Chalk Ridge Primary School
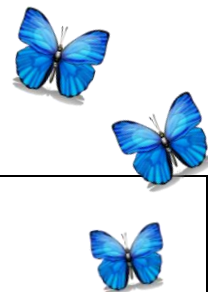
Reviewed 7th May 2025
Next review May 2028

Headteacher: Miss Sue Jackson
This is a school framework

Remote Learning Framework

This Remote Learning Framework sets out a comprehensive structure for the delivery of high-quality remote education in the event that pupils cannot attend school in person. It aligns with the statutory expectations outlined by the Department for Education (DfE) and is informed by Ofsted guidance on effective remote education.

Key guidance referenced in this document includes:

- DfE's Guidance: *Remote Education Good Practice* (March 2021)
- DfE's *Remote Education Temporary Continuity Direction* (2020)
- Ofsted's *What's working well in remote education* (Jan 2021)
- Keeping Children Safe in Education (KCSIE)
- The Education (England) Regulations
- The Equality Act 2010

1. Aims and Purpose

1.1 Rationale

- To ensure continuity of education for all pupils during periods of remote learning, whether due to individual isolation or full school closures.
- To maintain safeguarding obligations, equity of access, and educational standards.

1.2 Objectives

- Provide clear expectations for leaders, teachers, parents, and pupils.
- Detail the technological and pedagogical approach to remote learning.
- Set out measures to monitor effectiveness and ensure accountability.

2. Legal and Statutory Framework

- Reference to the *Temporary Continuity Direction* which requires schools to provide immediate remote education.
- Compliance with the *Education Act 2002*, *Children and Families Act 2014*, and *Equality Act 2010*.
- Integration with safeguarding responsibilities under *Keeping Children Safe in Education (KCSIE)*.

3. Roles and Responsibilities

3.1 Leadership Team
- Oversee the quality, consistency, and safeguarding of remote provision.
- Ensure training, resources, and contingency planning are in place.
- Monitor provision and revise as necessary.

3.2 Teachers
- Deliver engaging, well sequenced and curriculum-aligned remote learning.
- Provide timely feedback and adapt teaching to meet pupils' needs.
- Use the school's chosen digital learning platforms responsibly and effectively.

3.3 Support Staff (Including Teaching Assistants)
- Support pupils with SEND and individual needs in accessing the curriculum.
- Communicate regularly with class teachers and families to monitor progress.

3.4 Parents and Carers
- Support their child's home learning by ensuring access to technology and a suitable learning environment.
- Encourage routines and engagement.

3.5 Pupils
- Engage fully with remote learning.
- Attend online sessions punctually and complete work to the best of their ability.
- Follow the school's behaviour expectations during online activities.

4. Remote Learning Provision

4.1 Curriculum Offer
- Delivery across a broad and balanced curriculum including core and foundation subjects.
- Ensure progression in knowledge and skills aligned to the 2014 National Curriculum.
- Teaching is sequential and builds on prior knowledge.

4.2 Delivery Models
Provision may vary based on need, but may include:
- **Live teaching** (online lessons via platforms such as Microsoft Teams)
- **Pre-recorded lessons** (produced internally or through trusted providers such as Oak National Academy)
- **Independent tasks** with resources and teacher feedback
- **Print materials** for families unable to access digital tools

4.3 Daily Time Expectations

As per DfE guidance (January 2021):

- Key Stage 1: Minimum 3 hours a day
- Key Stage 2: Minimum 4 hours a day
- Key Stages 3 & 4: Minimum 5 hours a day

Content must be high-quality, meaningful and engaging.

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5. Access to Technology

5.1 Digital Access

- Ensure all pupils have access to a device and internet.
- The school will conduct audits to identify need and allocate devices (e.g. laptops, routers).

5.2 Support for Families

- Provide training or guidance for parents in using learning platforms.
- Offer 'how-to' guides for platforms such as Microsoft Teams.

5.3 Alternative Provision

- Ensure paper-based learning packs are available where digital access or confidence is limited.

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6. Assessment and Feedback

6.1 Feedback Mechanisms

- Use platforms for fast-turnaround communication (e.g. comments on any submitted work).
- Include low-stakes quizzes for knowledge retrieval.
- Schedule live or recorded feedback sessions.

6.2 Assessment of Learning

- Assess against curriculum objectives.
- Use formative and summative assessment to inform future planning.
- Track pupil engagement and outcomes to target support.

Per *Ofsted (2021)* guidance: effective assessment in remote settings must adapt to context while maintaining clarity on next steps in learning.

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7. Safeguarding and Online Safety

7.1 Safeguarding Procedures

- Remote provision is subject to standard safeguarding protocols.
- Staff to follow the school's safeguarding and child protection policy.
- Regular DSL contact with vulnerable pupils.

7.2 Online Conduct

- Expectations for pupils' and staff's digital behaviour outlined in Acceptable Use Policies.
- Online lessons must be recorded where appropriate to maintain safe practices.
- Reinforce digital safety messages through the curriculum.

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8. Inclusion and Accessibility

8.1 Pupils with SEND

- Reasonable adjustments must be made to ensure equal access.
- EHCP provision will be honoured wherever possible during remote learning.
- Support staff to maintain communication with families of SEND pupils.

8.2 Disadvantaged Pupils

- Provision of devices, resources, and additional support.
- Monitor engagement and intervention thresholds.

Refer to the *Pupil Premium Strategy* for targeted support.

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9. Monitoring, Evaluation and Quality Assurance

- Senior leaders to conduct regular reviews of remote provision (sampling work, lesson observations, pupil voice).
- Regular feedback from parents and pupils through surveys.
- Linked to school self-evaluation and School Improvement Plan.

Ofsted during remote inspections will look at the quality of education, including remote learning provision (2021).

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10. Communication and Reporting

10.1 Parent Communication

- Clear weekly schedules and updates.
- Single point of contact for technical or learning support.

10.2 Reporting to Governors

- Update governing body on remote learning effectiveness, engagement and impact.
- Include in termly Headteacher's Report to Governors.

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11. Contingency Planning and Review

- Annual review of remote learning protocols.
- Contingency plan in place in case of future school closures.
- Reflected in the school's overarching risk assessment and continuity plan.

Review Cycle:

The Remote Learning Framework will be reviewed every three years or as required in response to statutory updates or significant changes in DfE guidance.

This framework ensures the school meets its obligations under government direction while safeguarding pupils' learning and wellbeing during periods of remote education.