



**ELTHAM**  
CHURCH OF ENGLAND  
PRIMARY SCHOOL  
SINCE 1814

## Remote Education Policy

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The purpose of this policy is to provide a framework for the safe and effective use of ICT for remote teaching and learning during a full or partial school closure. It also covers the ongoing education of pupils who cannot be in school due to self isolation or other reasons relating (but not limited) to COVID-19.

**In the event of a full or partial closure, this policy will be reviewed to reflect current available government/DfE guidance.**

### **Remote Teaching and Learning in the event of a full closure**

In the event of a full or partial closure the school will endeavour to provide continuity of education in the following ways:

- EYFS will use **Tapestry** as their learning platform both to engage with families and provide learning tasks. They will also use their class email to engage with families.□
- Year 1 and Year 2 will use **Google Drive** to post work for children to access and use their class email to communicate with parents about the work set and to give feedback where required. They will make contact with the class through **Google Meets** to set out the work for the day and will then signpost children to the recorded phonics, maths and literacy inputs posted on the Google Drive.□
- Years 3-6 will use **Google Classroom** for learning opportunities and to provide feedback. They will use the class email to communicate with families. Teachers will also use a mixture of: **Google Meets** for direct online teaching; pre-recorded video inputs and response feedback. These approaches will be used appropriate to the tasks set that day and will vary accordingly.□
- Other learning tools that teachers may use and signpost to are PiXL, YouTube, Classroom Secrets, Oak Academy, Bug Club, Linguascope, PhonicsPlay, Charanga, Sing Up, BBC Bitesize and Busy Things (via LGFL).□

When teaching pupils remotely we will:

- Set assignments so that pupils have meaningful and ambitious work each day in Maths, Reading and Writing and access to activities to support the wider curriculum.□
- Where practicable, teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.□
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks.□
- 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, ideally including daily contact with teachers through Tapestry, Google Drive, Google Classroom, Google Meets and class email addresses.□
  - **In Years 1-6** children will be provided with a Maths, Literacy, and Reading activity each day as well as one other subject (RE, Topic, Science etc).
  - **In EYFS and KS1** there will also be a daily phonics activity.
  - **In EYFS** children will be provided with a minimum of three activities each day.
- Teachers and TAs will generally make themselves available to children (and parents assisting with home learning) throughout the school day (on Google Classroom, tapestry and email)□
  - Work will be marked within 2 working days, tapestry will be commented on and emails will be responded to within the same time frame (if not sooner).
  - For work submitted to have individual feedback from the teacher it should be submitted ideally the same day but definitely by the following afternoon in order for feedback to be given (for example: work set on a Monday morning should be submitted to the teacher by 1pm on the Tuesday afternoon) – where this is not the case teachers may acknowledge work but not be able to provide feedback. Please get in touch with your class teacher if you have specific circumstances that mean this is not possible.

### **Home and School Partnership**

Eltham Church of England School is committed to working in close partnership with families and recognises each family is unique and because of this, remote learning will look different for different families in order to suit their individual needs. Where possible we would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils by encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly as alternative solutions may be available. These will be discussed on a case-by-case basis. All children in KS2 sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home. In EYFS and KS1, children are taken through the AUP and asked to think about trusted adults.

If a family is struggling with remote learning, the school will endeavour to provide support how and where necessary in ways such as: providing equipment; technology; paper based work or further interaction to support them.

## **Safeguarding and Emotional Wellbeing**

In the event of a full or partial closure staff are reminded that the school's Safeguarding Policy still applies to all interactions between pupils and teachers. Teachers must ensure that children are engaging in some way with the school community and when they are not completing work or parents are not replying to class emails; phone calls need to be made (if staff are using personal phones they must ensure that they dial 141 before the number to withhold their own number).

Where there is still no engagement, concerns must be logged on the My Concern Safeguarding Platform and these will be followed up by members of the SLT in conjunction with the Family Support Worker. Similarly if there are any other safeguarding concerns that come to light during the period a child is off school these must be logged through My Concern in the usual way. The school's Family Support Worker will continue to work with her usual caseload and may be called upon to make contact with families who are vulnerable, particularly at this time.

Teachers and TAs may also use the platform Zoom for video conferencing to provide pastoral support. This will be to allow children the opportunity to "meet" and catch up rather than for learning opportunities and will not be used in a 1-1 situation.

When classes are using Google Meet it is important that children are in a communal space, dressed appropriately (not pyjamas) and that background noise is kept to a minimum. Children should begin the meeting on mute and access to google meets will only be given to children – an adult who does not have their child with them will not be permitted for the protection of the other class members. It is important that children understand that these sessions have the same expectations of behaviour and participation as when they are in school.

## **Providing work in the event of Self-Isolation**

If a pupil or number of pupils are self-isolating the school will endeavour to provide learning opportunities for these pupils. Generally this will be the work being completed in school. However, where work is being carefully scaffolded and there is new learning, this may not always be appropriate and in these cases alternative work will be sent through or teachers may direct children to online platforms such as Oak Academy.

Work will be provided through a mixture of Tapestry, Google Drive, Google Classroom and email. Teachers may choose to provide work daily, every couple of days (in advance) or even weekly. Work will be looked at and responded to as appropriate and practicable with the work load of teaching the class still in school. This is most likely through setting work Monday and Wednesday and responding Tuesday and Thursday. Your class teacher will be in contact via email regarding exact arrangements when confirmation of self- isolation has been received by the school.