



Honeywell

INFANT SCHOOL

Remote Learning Policy 2025-26

Infant School

Remote Learning Policy

“A community that cares about excellence, wonder and learning for life”

There is community

- ↑ There is a strong, friendly and respectful spirit within the immediate and extended communities, supporting learning and progress of and for all pupils
- ↑ There is a sense of belonging

There is care

- ↑ Everyone focusses on valuing and developing the whole child, nurturing a happy and kind atmosphere where asking for help and listening is what we expect of each other
- ↑ We understand our actions and nurture respect for each other and the environment

There is excellence

- ↑ There is a strong sense of ambition and high academic achievement along with excellent personal progress built around quality first teaching and research informed learning
- ↑ There is enrichment and high expectations beyond the curriculum

There is wonder

- ↑ Every experience is more memorable than the last
- ↑ Learning powers are nurtured and grow and grow
- ↑ The implementation of the curriculum is rich, vibrant and creative

There is learning for life

- ↑ There is an unstinting dedication to diversity and equality
- ↑ There is motivation for the preservation of our environment and a thirst to become a conscientious contributor to making the world a better place
- ↑ Pupils leave us with a thirst for knowledge and love of learning, autonomous and self-motivated, ready for their next stage and beyond

Legislation and Guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing bodies set out in the Department for Education’s Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

Providing Remote Education: Guidance for Schools Updated 19 August 2024

<https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools/providing-remote-education-guidance-for-schools>

“Remote education should only ever be considered as a last resort where a decision has already been made that attendance at school is not possible, but pupils are able to continue learning.”

The School Attendance (Pupil Registration) (England) Regulations 2024

<https://www.legislation.gov.uk/uksi/2024/208/contents/made>

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Data Protection

Accessing Personal Data

When accessing personal data for remote learning purposes, all staff members will:

- access parent contact details via school office or Arbor
- not share any details with third parties.

Keeping Devices Secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected, strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted, this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date

Screen Time Guidelines

What is screen time? Screen time is any amount of time spent in front of a screen on any device.

The World Health Organisation recommends that for children:

- younger than 18 months, avoid use of screen media other than video-chatting
- Parents of children 18 to 24 months of age who want to introduce digital media should choose high-quality programming, and watch it with their children to help them understand what they're seeing
- aged 2 to 5 years, screen use should be limited to 1 hour per day of high-quality programs. Parents should co-view media with children to help them understand what they are seeing and apply it to the world around them
- 6 years and older, consistent limits should be placed on the time spent using media, and on the types of media, and to make sure media does not take the place of adequate sleep, physical activity and other behaviours essential to health. They suggest families spend designated media-free time together, such as dinner or driving, as well as media-free locations at home, such as bedrooms. They also believe ongoing communication about online citizenship and safety, including treating others with respect online and offline is essential.

The Royal College of Paediatrics and Child Health (RCPCH) have produced guidance for screen time use of under-18s. Following research into this area, they have advised that no set amount of time is necessary to adhere to but that devices should not replace sleep, exercise or family time. They advise that devices should be avoided in the hour before bed to promote healthy sleep. Dr Russel Viner, President of the RCPCH comments on screen time, stating that, *"One size doesn't fit all, parents need to think about what's useful and helpful for their child."...."Parents should consider their own use of screens, if screen time is controlled in their family, and if excessive use is affecting their child's development and everyday life."*

Teacher Workload and Well being

Teaching remotely is not the job that teachers trained for or are used to and it is important to recognise that the experience of the lesson in the classroom compared to at home is very different. Teachers need a significant amount of time to plan content that can be used in classrooms and remotely and to find or record explanations of new concepts. While some of this time can be found by reprioritising and repurposing activities, this is unlikely to provide enough time to plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers. Individual teachers cannot be expected to teach in class and remotely to the same level a balance must be struck in order to maintain pupil learning as well as possible.

