Blue Hills Federation

Remote Learning Policy

Summer 2026

The Blue Hills Federation

The Blue Hills Federation is a collective of three primary schools – Clunbury CE Primary School, Newcastle CE Primary School and St Mary's Bucknell CE Primary School. All three schools share one Executive Headteacher and one Governing Body. When using the term 'Blue Hills Federation' within this policy, it is in reference to all three schools. When policy only applies to one school that school will be named specifically. Newcastle CE Primary School does not have a nursery or a preschool, therefore any references to nursery or pre-school do not apply to Newcastle CE Primary School.

Our Vision

Proverbs 22:6 - Good News Bible

'Teach children how they should live, and they will remember it all their lives.'

We are a caring Church Federation bringing together and serving many communities. We provide nurturing environments that facilitates learning for all. We encourage everybody to become confident, sociable and responsible citizens who achieve to the best of their ability in preparation for a fulfilling future.

Our Values

Trust and Truth; Joy and Happiness; Love and Respect; Thankfulness; Friendship and Family; Perseverance and Resilience

Review Date: Summer 2027

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1. Aims

This policy aims to:

- Ensure continuity of education for all pupils in the event of school closure, absence, or disruption.
- Provide clear expectations for staff, pupils and parents regarding remote learning.
- Maintain high-quality teaching and learning aligned to the curriculum.
- Support safeguarding, inclusion and equality of access.

2. Legal Framework

This policy is informed by:

- Department for Education (DfE) guidance on remote education
- Keeping Children Safe in Education (KCSiE)
- Equality Act 2010
- GDPR and data protection requirements

3.When Remote Learning Will Be Used

Remote learning will be implemented when:

- A child is absent due to illness (where appropriate)
- A class or school is closed (e.g. emergency closure)
- Individual pupils cannot attend (e.g. medical needs, exceptional circumstances)

Remote learning will not replace attendance and is not a long-term alternative to school.

4. Expectations for Learning

4.1 Curriculum

- Learning will follow the school's planned curriculum as closely as possible.
- Priority will be given to reading, writing, mathematics, and key foundation subjects.
- Work will be appropriately adapted for SEND and disadvantaged pupils.

4.2 Delivery

Schools within the federation will use a consistent blend of:

- Online platforms (e.g. Google Classroom / Seesaw / Microsoft Teams – as appropriate)
- Printed packs where needed
- Pre-recorded or live teaching (age-appropriate)

4.3 Daily Expectations

- **EYFS/KS1**: Approx. 2–3 hours learning per day
- **KS2**: Approx. 3–4 hours learning per day

This will include a combination of:

- Teacher-led input
- Independent tasks
- Reading and practice

5. Roles and Responsibilities

5.1 Teachers

Teachers will:

- Set clear, purposeful work aligned to the curriculum
- Provide a balance of recorded/live teaching and independent tasks
- Give regular feedback (at least weekly)
- Monitor engagement and follow up concerns
- Adapt provision for SEND pupils

5.2 Teaching Assistants

Support staff will:

- Support identified pupils remotely where appropriate
- Prepare resources and adaptations
- Maintain communication with class teachers

5.3 Senior Leaders

Leaders will:

- Monitor quality and consistency across the federation
- Ensure safeguarding procedures are followed
- Support staff with training and resources
- Report to governors on provision and impact

5.4 Pupils

Pupils are expected to:

- Engage with learning daily
- Complete work to the best of their ability
- Communicate respectfully online

5.5 Parents/Carers

Parents are expected to:

- Support routines for home learning
- Ensure their child engages with work
- Communicate with school regarding any difficulties

6. Communication

- Clear weekly plans or timetables will be shared
- Parents can contact the school via usual communication channels
- Teachers will respond within working hours

7. Safeguarding

- All safeguarding policies remain in place
- Staff will follow federation online safety procedures
- Live sessions will follow strict protocols (e.g. appropriate dress, professional conduct)
- Concerns about pupil welfare must be reported immediately via usual safeguarding procedures

8. Supporting Pupils with SEND

- Work will be differentiated appropriately
- Additional support or adapted materials will be provided
- Contact with parents will be prioritised for vulnerable pupils

9. Access and Inclusion

The federation will:

- Identify pupils without access to devices or internet

- Provide paper resources or loan devices where possible
- Ensure no pupil is disadvantaged

10. Feedback and Assessment

- Teachers will provide regular feedback to support progress
- Work may be submitted online or via alternative methods
- Teachers will monitor engagement and address gaps

11. Monitoring and Evaluation

The quality of remote learning will be monitored by:

- Senior leaders (through work scrutiny and engagement tracking)
- Subject leaders where appropriate
- Governor oversight through Standards Committee

12. Data Protection

- All staff will use approved platforms only
- Personal data will be protected in line with GDPR
- No recordings or images will be shared without consent

13. Links with other policies

This policy is linked to our:

- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- Supporting Children With Medical Conditions policy
- Positive Behaviour Policy

14. Review

- This policy will be reviewed annually

- Next review date: May 2027