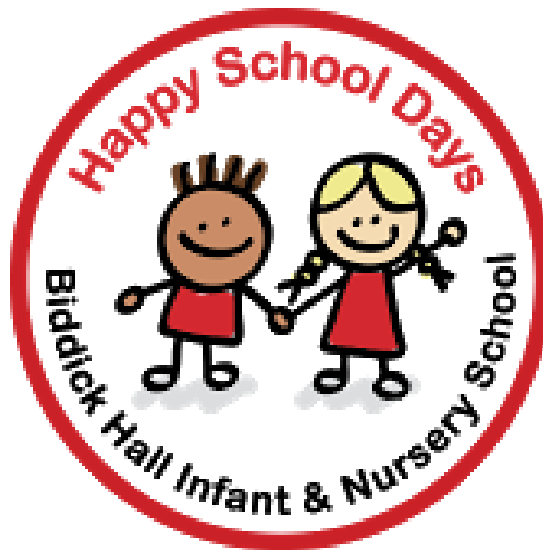


Biddick Hall Infant and Nursery School



Remote Learning Policy

Date policy approved by Governing body: Sep 2026

Date due for review: Sep 2027

Signed by Chair of Governors: B Foster
Signed by Head teacher: J Storey

Remote Learning Policy

"Stay Safe, Show Respect, Achieve – The Biddick Way"

1. Introduction and School Vision

At Biddick Hall Infant and Nursery School, we are committed to providing a friendly, caring, and supportive environment where all children are valued, nurtured, and encouraged to be independent learners and effective communicators.

We understand that there may be exceptional times when a child cannot attend school physically but is well enough to learn (e.g., individual isolation, short-term school closures due to severe weather, or public health directives). This policy outlines our commitment to ensuring that high-quality education continues remotely, keeping our children safe, connected, and achieving "The Biddick Way."

2. Aims

This policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school.
- Set out expectations for all members of the school community, including staff, parents, and governors.
- Provide clear guidelines for safeguarding and data protection during periods of remote delivery.
- Maintain strong home-school partnerships to support our youngest learners.

3. Remote Learning Principles for Infant Learners

We recognise that remote learning for Nursery, Reception, Year 1, and Year 2 children looks very different from older primary pupils. Infant children require significant adult support to access online materials. Therefore, our remote learning provision is designed to be manageable for families and highly engaging for young minds, focusing heavily on interactive, practical, and play-based activities alongside core skill maintenance.

4. Roles and Responsibilities

Teachers and Support Staff

When providing remote learning, teachers will:

- **Set Work:** Provide a mixture of daily phonics/reading, mathematics, and wider curriculum activities aligned with current classroom planning.
- **Platform Use:** Upload resources and learning links through the school's approved online platforms, including learning resources provided in partnership with **OpenZone**.
- **Feedback:** Provide encouraging and constructive feedback on uploaded work or photographs submitted by parents.
- **Communication:** Maintain regular contact with families via telephone or school-approved messaging channels to offer support, celebrate achievements, and check on wellbeing.

Parents and Carers

We value strong home-school partnerships and ask parents to support "The Biddick Way" at home by:

- Establishing a positive daily routine around the suggested learning activities.
- Supporting their child with the activities while encouraging independence where possible.
- Using school-loaned digital devices responsibly, in accordance with the school's *Loan Equipment Policy*.
- Informing the school if their child is unwell and unable to complete the work, or if they are facing technical barriers.

Digital Safety and Safeguarding

- All remote interactions must align strictly with our *Safeguarding and Child Protection Policy* and *E-Safety Policy*.
- Any digital communication between staff and families must take place through official school channels and accounts only.
- Parents must ensure that children use digital devices in a safe, communal space at home.

5. Accessing Remote Learning and Support

- **Digital Devices:** To ensure equity of access, the school operates a device loan scheme. Parents who do not have access to an internet-enabled device or internet connection should contact the school office to request support under our *Loan Equipment Policy*.
- **Printed Packs:** For families experiencing persistent technical or connectivity difficulties, the school will provide high-quality printed learning packs that mirror the online curriculum, alongside practical physical resources (e.g., letter cards, maths counters) where required.

6. Inclusion and SEND

We recognize that children with Special Educational Needs and Disabilities (SEND) may find it challenging to access remote education without adaptations. The Class Teacher, alongside our SENDCO (**Mrs L Burdon**), will work closely with families to provide tailored, accessible learning activities, sensory tasks, or specific physical resources to meet the individual developmental needs of the child.

7. Review and Monitoring

This policy is monitored by the Headteacher (**Mrs J Storey**) and the Governing Board. It will be reviewed regularly to ensure it reflects current statutory guidance and continues to serve the needs of our school community effectively.

Approval Date: July 2026

Review Date: July 2027