Intent

- Continue to ensure that every child receives the best education the school can provide and that every child is provided with access to the full curriculum remotely if a child or group of children are not able to be onsite
- Ensure children unable to attend school remain fully included within the school community
- Ensure that every child is safe while using Google Classroom and staff are protected
- Ensure consistency of quality in the remote approach
- Ensure that every child is privately provided with differentiated work to meet their individual needs and quality feedback for identified pieces of work

Implementation

- Provide quality continuing professional development [CPD]
- Provide appropriate guidelines for data protection and set clear expectations
- Communicate with parents, carers and children about how to use the platform safely
- Ensure every child has access to appropriate equipment and wifi
- Ensure all children submit evidence of their work back to their teacher via Google Classroom when asked to do so by their teacher or other school adult
- Ensure teachers assess work via the Google Classroom and give in depth feedback on specified pieces of work
- Teachers upload three daily tasks (Maths, English and a Foundation Subject or topic activity for EYs)

Impact

- Children maintain or exceed the level of progress they would have been expected to make if they had been in learning in school
- Children enjoy their learning at home and take pride in their school work
- Children are suitably challenged in every lesson and work is differentiated where necessary for individual children
- Work is completed in the children's school books, if possible, and the expected level of presentation is maintained

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Roles and Responsibilities

The Head Teacher and Deputy Head Teacher will:

- Have a strategic overview of teaching and learning, specifically when teaching is delivered remotely, including monitoring quality of teaching
- Keep the Governing Body informed about the developments in remote learning across both schools
- Ensure that the school's statutory duties regarding the teaching of remote learning are met

Senior leaders will be responsible for:

- Co-ordinating the remote learning approaches across the schools
- Monitoring the effectiveness of remote learning
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Monitoring staff. If the class teacher is unwell and unable to lead remote learning, then the Senior Leadership team will ensure this is covered. If this is the case, home learning provision and systems may need to be adapted

The Designated Committee will:

- Review and ratify policy
- Meet with curriculum leaders and discuss areas for development either virtually or face to face
- Stay up to date with whole school outcomes in order to track attainment and progress
- Act as a 'critical friend' and support and challenge the schools' development of remote learning

Curriculum Leaders will:

- Research quality remote learning practices as they unfold and support staff in facilitating its use
- Lead, manage and monitor the teaching and learning of remote learning across the school in their curriculum area
- Liaise with other leaders to ensure coherence across subjects
- Develop and regularly update a curriculum and progression of skills map for the whole school
- Regularly analyse strengths and weaknesses in relation to the implementation of remote learning and formulate an effective action plan to address areas for development
- Co-ordinate assessment procedures to facilitate progression and development
- Be aware of and act upon research and national and local developments
- Establish and maintain contacts beyond school, such as the local authority and community organisations
- Facilitate parental involvement through regular communication
- Keep the Governing Body informed about the progress of the scheme of work
- Work to achieve equality of opportunity throughout the curriculum with our remote offer
- Be enthusiastic about the concept of remote learning and demonstrate good practice
- Organise and review all remote learning resources, ensuring they are available and well maintained

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Teachers are responsible for:

- Adding three tasks to Google Classroom by 9:00am each day. Teachers from each year group must set the same work (unless a teacher or the SEND team are providing individualised work for a specific child)
- Uploading pre-recorded instructional videos
- Uploading a daily message on Google Classroom so that the children hear from their teacher at least once a day
- Acknowledging every piece of work uploaded and giving in depth feedback on specified pieces only
- Being contactable during the school day 9:00am – 3:30pm
- Monitoring which children are accessing the learning and uploading work. They will contact the parents/carers of children who are not engaging with Google Classroom.

Teaching Assistants and LSAs are responsible for:

- Working under the direction of the Class teacher in how best to support children remotely

Children and Parents/ Carers are responsible for:

- Uploading completed work
- Seeking help if they need it, from teachers or teaching assistants
- Alerting teachers if they are not able to complete work
- Making the school aware if their child is sick or otherwise can't complete work
- Being respectful when sharing concerns

Designated Safeguarding Lead and Deputies will be responsible for:

- safeguarding concerns, including those related to Remote Learning

Please refer to Child Protection and Safeguarding Policy.

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

See Appendix 1 for detailed expectations of different types of remote learning.

Inclusion [including Equal Opportunities, SEN, Gifted, Talented, and Race Equality]

We aim to ensure our remote learning offer replicates the opportunities that a child would have whilst in school. Teachers are expected to provide equal opportunities to all children in their class and if barriers arise due to the nature of remote learning, these must be identified to SLT so that they can be problem solved effectively. SEND children with an EHCP will continue to receive extra support and differentiated work (if necessary) to ensure they are best supported by both their teacher and any additional adults that may work with them in school.

