



Remote Education Policy

Policy Dated:	September 2026
Adopted by:	LGB
Date of Next Review:	September 2027
Reason for Review/Revision:	New legislation
Publication Scheme	School website
Version	01
Lead	Deputy Headteacher

1. Statement of Intent

This policy sets out Clavering Primary School's approach to remote education, covering both (a) whole-class or whole-school provision where national or local restrictions, or an unforeseen closure, mean pupils cannot attend site, and (b) individual cases where a pupil is unable to attend but is able to learn.

Remote education is not a substitute for attendance. The school's priority is always the earliest possible return to on-site provision, and remote arrangements will run for the shortest time necessary. Every child receiving remote education will be given an ambitious, accessible curriculum regardless of digital connectivity or device availability at home.

2. Triggers for Remote Education

Remote education will be provided only in the following circumstances:

- **Government or Local Authority Directives:** Official advice requiring the school, or part of it, to close to some or all pupils.
- **Unforeseen Site Closure:** Part or all of the school site is unusable or unsafe for a period due to an unforeseen emergency event (e.g. severe adverse weather, heating failure, fire, flood, or critical infrastructure failure).
- **Individual Medical Absence:** An individual pupil is absent on verified medical advice (for example, recovering from an operation or observing a strict period of infection control) and is confirmed well enough to engage in home learning.

A remote learning plan for an individual pupil will be agreed directly with parents/carers, taking account of the child's age, stage, and individual medical needs, rather than applied as a rigid, fixed template.

3. Platforms and Daily Structure

3.1 Core Platform: ClassDojo

- **Class Story:** The daily schedule, instructional links (e.g. Oak National Academy, White Rose Maths), and home learning tasks are published by 9:00 AM on each school day of the closure or absence. On Day 1 of an unexpected emergency closure, core learning will direct pupils to designated workbook pages and established digital reading/times-table apps while staff finalise bespoke Class Story sequences.
- **Student Portfolios:** Pupils upload photos, audio recordings, or drawings of completed work via their private profile (accessible on mobile, tablet, or desktop using their student QR code).
- **Live Session Links:** Where live sessions are scheduled, joining links and passcodes are shared securely via the Class Story feed the evening before the session, giving families adequate time to prepare.

3.2 Live Touchpoints: Zoom

- **Format and Duration:** Short live sessions (15–20 minutes) support peer connection, wellbeing check-ins, and direct teaching input (e.g. morning register, phonics demonstration, or story time).

- **Secure Distribution:** Meeting links and passcodes are distributed exclusively via the secure Class Story feed, never via public channels, open emails, or SMS.

3.3 Expected Daily Learning Hours

As a general planning guideline, and adjusted to the pupil's age and circumstances:

- **EYFS / Key Stage 1:** Up to 3 hours per day of core learning activities.
- **Key Stage 2:** Up to 4 hours per day of core learning activities.

These are planning guidelines, not a fixed contractual commitment. Actual provision will flex around pupil wellbeing, the practical nature of the closure, and (for individual absences) specific medical advice.

4. Digital Inclusion and Access

- **Mobile-First Design:** All ClassDojo activities are designed to be accessible on standard smartphones or family tablets, removing the requirement for a dedicated desktop computer or laptop.
- **Device Loans:** Where a household lacks access to any digital hardware, a school-owned iPad or laptop may be borrowed under a formal, signed Loan Agreement.
- **Paper Learning Packs:** For families who prefer or require an offline pathway, pre-printed curriculum packs and workbooks (e.g. White Rose Maths, Phonics, CGP books) are available for safe collection or door-drop delivery via the school office from Day 1 of a closure.
- **Prioritisation Matrix:** Where demand for school-owned hardware exceeds inventory, allocation follows this strict priority order: (1) Vulnerable and Pupil Premium pupils with no digital device at home; (2) Pupils with SEND-related assistive technology needs; (3) Year 6 pupils preparing for statutory assessment and secondary transition.

5. Engagement Expectations and Escalation

Pupils learning remotely are expected to engage with daily tasks and submit completed work via ClassDojo (or, for paper packs, retain work in a home learning folder to return upon resumption of school) by a reasonable time — normally before 6:00 PM.

