Cedar Park School and Nursery

Remote Education Policy

November 2025

Aims

At Cedar Park School it is our aim to ensure a consistent approach to remote learning for pupils when they are not in school. In this policy we aim to set out expectations for staff, pupils and parents with regards to remote learning, appropriate guidelines for data protection, to ensure pupils unable to attend school remain fully included within the school community and that every child receives the best education the school can provide. At Cedar Park School we are working to ensure that the curriculum as taught in school is integrated into the remote education provided.

This Remote Education Policy is written in line with current Department for Education (DfE) guidance. It outlines the school's approach to remote education in circumstances where a pupil or group of pupils are unable to attend the school building due to injury or medical advice but are well enough to engage in learning. This policy does not apply to normal day-to-day sickness where a pupil is too unwell to participate. This policy also covers incidents where there are partial or whole-school closures.

Principles

- Attendance in school remains the priority.
- Remote education is a short-term solution.
- Work must be meaningful, ambitious, and accessible.
- Safeguarding and online safety procedures must be followed.
- Communication with parents and pupils must be clear and consistent.

Activation Criteria

The policy is activated when a pupil cannot attend school for medical reasons but is fit to engage remotely. A remote learning plan will be agreed with parents/carers and reviewed regularly. Where remote learning is activated for an individual or small group of children, learning will be available by the second working day. For example, if the school becomes aware of an injury on Sunday night, learning will be available to the child by Tuesday morning.

This policy may also be activated in agreement with the Local Authority when it is deemed necessary on safety grounds for a partial or whole school closure. Where a partial or whole school closure is initiated for more than 24 hours, learning will be available the next working day. For example, if the school closes on a Monday, learning will be available for Tuesday morning.

Roles and Responsibilities

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Ensure the school is prepared for remote education
- Co-ordinating the remote learning approach across the school.
- Oversee and monitor quality and engagement.
- Ensure safeguarding and data protection compliance.
- Provide staff training and communicate expectations to parents

If the class teacher is unwell and unable to lead remote learning, then the Senior Leadership team will take direct responsibility for this. If this is the case, home learning provision may need to be adapted so that school leaders can continue to manage their own class responsibilities and/or leadership roles while carrying out remote learning for the class.

Remote Education Leader

Luke Redman will be responsible for all of the above, but will have an overarching view of the whole school.

DSL and Deputy DSLs

- Maintain safeguarding and online safety oversight.
- Provide guidance on safe remote practices.
- Monitor and respond to safeguarding concerns.

SENDCo

- Ensure adaptations are made for pupils with SEND.
- Liaise with teachers and external professionals.
- Monitor engagement and progress of pupils with SEND remotely.

Teachers

When providing remote learning, teachers should be available between 8:30am-4pm on their working days. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

Setting work –

- Teachers will provide learning for their current class (see Appendix A). Both teachers in EYFS will provide some learning across the department.
- The work will be set each day where ever possible and emailed to families before 9am each morning.
    - Teachers will outline the work daily via their class activity page (via Tapestry for EYFS children).
    - Teachers will upload the daily learning onto each class page (via Tapestry for EYFS children).
    - Teachers will create packs of learning for families who experience difficulties with printing or where lessons may have been adapted to meet the learning needs of the pupil. Families will need to make an arrangement with the school as to when these packs should be collected and when the work is given feedback.
    - Where a child has a specific learning need, there may be agreement, in conjunction with the family, that work is not always set daily and that the submission of work may not fall betweem the 3-4pm window.

      Provision for EYFS children may differ. Please see Tapestry for information about remote learning expectations.

Providing feedback on work –

- Pupils can email work to their class teachers (see Appendix A). (via Tapestry for EYFS children).
- All work submitted will be acknowledged by the class and feedback will be given in line with our feedback in class. This will be done before 9am each day.
- Feedback will be age appropriate.

  Provision for EYFS children may differ. Please see Tapestry for information about remote learning expectations.

Keeping in touch with pupils who aren't in school and their parents –

- Teachers will make a weekly welfare call to any child working from home.
- Each class teacher will monitor pupil engagement in learning through the class email and by monitoring work sent in.
- Teachers will phone a family when there have been two consecutive days of work not submitted.
- If there have been 5 consecutive days without submission of work, this should be raised with the Headteacher.
- Teachers will report any concerns they may have, such as wellbeing issues or safeguarding concerns to the Headteacher. They should do this by phone call to ensure that the DSL has the correct information, promptly.
- Work will be submitted by children by 4pm. Where possible, teachers will send back written feedback before 9am the following day.

Teaching assistants

- Where assisting with remote learning, teaching assistants must be available during their normal contracted hours.
- If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.
- Teaching Assistants liaise with class teachers to support planning and resourcing of differentiated learning for the following week.
- Teaching assistants to make phone calls to pupils on the SEND register, who may require additional support or instruction for their home learning.

Subject Leaders

Alongside their teaching responsibilities, subject leads are responsible for monitoring the work teachers set by their subject. They may review work set weekly for classes across the school.

Pupils and Parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – 9am-3:10pm.
- To engage with and complete the work set by the class teacher each day, before submitting via email.
- Seek help if they need it or alert teachers if they're not able to complete work by emailing their class teacher.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work.
- Let the school know if their child is fit to take part in remote learning, if they weren't for a period of time.
- Seek help from the school if they need it by emailing the teacher through the school office.
- Let the school know when the submission window is difficult, and make arrangements with the class teacher for another submission time.
- Be respectful when making any complaints or concerns known to staff.