Despite learning being offered remotely, every child will have an equal entitlement to all aspects of the curriculum. We believe that it is important for all children to experience the range of activities throughout their day and is mindful that it is not ideal for children to spend all of their time in front of a screen. Teachers and additional adults will ensure their work will be explained via Google Classroom but many of the tasks will not require children to be online, for example, PE tasks, Science experiments, mindfulness, art lessons. Differentiation will be achieved by setting individualised work to

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one child or a group of children via Google Classroom (if this is appropriate) by either the class teacher, class TA or a member of the SEND team.

It is important to note that on Google Classroom, children and parents can only see their own work and not others unless the teacher chooses to allow sharing of work as part of a lesson or as a celebration of work.

Learning and Teaching Strategies

Whilst remote teaching, the school will still follow The National Curriculum programmes of study. These can be found on the GOV.UK website:

<https://www.gov.uk/government/publications/national-curriculum-in-england->

The programmes of study describe a sequence of knowledge and concepts which children are expected to gain secure understanding of before they move on to the next stage. We will also ensure they engage with the Rights Respecting agenda and the Wellbeing curriculum we have developed.

Teachers have remote access to a range of planning documents, including detailed Long and Medium Term planning stored on the school T Drive, which they can use and adapt to suit their class's needs. In addition to subject knowledge objectives, every lesson should also be engaging, challenging and sequenced.

We use a variety of teaching and learning strategies. Our principle aim is to develop children's knowledge, skills, and understanding. When planning and delivering remote learning, we will do this through pre-recorded teaching explanation videos, while at other times we will engage with and let the children lead an enquiry-based research activity. We encourage the children to ask, as well as answer questions. They have the opportunity to use a variety of data, such as statistics, graphs, pictures, and photographs. We will ensure they engage in a wide variety of problem-solving activities across the curriculum. Wherever possible, we involve the children in 'real' research and investigation activities, for example, researching a local environmental problem or carrying out a practical activity at home that would be accessible for all and wouldn't require the use of specialised resources.

Assessment and Feedback in A Remote Form

On Google Classroom, children will be asked to submit their work either via a photo or work added directly to the site depending on the nature of the task.

At the end of a unit of work, teachers will assess whether children are working at emerging, developing, secure or mastered level for their age based on their understanding and application of the content of the National Curriculum.

Progress and attainment is reported to parents through parents' evenings, termly reports and end of year reports.

Links with Related Curriculum Areas

We believe that children should make connections between areas of their learning and therefore we encourage this by making cross curricular links. We are careful to ensure that we do cover a range of skills explicitly, by making our teaching approach investigative and enquiry based where possible, and using secondary sources with carefully planned objectives in mind. Teachers may decide to deliver the unit in blocks or spread out in weekly lessons over the term.

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Resourcing

Teachers have remote access to the T drive whilst at home where all our planning documents and resources are saved.

Teachers may ask children to find resources at home for a science experiment for example, but this will only ever be a basic item, nothing specialised.

Where possible, children will take their books home from school in event of lockdown and new books and basic stationary equipment will be available for parents to collect if needed.

Following a technology survey, any child with no access to the internet or a device will be supported by the school. iPads can be loaned for identified children.

Online Safety and Risk Assessment

Teachers will explicitly teach online safety lessons in line with the National Curriculum objectives prior to the use of Google Classroom. Children are taught the SMART rules for staying safe online. Whilst using Google Classroom, teachers will continuously monitor the safe use of it and continue to have online safety at the forefront of their minds when teaching remotely.

Parents will be given advice on how to ensure their child is safe whilst working at home. SEE POSTER in Appendix 1.

This section of the policy will be enacted in conjunction with the school's **E Safety Policy**

All staff and children using video communication must:

- Use mainly pre-recorded lessons, but live sessions may be planned for interventions or specific pre-planned activities
- Wear suitable clothing – this includes others in their household
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication
- Use appropriate language – this includes others in their household
- Maintain the standard of behaviour expected in school
- Use the necessary equipment and computer programs as intended
- Not record, store, or distribute video material without permission
- Ensure they have a stable connection to avoid disruption to lessons
- Always remain aware that they are visible

All staff and children using audio communication must:

- Use appropriate language – this includes others in their household
 - Maintain the standard of behaviour expected in school
 - Use the necessary equipment and computer programs as intended
 - Not record, store, or distribute audio material without permission
 - Ensure they have a stable connection to avoid disruption to lessons
 - Always remain aware that they can be heard
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- The schools will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for children with SEND. This will be decided and approved by the **SLT**, in collaboration with the **SENDCo**.
 - Children not using devices or software as intended will be disciplined in line with the **Behaviour Policy**.
 - The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use

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The schools will:

- consult with parents during the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary for example where paper copies are more appropriate
- ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required
- communicate to parents via the school newsletter about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.
- maintain regular contact with parents to:
 - reinforce the importance of children staying safe online
 - Ensure they are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with
 - Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites
 - Direct them to useful resources to help them keep their children safe online

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

Live teaching Protocols

Although most teaching will be through pre-recorded videos, some individual and group interventions for maths, literacy and guided reading may be 'live', this included story time so that children are able to interact with their class teacher and their peers. All live teaching sessions will be prearranged via Google Meets.

