allow time for their child to 'relax' during the day, giving them opportunities to access the outside environment, perhaps as part of the daily exercise allowance. They are not expected to access supervised learning all day.
- ☐ To limit screen time, selecting some activities which are practical such as construction, creative activities, Food Technology sessions and exploration of the outdoor environment e.g. walking, bike riding etc.
- ☐ To ensure that their child has access to all of the online resources and that they are monitored throughout to ensure they keep safe online

- To build on developing their child's life skills at home by providing their child with opportunities to complete tasks within the home that help develop their independent living skills e.g. Washing up, Hoovering, setting the table etc.
- To upload any evidence (photos / videos) of their child's work and to share with class teacher via Earwig parent portal or email and to give any feedback from the class teacher

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Class teachers will invite parents / pupils to upload learning onto Earwig parent portal, share learning on screen within the TEAMS sessions or by emailing the class teacher the work directly. House points and certificates are awarded for pupils' achievements at home no matter how small.

Class teachers will share information via CPOMS regarding contact with families and engagement with work. All parents have access to teachers work emails and the Admin office email.

How will you review the remote learning?

Class teachers will arrange a meeting with parents to discuss the remote learning and to make any adaptations / changes to support the family. Parents are also able to email class teachers any concerns / issues they are having.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. Our approach to feeding back on pupil work is as follows:

Class teachers will use the Earwig parent portal to see work produced by children and feedback on particular learning via informal messages.

Teachers also send and receive emails to parents / pupils and feedback on their child's work and the progress they have made.

Teachers will respond formally to home learning at least once a week.

Class teachers will endeavour to respond to children on a daily basis if they submit work, even if it is an acknowledgement of receipt.

What are the responsibilities of the Headteacher / SLT ?

The headteacher has overarching accountability for the daily management, implementation, and quality of remote education. They will designate a senior leader to handle day-to-day coordination.

- **Curriculum Delivery:** Designing a remote curriculum that is high-quality, ambitious, and equivalent in length to core in-school teaching hours.
- **Digital Access:** Distributing school-owned hardware (like laptops or tablets) and securing internet solutions for disadvantaged families.
- **Alternative Provisions:** Providing high-quality printed workbooks or resources for pupils who cannot access digital platforms.
- **Safeguarding Monitoring:** Ensuring that data protection (GDPR) and safeguarding protocols remain active during online live or recorded sessions.
- **Vulnerability Checks:** Establishing daily systems to check that vulnerable pupils are safe at home and actively engaging with their work.
- **Staff Oversight:** Ensuring staff are fully trained on digital teaching tools and tracking pupil attendance or engagement daily.

What are the responsibilities of the Governors?

Governors operate at a strategic level. They do not run the day-to-day remote classes but ensure the school's framework is robust, fair, and legally compliant

- **Policy Approval:** Reviewing, challenging, and formally adopting the Remote Education Policy alongside related data protection and safeguarding updates.
- **Accountability & Challenge:** Questioning senior leaders on pupil progress, engagement data, and how the school is supporting struggling students.
- **Statutory Compliance:** Ensuring the school meets all statutory guidelines from the Department for Education (DfE) regarding mandatory website publishing.
- **Resource Management:** Overseeing the budget and allocation of funds for software licensing, digital platforms, and hardware procurement.
- **Staff Wellbeing:** Monitoring staff workload to verify that remote teaching expectations are manageable and realistic.

This policy should be read alongside :

Online Safety Policy

Safeguarding Policy

Child Protection Policy