



Edith Cavell Primary School

Remote Education Policy

Signed: *Suad Chowdhury* **Chair of Governors**

Signed: *H.L. Cooke* **Head teacher**

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Remote Education Policy for Edith Cavell Primary School

1. Statement of School Philosophy

Edith Cavell Primary School has always strived to be a happy, ambitious and stimulating environment. All learners are nurtured to achieve their full potential and develop a love and enthusiasm for lifelong learning. High expectation within a progressive, stimulating and enriching curriculum ensures all learners are safe, valued and diversity is celebrated.

At times where a blended learning approach is necessary we will continue to be flexible and adaptable to support children and parents in the best way possible to ensure that children are able to successfully continue their learning journey. Therefore, Learning is Fun!

2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through the use of quality online and offline resources and teaching videos.
- Provide clear expectations to members of the school community with regards to delivery of high quality interactive remote learning.
- Include continuous delivery of the school curriculum, as well as support of motivation, health and well-being and parent support.
- Support effective communication between the school and families and support attendance.

3. When is this policy applicable?

- On occasions when the headteacher and governors decide that it is not possible for the school to open safely, or that opening would contradict guidance from local or central government.
- On occasions when individual pupils, for a limited duration, are unable to physically attend their school but are well enough to be able to continue learning, for example pupils with an infectious illness.

4. Content and Tools to Deliver This Remote Education Plan

High-quality online and offline resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2, for example, *Google classrooms, My Maths, White Rose Maths, Oak National Academy, TT Rock Stars, BBC Bitesize*
- Use of Recorded video, or *Live Video lessons* for Start of Day registration, instructional videos and assemblies
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools

5. Home and School Partnership

- Edith Cavell Primary 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.

- Edith Cavell Primary School will provide a refresher online training and induction for parents on how to use Google Classroom and DoJo as appropriate and where possible, provide personalised resources.
- <https://www.youtube.com/watch?v=88idNZxeZbo>
- Where possible, it is beneficial for young people to maintain a regular and familiar routine. Edith Cavell Primary School would recommend that each 'school day' maintains structure. The expectation would be for daily Maths and English plus other learning so around 3 hours a day for EYFS, KS1 and 4 hours a day for KS2.
- 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 with work 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 as soon as possible as alternative solutions may be available. These will be discussed on a case-to-case basis.

Digital Devices

- All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.
- Parents, carers and children should ensure that they have read the Edith Cavell Guides to Online Home Learning which are displayed on the school web site and have been shared with parents and children.
- **Where siblings in the same household have access to just one device, any 'live' sessions will be scheduled, where possible, to enable all siblings to access at least one 'live' session, plus registration and any assemblies each day.**

Safeguarding Considerations

- All work for pupils is posted via Google Classroom to ensure an appropriate level of security
- Staff should use school devices and when contacting pupils via online means should only use school email/learning platform forums.
- The SLT will regularly provide information to parents regarding safe online use at home via newsletters and the school website.
- Any staff filming themselves must do so in advance ensuring they are appropriate in dress and appearance; all backgrounds should be plain or blurred with no identifying features and all videos should be checked thoroughly before posting.
- Where Google Live Events are utilised, staff should take the same precautions noted for making pre-recorded videos. They should also double check that any other tabs they have open in their browser would be appropriate for a child to see, if they're sharing their screen and use professional language at all times. Where events are recorded these should be checked before making available on Google Classroom. Live Events should be deleted after broadcasts have concluded.
- General code of conduct of ICT use should be observed (please refer to the Staff Code of Conduct and Acceptable Use Policy).
- Consideration should be given to data protection issues particularly where videos etc are being posted.
- When staff contact pupils or parents via phone call and they do not have access to a work phone they should always use the 3CX app to ensure the call is directed through the school's VOIP system and not via the staff member's personal phone number.

6. Roles and responsibilities

6.1 Teachers

To note: the suggested expectations below relate to where a whole class is unable to attend school for a week or more and would be considerably reduced when fewer children are absent and the majority of the class are in school, or where the school is closed for a shorter period of time. For detailed information of the school's tiered offer see Appendix 3.

Edith Cavell Primary School will provide a refresher training session and induction for new staff on how to use Google Classroom/DoJo.

Should a staff member require support with the use of technology, it is their responsibility to seek this support in school and Senior Leaders will ensure that support is given promptly.