Parents should be on hand to support their child with the IT at the beginning of the sessions and should ideally remain in the room to support where appropriate as they would with their child's online activity. Distractions from other family members or pets should be kept to a minimum.

There is a separate Risk Assessment for the live teaching sessions, which can be found on the school website.

Safeguarding protocols for live sessions

- Only ever use school registered accounts, never personal ones
- Children should never give out their username or passwords
- Staff will only ever use Google Meets for meeting with children
- Staff will always wear their Honeywell Lanyard
- Staff will arrive before the start time and be the last to leave
- Staff will ensure they do not 'Allow' entry to anyone not known to the class
- Children should be supervised by a parent or carer
- The meet should take place in a communal area e.g. the living room or kitchen – not a bedroom and the room should not disclose too much information about your family life
- There will usually be two Honeywell staff members in the room, with the exception of staff working from home
- Staff and children must wear suitable clothing, as should anyone else in the household
- Language must be professional and appropriate, including any family members in the background
- All participants must follow the video conferencing expectations outlined by the school
- Live sessions should be kept to a reasonable length of time



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- Any safeguarding concerns should be raised with a DSL in the usual manner. Email DSL using office@honeywell.wandsworth.sch.uk or if urgent ring the school
- A log of all 'Hangouts/Meets' including the time, date, duration and attendees will be kept
- The live sessions will be recorded by the school so that if any issues were to arise, the video can be reviewed
- Screenshots, photos or recordings of meetings must not be made by other participants and the links must not be shared with others

The school will be recording each 'Google Meet' for safeguarding reasons. The recording will be compliant with the Honeywell safeguarding and data protection policies and will only be used in the exceptional circumstance that a situation needs to be reviewed.

GDPR Statement

All information collected in relation to this policy will be stored in accordance with our Privacy Policy and will not be shared with third parties.

Stage 1:	Remote learning for an individual or small group of children who are self-isolating and well enough to complete work
Day 1 – Set up and Get Going	
• Class teacher to contact parents and outline plan. • For children in Reception to Yr. 2 this will be an outline of the expected daily timetable and expectations about how much work needs to be uploaded. • In Nursery, this will be a grid with some suggested home activities. • Children will begin to access online resources; • On the day of notification of absence, any associated books or materials will be available from the school office for collection (where this is not possible, we will deliver the pack to the family).	
Days 2-10/14 Bespoke Curriculum Support This is for children who need to continue to isolate for 10 days following a positive test or who are isolating as a result of household isolation/contact from NHS Test and Trace for 14 days. We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects.	
Reception, Year 1 and Year 2 • In theory this should be a small number of children at any point in time. Teachers will make contact with the parents and talk them through the plan for the next period, give them a daily timetable and outline the type of work to be sent home. • Class teachers will set activities via Google Classroom. This will include English, maths, phonics and foundation subjects as well as links to suggested websites. • The activities will be close to the child's normal timetable and will reflect the work the children are doing in class.	
Nursery • Class teachers will send home via email a pack of activities which can be completed to support the children's development • Parents will submit any completed activities or photographs through Google Classrooms so the staff can give feedback.	

