



## **Wilburton CE Primary School Remote Learning Policy**

Date of Last Review: April 2026

### **Introduction**

We believe that school attendance is essential for pupils to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances.

Remote education is not an equal alternative to attendance in school. We consider it only as a last resort when the alternative would be no education, and only after it has been established that the pupil is, or will be, absent from school. In such cases, remote education can have the benefit of allowing absent pupils to keep on track with their education and stay connected to their teachers and peers.

Circumstances where it might not be possible for pupils to receive in person education fit into two broad categories:

- school closures or restrictions on attendance, where school access for pupils is restricted
- individual cases where a pupil is unable to attend school but is able to learn

### **School Closures or Restrictions on Attendance**

Every effort will be made to ensure pupils can be taught in person by attending the school or if appropriate and possible, attending a safe alternative site.

After exploring all options to ensure the school remains open to all pupils, there may still be some exceptional occasions when school leaders or the local authority decide it is not possible to open safely, or where opening would contradict guidance from local or central government. If restricting attendance for pupils is the only viable option, the schools will consider providing remote education to help pupils stay on track with the education they would normally receive.

### **Individual cases where a pupil is unable to attend school but is able to learn**

There should only be limited circumstances where a pupil is unable to attend school but is able and well enough to continue their education remotely. These circumstances should only involve a short-term absence and might include pupils:

- recovering from short- term infectious illnesses
- preparing for or recovering from some operations
- recovering from injuries where attendance might inhibit recovery

In some exceptional cases, these circumstances might also include pupils whose attendance has been affected by a special educational need or disability (SEND) or a mental health issue. In these circumstances, after the pupil's absence from school has been established, the schools will consider providing pupils with remote education on a case-by-case basis. This should be part of a plan to reintegrate back to school, and only when it is judged that providing remote education would not adversely affect the pupil's return to school.

## **The remote curriculum: what is taught to pupils at home**

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

### **What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

Pupils with access to the internet will be able to access online learning activities set by their teachers. Children without this access will be provided with a paper work pack with age-appropriate activities for the remainder of the first week. From the second week, this work pack will correspond to the curriculum the class is following.

### **Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?**

We teach the same curriculum remotely as we do in school wherever possible and appropriate. Our English and Maths is taught remotely as it would be in school. However, we have needed to make some adaptations in some subjects. For example, adapting non-core subject plans to make use of external lesson content, or if resources are unlikely to be available home (e.g. art, DT, music).

## **Remote teaching and study time each day**

### **How long can I expect work set by the school to take my child each day?**

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

EYFS	Approximately 1-2 hours, variable depending on the activity
Key Stage 1	3
Key Stage 2	4

## **Accessing remote education**

### **How will my child access any online remote education you are providing?**

Parents of children in Reception and KS1 access remote education through videos and activities emailed by the school.

Children in KS2 access online remote education through Google Classroom.

### **If my child does not have digital or online access at home, how will you support them to access remote education?**

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- We are usually able to loan laptops or iPads to pupils. To arrange this please email [office@wilburton.cambs.sch.uk](mailto:office@wilburton.cambs.sch.uk) or contact your child's teacher.
- For families without reliable internet access or devices, we are able to print off work packs for children, which should be collected from the school Office at the start of each week (when the previous week's work should also be submitted).
- We are also able to put together packs of reading books for any pupil if required.

### **How will my child be taught remotely?**

We use a combination of the following approaches to teach pupils remotely:

- Phonics videos from Read Write Inc.
- English and Maths activity games.
- Lessons posted on Google Classroom, including from Oak Academy.
- Live lessons if the whole class is not able to attend.
- Individual pupils with SEN may also be live tutored individually or in small groups by teaching staff.
- Printed paper packs are produced by teachers with the same curriculum (albeit one week later) as the online learning.

### **Engagement and feedback**

**What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

We hope that parents find our remote education support helpful for their child and for them. We expect that all parents will continue to support their child's education, but recognise that this will look different for each family. We will work with families to do this in the way that works best for their own circumstances, but we do expect every family to engage with remote education in some form. Younger children, and those with SEN, will need parental support to help them access learning, and we expect parents to set some time aside each day to help them. We also expect parents to ensure their child is accessing online remote education safely and appropriately.

**How will you check whether my child is engaging with their work and how will I be informed if there are concerns?**

Teachers will monitor which children are engaging with online remote education, and either they or the School Office will contact parents if a child is showing no signs of engagement or activity. For children using weekly printed work packs, the class teacher or the School Office will contact parents if work is not submitted/collected at the start of each week.

If contacting parents, the school will ask if there are any difficulties or problems with remote access and suggest solutions which may include:

- loaning ICT equipment (laptop or iPad)
- collecting printed work packs from school
- using a workbook
- help with establishing a routine and timetable
- the child coming into school to access some provision

### **How will you assess my child's work and progress?**

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

Pupils submitting learning through Google Classroom will have feedback on their work. As in school, this may be general feedback to a group/class of pupils, oral feedback with the lesson or the subsequent lesson (which may be adapted), or individual feedback. One of these would normally happen each day.

Pupils submitting work pack activities on paper will get some feedback and encouragement each week.

### **Additional support for pupils with particular needs**

#### **How will you work with me to help my child who needs additional support from adults at home to access remote education?**

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Options for children with EHCPs to be attend school, or to have individual online tutoring each day from a member of the school's teaching team.
- Adapted activities if the child would be unable to access the main class content.
- For younger pupils, direct daily video content from their teachers rather than a reliance on written information.