When providing remote learning, teachers must be available to pupils between 9am - 3pm (except where teachers are undertaking PPA each week). If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for the following:

Planning & Setting work:

- Plan lessons that are relevant to the curriculum focus for that year group, including any streamed groups and endeavour to replicate this through a combination of commercial and school created resources. This should be around 3 hours a day for EYFS, 3 hours a day for KS1 and 4 hours a day for KS2.
- The work set should follow the usual timetable for the class had they been in school, wherever possible.
- Provide pupils with a welcome message/video and daily register function which will allow them to register their attendance
- Provide resources and activities to support pupil wellbeing whilst working from home e.g. wellbeing blogs/check ins
- Staff in Pre-School and Reception will be setting work on DoJo
- Teachers in Year 1 to Year 6 will be setting work on Google Classroom.
- Teachers to set clear deadlines and expectations for work to be completed
- Working as a phase group team to ensure the above work is planned, meaningful, ambitious and ready.
- Provide pupils with opportunities to access live assemblies

Providing feedback on work:

- Provide daily contact with pupils as and when needed between the hours of 9am and 3pm (except when teachers are undertaking PPA each week).
- Pupils can send any completed work to teachers via Google Classroom
- Focus individual feedback on where there are clear misconceptions that need to be addressed by class email.
- At least one piece of work to be provided with individual feedback.
- One live lesson to be delivered per day.
- Teachers will adjust the pace or difficulty of what is being taught in response to questions or assessments

Keeping in touch with pupils and parents who are not in school:

- If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to assess whether school intervention can assist engagement.
- To respond, within reason, promptly to requests for support from families at home. This should be done via email or by adding further video guidance for families. Staff and parents should communicate via class DoJo.
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT- for any safeguarding concerns, refer immediately to the DSL

6.2 Teaching Assistants

Teaching assistants must be available within contracted working hours.

If they are unable to work for any reason during this time, for example, due to sickness they should report this using the normal absence procedure.

Teaching assistants are responsible for:

- Supporting pupils with learning remotely when requested by the SENCO
- Attending virtual meetings with teachers, parents and pupils

During the school day, teaching assistants must complete tasks as directed by a member of the SLT.

6.3 Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

6.4 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the hours of the school day 8.45am - 3.30pm - although they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help from teachers if they need it
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when raising any concerns to staff

8. Data protection

8.1 Accessing personal data

When accessing personal data, all staff members will:

- Have access to CPOMS to record any parent contact or concerns about children, this is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party.

- Teachers are able to access parent contact details via Arbor using a secure password. Do not share any details with third parties and ensure Arbor is logged off.
- SLT have the ability to locate personal details of families when required through securely accessing Arbor. SLT are not to share their access permissions with other members of staff.
- School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils.

8.2 Sharing personal data

Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

9. Links with other policies and development plans

This policy is linked to our:

- Remote education provision: information for parents
- Curriculum
- Safeguarding
- Behaviour policy
- Data protection policy and privacy notices
- Online safety and Acceptable Use policy
- Computing and internet acceptable use policies
- E Safety policy
- End User Agreements for Google classroom, Tapestry and My Maths
- Teaching & Learning Policy
- SEN and Inclusion Policy



Edith Cavell Primary School

Online Home Learning Guidelines for Pupils



I want to stay safe online and I know that anything I do on the computer, phone, tablet or internet may be seen by someone else.

I will:

- Only open pages which my parent, carer or teacher has said are okay
- Talk to my parent, carer or teacher before using anything on the internet that I'm unsure about
- Tell my parent, carer or teacher if anything makes me feel scared or uncomfortable
- Make sure all the messages I send and comments I leave are polite and positive
- Tell my parent, carer or teacher if I get a nasty message or something makes me feel uncomfortable, and do not reply
- Not give my phone number or address to anyone online.
- Not tell people about myself online (I will not tell them my name, anything about where I live or where I go to school, names of clubs I attend)
- Not upload photographs of myself onto the computer or internet without my parent or carer's permission
- Keep any passwords I have private
- Only speak to people I know online and on the phone.
- Never agree to share photos, phone, video call or meet a stranger.
- Always make sure my parent/carers knows who I am talking to or messaging.



Google Classroom

- When using Google Classroom, the teacher may let pupils comment, or they may have turned comments off.
- If you are allowed to comment you must remember our learning on online behaviour - you are polite and positive and comments should be related to your learning.
- **Remember - teachers can see exactly who posts what on Google Classroom.**
- If your teacher wants you to create a post, for example taking a picture of your Home Learning Project, they will enable you to create posts for that time.
- If you are posting photos of your learning, please remember to do so safely – remember to always check with your parent/carers before uploading a photo, and try to make sure your photo is of the learning, you. You must be suitably dressed and in a suitable location

UNACCEPTABLE USE

Examples of unacceptable use include, but are not limited to:

- Creating or sending any messages or comments that might upset other people.
- Using another person's username and password e.g. to access a device or website.
- Looking at, or changing work that belongs to other people without their permission.
- Wasting time or resources on school computers.
- Sharing pictures or making video calls without checking with your parent/carers



Pupil Name _____

Signed _____

Online Home Learning Guidelines for Parents & Carers

Parents and carers please: -

- Make sure your child understands and is aware of the pupil guidelines.
- Answer the phone to school staff or return calls, messages or emails. Staff may call from a withheld number.
- Supervise your child's internet use and online learning – make sure you are aware of what they have been asked to do and the websites they need to access.
- Make sure you know who your child is talking to or messaging.
If a member of staff calls to speak to your children – check that you know who they are, speak to the member of staff yourself.