Stage 2:.	Class, year group or whole school 14-day isolation or ongoing lockdown We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects.
To enable teaching and learning to continue as effectively as possible during the need for remote learning we will:	• Expect that remote education (including remote teaching and independent work) will take approximately for KS1 three hours a day, but less for children in Nursery and Reception. • Provide frequent and clear explanations of new content using pre-recorded videos by teachers and high quality resources from sites like White Rose Maths Hub. Live teaching may be provided through Google Classrooms for specific groups. • Communicate regularly with families through weekly class newsletters and regular phone calls. • Monitor the phone logs to ensure families are called regularly and any issues are followed up. • Monitor the engagement of pupils learning. • Keep expectations clear that all set tasks set must be completed and they should be completed to the best of their ability. • Provide differentiated learning for SEN children supported by the SENDCo and additional resources to support with this. • Refer children to the SENDCo where there are concerns about wellbeing who will then make contact with families as necessary. • Use Google Classroom as our remote learning platform.
Our teachers will:	• Be available between 9:00 and 3:30 with appropriate breaks throughout the day and one afternoon a week for PPA. • Schedule all learning links, clips and resources to be available by 9am so parents are ready for the day. • Follow the guidance set out in our Remote Learning Policy for filming teaching clips to safeguard themselves and the children. • Coordinate with other teachers to ensure consistency across the year group and make sure pupils with limited access to devices can still access work. Reception, Year 1 and Year 2 • Use Google Classrooms to provide remote learning resources for children at home and monitor the engagement of the children. Make daily contact via short pre-recorded video but could also be in the form of a typed message or audio file. • Provide an example timetable to support routine at home. Set the following tasks each week: 1. Daily English task from our medium term plan or the Oak National Academy. For school made content there will be a short video introduction which also outlines the expectations for the task. 2. Daily phonics for Reception and Yr. 1 and weekly spelling or grammar activities for Yr. 2.



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3. Daily maths session using the smart board slides so that the explanation of the learning is clear. Worksheets can be uploaded to Google Classrooms, but practical tasks may also be undertaken and results uploaded as evidence. Additional online activities may also be available to supplement this.
 4. Daily foundation subject (KS1) /other areas of learning (EYFS) from the medium term topic plans.
- Follow the EEF Guidance when planning for remote learning. Be mindful that many children need a lot of guidance when learning at home and cannot be left alone to complete a task. Assume children will have some adult support.
 - Be working on approaches to improve long term memory with children. We will bring this work into our online teaching, sometimes setting work to recap on work that we have previously completed as a refresher for children. This supports brain retrieval practices and helps commit learning to long term memory.
 - Respond to all uploaded work, but give specific feedback as necessary.

Nursery:

- Provide a weekly learning grid, to be uploaded on to Google Classrooms with links to the various webpages that parents will require to support with remote learning. The learning grid will cover all areas of learning in line with the long term and medium term plans.
- Videos will be added daily to google classrooms to include stories, maths, phonics, fine motor activities and uploaded material will include skill demonstrations linked to learning grid for the week.

LGfL

DigiSafe

keeping children safe

SIX TOP TIPS

To Keep Primary Kids Safe Online During School Closure

Children are bound to spend lots more time on devices during school closure. **DON'T FEEL BAD ABOUT IT** – lots will be schoolwork or catching up with friends. But there are ways to keep them safe, healthy and happy.

Don't worry about screen time; aim for screen quality

Scrolling through social media isn't the same as making a film or story, or Skyping Grandma. Use the Children's Commissioner's 'Digital Five A Day' to plan or review each day together.



Check the safety settings are turned on

Whether it's your home internet, mobile devices, consoles, apps or games, there are lots of settings to make them safer. The key ones are - can they chat to strangers, can they video chat or 'go live', are their posts public? **Internet Matters** has hundreds of guides to parental controls.



Get your children to show you their apps and games

You don't need to know all about the latest app or game, but if your child shows you what they are doing and with whom, you'll probably see if it's appropriate or not. Remember 18 games are not more advanced – they are harmful to children! For parent guides to apps, including recommendations for kidsafe apps and video platforms, search for **Common Sense Media** or **NSPCC's NetAware**. And why not download the **BBC Own It** app?



Don't try to hide the news about coronavirus

If you don't talk about it, your children might read inappropriate pages, believe scare stories or simply catastrophise in their heads. Why not watch **Newsround** together and talk about how they feel – there is guidance from **Childline** to help you.



Remind them of key online safety principles

There are too many to list, but remember human behaviour is the same online and offline. Remind your children to be a good friend, to ask for help if they are worried or if someone is mean, not to get undressed on camera and most important of all... if somebody tells them not to tell or ask for help because it's too late or they will get in trouble, **THAT'S A LIE!**

If you aren't sure, ASK!

Your school may be able to give you advice, but there are plenty of other places to ask for help as a parent or a child, whether it is advice or help to fix something. Lots of sites are listed at reporting.lgfl.net, including ones to tell your kids about (they might not want to talk to you in the first instance).



You can find anything above by just googling it, or follow us @LGfLDigiSafe on Twitter or Facebook where we regularly share these resources