Where pupil engagement is a concern, the school operates a staged pastoral response:

- **Stage 1 (Initial Contact):** The class teacher or teaching assistant contacts parents/carers directly to identify and remove any practical or technical barriers to engagement.
- **Stage 2 (Pastoral Intervention):** If contact cannot be established or non-engagement persists, a member of the Senior Leadership Team (SLT) or the pastoral support worker intervenes to provide targeted support.
- **Stage 3 (Formal Escalation):** Persistent non-engagement without medical justification is addressed through formal school attendance procedures, in accordance with the Extol Trust Attendance & Absence Policy.

6. Assessment and Feedback

Feedback will not always take the form of individual written commentary. As in the classroom, staff will exercise professional judgement regarding which pieces of work merit individual developmental feedback and which are better served by whole-class feedback summaries, automated platform marking, or audio notes via ClassDojo.

Staff will review ClassDojo submissions and provide developmental acknowledgement or feedback each school day during an active closure or authorised remote learning period.

7. Online Safety and Safeguarding

7.1 Zoom Conduct and Security

- **Access Control:** Teachers must use password-protected meetings with the 'Waiting Room' feature enabled. Pupils will only be admitted if their screen display name matches their official school register name.
- **Host Restrictions:** Participant screen sharing and attendee-to-attendee private messaging are disabled by default across all sessions.
- **Location and Attire:** Pupils and staff must join calls from a communal, neutral room — strictly never a bedroom. All participants must wear appropriate daytime clothing.
- **Parental Supervision:** A parent, carer, or responsible adult must be nearby in the home during all live video calls.
- **One-to-One Sessions:** Where 1:1 sessions take place (e.g. SEND interventions, speech/language, or pastoral catch-ups), a parent/carers must be visible in the room or a second school staff member must be present on the call.
- **No Recording by Families:** In accordance with UK GDPR and Child Protection policies, families must not screenshot, screen-record, or distribute images/recordings of live sessions or other pupils on social media or external networks.
- **Staff Recording:** Staff will never record sessions on personal devices. Where a session is recorded for safeguarding or quality assurance, it is stored strictly on school-managed systems in compliance with Trust policy, and parents are notified in advance.

7.2 ClassDojo Communication Boundaries

- **Operating Hours:** Staff monitor and respond to ClassDojo messages between 8:30 AM and 5:30 PM on official school days. Messages are unmonitored outside these hours.
- **Safeguarding Emergencies:** Urgent safeguarding or child protection disclosures must never be sent via ClassDojo. In emergencies, contact the Designated Safeguarding Lead (DSL) directly or the Local Authority Children's Services Emergency Duty Team.

8. Attendance and Registration

Pupil attendance during remote education is recorded in accordance with the Extol Trust Attendance & Absence Policy and statutory DfE codes. Morning Zoom registers support, but do not replace, statutory registers. Daily engagement with ClassDojo tasks or paper pack submissions provides evidence of participation.

Official registers will accurately reflect whether absence is due to site closure (e.g. Code Y) or approved medical illness, ensuring remote engagement is recorded in full compliance with national reporting standards.

9. Free School Meal Continuity

Pupils entitled to benefits-related Free School Meals (FSM) will continue to receive provision during any period of remote education. This will be provided via supermarket food vouchers or pre-assembled food parcel collection/delivery from the

school site, depending on the nature of the closure. Specific arrangements will be confirmed directly with eligible families upon commencement of remote education.

10. Support for Pupils with SEND

- **Curriculum Differentiation:** Class teachers, supported by the SENDCo, will ensure remote activities are appropriately chunked, scaffolded, and supported with visual aids or concrete guidance.
- **Keyworker Touchpoints:** Teaching assistants and designated keyworkers will maintain regular check-in contact with families of pupils on the SEND register to support home routines and learning access.
- **EHCP Provision:** Where a pupil holds an Education, Health and Care Plan (EHCP), the school will collaborate with parents/carers and local authority professionals to deliver as much specified provision as reasonably feasible remotely (e.g. specialist intervention via video call), documenting any elements requiring targeted catch-up upon return.

11. Policy Governance and Review

This policy is reviewed annually, or sooner following any significant closure event, emerging safeguarding development, or updates to Department for Education (DfE) and Extol Trust guidance.

This framework must be read in direct conjunction with the Extol Trust Safeguarding & Child Protection Policy, Adverse Weather Policy, Attendance & Absence Policy, and Online Safety Policy. In the event of any operational conflict, Trust-level policy supersedes local arrangements.