Guidelines for All Video Calls and Video lessons

- The parent or carer must make sure their child and other members of the household are aware the video call is happening.
- Staff, children and other members of the household must wear suitable clothing.
- Devices used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.
- Language must be professional and appropriate, including any family members in the background.
- The same expectations apply for remote teaching and conversations as normal school conduct.
- Staff will only ever video call a pupil with prior agreement with parents and the head teacher or assistant head. This will always be at a pre-arranged time. The times of all video calls and lessons will be published on google classroom and logged.
- Parents will need to appear on screen at the start of the lesson to confirm they give consent for their child to be part of the group conversation.
- Wherever possible 'live' classes will be recorded and stored on google drive so that if any issues were to arise, the video can be reviewed. Parents and children will be asked to confirm they are aware of this and give consent at the start of each session.

Group Video Lessons

- These will be group conversations only or a webinar.
- If your child takes part in a group video conversation, they can be seen by the teacher and other pupils (and members of their household) that are part of the conversation.
- Parents will need to give consent for their child to be part of a group video lesson.
- Parents will need to appear on screen at the start of the lesson to confirm they give consent for their child to be part of the group conversation.
- If the teacher has any concerns about children (or other members of the household) using unsuitable language, dress or location, the conversation will be ended and concerns will be recorded and passed to the head teacher or assistant head.
- Live classes should be kept to a reasonable length of time and should take place during normal lesson times.

1:1 Video Conversations:

- Staff will only ever video call a pupil with prior agreement with parents and the head teacher or assistant head.
- This will be at a pre-arranged time and day.
- The staff member will speak first with the parent or carer to check they are aware of the call. The parent or carer must stay in the room.

Support for parents and carers to keep their children safe online includes:

- [Internet matters](#) – for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) – for support for parents and carers to keep their children safe online
- [Net-aware](#) – for support for parents and carers from the NSPCC
- [Parent info](#) – for support for parents and carers to keep their children safe online
- [Thinkuknow](#) – for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) – advice for parents and carers

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Appendix 3

Offer	What it means for our school	Expectations
A	The school is closed for one or two days	<ul style="list-style-type: none"> • Email sent to parents signposting children to Google Classroom/DoJo • Content is relevant to the curriculum focus for that year group. • Content will be delivered through a combination of commercial and school created resources.
B	<p>The school is closed for more than two days</p> <p>To be implemented should the school be closed for more than a week</p>	<ul style="list-style-type: none"> • Lessons are relevant to the curriculum focus for that year group. • Lesson content will be delivered through a combination of commercial and school created resources. • The work set should follow the usual timetable for the class had they been in school, wherever possible, around 3 hours a day for EYFS, 3 hours a day for KS1 and 4 hours a day for KS2. • Provide pupils with a welcome message/video and daily register function which will allow them to register their attendance • Provide resources and activities to support pupil wellbeing whilst working from home e.g. wellbeing blogs/check ins <p>Staff in Pre-School and Reception will be setting work on <i>DoJo</i></p> <p>Teachers in Year 1 to Year 6 will be setting work on Google Classroom.</p> <ul style="list-style-type: none"> • Provide daily contact (via Google Classroom/DoJo/phone call) with pupils as and when needed between the hours of 9am and 3pm (except where teachers are undertaking PPA each week) • Individual submissions of work to be made via Google Classroom or DoJo • If there is concern around the level of engagement of a pupil/s, parents should be contacted via phone to access whether school intervention can assist engagement. • Focus individual feedback on where there are clear misconceptions that need to be addressed by email • One piece of work to be provided with individual feedback a week • One live lesson to be delivered per day at an allocated time. • Provide end of the week feedback for the class/year group. • Provide pupils with opportunities to access live phase assemblies • Teachers to set clear deadlines and expectations for work to be completed
C	An individual child or small number of individuals who are unable to physically attend school but are well enough to be able to continue learning e.g. infectious illnesses	<p>This will be a reduced offer due to the fact that the teacher will need to fulfil their full-time duties provided within class teaching. Individual feedback will be provided but will be proportionate to the time teachers have during the week for normal marking/feedback after discussions between parents and school to agree if appropriate for child on a case by case basis</p> <ul style="list-style-type: none"> • Lessons are relevant to the curriculum focus for that year group. • Lesson content will be delivered through a combination of commercial and school created resources. • The work set should follow the usual timetable for the class had they been in school, wherever possible, (up to 3 hours a day for EYFS, 3 hours a day for KS1 and 4 hours a day for KS2). • Individual submissions of work to be made via Google Classroom, DoJo or class email

		<ul style="list-style-type: none"> • Teachers to reply to work submitted online prioritising areas of misconception and providing individual feedback • Provide pupils with periodical well-being check ins as and when necessary (dependent on length of absence) • Teachers to set clear deadlines and expectations for work to be completed • If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to assess whether school intervention can assist engagement.
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