Camp School
Remote Learning Policy

Approved by Governing Body: December 2025 Next review: December 2028

Introduction

The temporary provisions in the Coronavirus Act 2020 expired on 24 March 2022. As a result the Remote Education (England) Temporary Continuity (No.2) direction no longer has effect.

This policy follows Government guidance regarding maintaining the schools capability to deliver high quality remote education in cases where it is not possible or contrary to government guidance for some or all pupils to attend face-to-face education.

The priority for Camp School is to deliver high-quality face-to-face education to all pupils. Remote education will only ever be considered as a short-term measure and as a last resort where in person attendance is not possible.

Scenarios where remote education will be provided

Attendance for pupils at Camp School is mandatory. Provision for remote education will only be provided in exceptional circumstances when in-person attendance is either not possible or contrary to government guidance. This might include:

- Occasions when school leaders decide that it is not possible for the school to open safely, or that opening would contradict guidance from local or central government
- At the schools discretion, occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning

In these circumstances pupils will have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning.
Where needed, remote education will be provided equivalent in length to the core teaching pupils would receive in school and including recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently.
This will be approximately:

- 3 hours a day on average across the cohort for key stage 1, with less for younger children
- 4 hours a day for key stage 2

Aims

This policy aims to:

- Continue to provide all pupils with a broad, balanced, challenging and enjoyable curriculum during class or school closures
- Outline our approach for individual pupils
- Outline our expectations for teaching staff in regards to provision of remote learning

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Evidence based approaches

Camp Primary and Nursery School has used research from the Educational Endowment Foundation as a basis for our approach to remote learning.
https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely

When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils

Curriculum

The remote learning set for children will be in line with the learning that would take place in the classroom and will therefore continue to provide a broad and balanced curriculum. Teachers will provide learning assignments that deliver the main aspects of the curriculum plan in a number of different subjects.
The remote learning set by the teachers will follow the long-term curriculum plan for their class so that children can continue to access the relevant curriculum for their year in a well-planned and sequential format.

Remote Learning Expectations

For individuals or a small group of children who are unable to attend school we will provide a combination of resources to support learning. This will include some of the work being completed in class that week supplemented by other paper-based resources and links to online platforms.

In the event of a whole class group learning remotely or in the event of a full school closure, all teaching will be provided through the google platform. This will be provided in combination with daily set assignments and links to online platforms such as Purple Mash, Oak Academy, Oxford Owl and Times Table Rockstars. The use of google platforms will enable electronic submission of work and feedback from the teacher so that the learning set can be adjusted as necessary.

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Access and support

Families and staff will be using their personal devices to access G Suite for Education. They will be reminded to log out of their accounts at the end of each session in accordance with our GDPR policy.

Access to Gmail is disabled for children and staff, however they will have access to a range of apps, including Google Docs, Google Sheets, Google Forms and Google Slides. As these are all cloud based there will be no need to store any data on personal devices for either children or staff.

Google's Privacy Policy for G-Suite: https://policies.google.com/privacy/update
G Suite for Education Privacy Notice:
https://gsuite.google.com/terms/education_privacy.html
The Core G Suite for Education services are provided to us under Google's Apps for Education agreement.

Home learning is set using Google Classrooms. School leaders will work to support families so that any potential barriers to children accessing online learning can be addressed as soon as possible.

To help parents to feel confident when helping their child to access remote learning, teachers and leaders will continue to upload 'how to' guides and videos on the school website. The remote learning email address (admin@camp.herts.sch.uk) will continue to be used for technical support in accessing the system and any passwords etc. Year group email addresses will be made available in the case of a whole class having work at home.

Safeguarding

The school's Online Safety Policy has been updated to extend to lessons conducted remotely, and the same high standards still apply. We will revisit these with the pupils throughout the sessions and will ask anyone who is not behaving appropriately to leave the lesson. Teachers will ask children to mute for the majority of the lessons, unmuting when called upon, and we may regularly ask for videos to be turned off, too, depending on number of children in one session. We expect pupils, parents/carers and staff to be dressed appropriately for the meeting.

Equal Opportunities and Pupils with Special Educational Needs and Disabilities (SEND)

For children with special educational needs, teachers will assign differentiated work to these pupils where required. Google classroom provides a range of provisions which teachers can share with parents/carers to aid access, such as voice-to-text typing, enlargement of font and visiting materials in advance.

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Health and Safety

Both staff and pupils are encouraged to sit at a desk of appropriate height, ensuring eye level with the screen, on a chair with a high back. Regular screen breaks and stretches are important, and teachers will plan, as much as possible, work which does not require continual use of a device. This will help to alleviate strain on the back and eyes.

Parental Involvement

Parents/carers, where possible, will be required to aid pupils with initial set up and throughout remote teaching, although we recognise that many will be working during the day. Parents/carers are responsible for monitoring their child's use of the applications and programs provided and the school cannot take responsibility for home internet access and set up.

Recording in the attendance register

Camp School will continue referring to the school attendance guidance.