Governing Board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains high quality.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

Data protection

Accessing personal data

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

- access parent contact details via CPOMS.

Keeping devices used in school secure

All staff members will take appropriate steps to ensure devices used in class 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.)
- Making sure the device locks if left inactive for a period of time.
- Keeping Installed antivirus and anti-spyware software active.
- Keeping operating systems up to date – always allow the computer to install the latest updates.

Safeguarding

The Child Protections and Safeguarding Policy gives a detailed account of the school's safeguarding procedures. In addition to this, groups of staff have responsibilities within safeguarding when remote learning is engaged:

Teachers

- Make weekly welfare calls (if child is well enough) to children who are learning at home. In a ten-day period, this would mean receiving a call from a member of staff at least once.
- Read work submission carefully to check that there isn't a disclosure within it.
- Report any welfare concerns to the Headteacher by phone call (deputy DSL if Head un-contactable).
- Monitor the submission of work and highlight to the Headteacher when five consecutive days have gone by without submission of work.

Teaching Assistants

- Report any welfare concerns to the Headteacher by phone call (deputy DSL if Head un-contactable).

Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs)

- Contact all children on a CP/CIN plan or a child deemed vulnerable, twice a week.
- Record all welfare phone calls made between staff and the DSL on a CPOMS
- Escalate welfare concern to Bucks MASH if the case meets a threshold in terms of risk to the child(ren).

- Contact any family for whom work has not been submitted for five consecutive days.
- Get in touch with the CME team for any child we have not been able to get in contact with for over a working week.

Monitoring arrangements

This policy will be reviewed, as and when updates to home learning are issued from the government, by Luke Redman, Headteacher.

Remote Learning Provision

Provision for one or more child accessing remote education

	Subject	Learning Set	Source of learning	Method of sharing instructions	Task duration	Method of sharing the task with child	Method for child to submit completed work	Expectations of teacher feedback
EYFS	All areas of the EYFS with a focus on Prime and Specific areas	Overview of the week's class learning, with a focus on PSED, PD, CL, phonics and maths activities - a selection to choose from. Reading / shared reading via Bug Club.	May include: BBC Bitesize/I-Player, Oxford Owl, Bug Club, CBeebies, Phonics Bloom, Phonics, Play, Top Marks, Twinkl, Tapestry, YouTube (e.g. Cosmic Yoga), White Rose	Tapestry (not Class Page).	Age appropriate - recommended 10-15 minutes daily for each activity related to prime and specific learning areas.	Sent by EYFS teachers via Tapestry.	Videos, photographs or a comment made by parents / carers uploaded via Tapestry before 3pm.	Individual feedback (short comment) sent via Tapestry between 3-4pm Next Steps given where appropriate.
KS1	English	Oak Academy lesson linked to English Genre of writing (Mon-Thurs) **or** resources made by class teacher.	Oak Academy Website **or** Class teacher Bug Club	Daily overview of learning (pdf).	60mins	Class page on home learning section with week broken into days. Archive of old learning.	Photograph of learning or a word document sent to the class email address between 3-4pm.	Feedback should mirror class marking expectations- could include a short comment and/or a target. Emailed by 9am the next day.
	Maths	White Rose PDF and video (if applicable) to match class learning **or** resources made by class teacher.	White Rose **or** Class teacher	Daily overview of learning (pdf).	60mins	Class page on home learning section with week broken into days. Archive of old learning.	Photograph of learning or a word document sent to the class email address between 3-4pm.	Feedback should mirror class marking expectations- could include a short comment and/or a target. Emailed by 9am the next day.
	Foundation	The option of Oak Academy lesson, linked to your class topic, **or** resources made by class teacher.	Oak Academy **or** class teacher	Daily overview of learning (pdf).	60mins	Class page on home learning section with week broken into days. Archive of old learning.	Photograph of learning or a word document sent to the class email address between 3-4pm.	Feedback should mirror class marking expectations- could include a short comment and/or a target. Emailed by 9am the next day.

Provision for one or more child accessing remote education

	Subject	Learning Set	Source of learning	Method of sharing instructions	Task duration	Method of sharing the task with child	Method for child to submit completed work	Expectations of teacher feedback
KS2	English	Oak Academy lesson linked to English Genre of writing (Mon-Thurs) **or** resources made by class teacher. On Friday, children set comprehension (Bug Club **or** class teacher)	Oak Academy Website **or** Class teacher Bug Club	Daily overview of learning (pdf)	60mins	Class page on home learning section with week broken into days. Archive of old learning.	Photograph of learning or a word document sent to the class email address between 3-4pm.	Feedback should mirror class marking expectations- which could include a very short comment and/or a target. This is emailed back to the child by 9am the next day.
	Maths	White Rose PDF and video (if applicable) to match class learning **or** resources made by class teacher.	White Rose **or** Class teacher	Daily overview of learning (pdf)	60mins	Class page on home learning section with week broken into days. Archive of old learning..	Photograph of learning or a word document sent to the class email address between 3-4pm.	Feedback should mirror class marking expectations- which could include a very short comment and/or a target. This is emailed back to the child by 9am the next day.
	Foundation	The option of Oak Academy lesson, linked to your class topic, or resources made by class teacher.	Oak Academy **or** class teacher	Daily overview of learning (pdf)	60mins	Class page on home learning section with week broken into days. Archive of old learning.	Photograph of learning or a word document sent to the class email address between 3-4pm.	Feedback should mirror class marking expectations- which could include a very short comment and/or a target. This is emailed back to the child by 9am the next day.
	Additional	20-40mins of reading and reading journal task A short Wellbeing task (mindfulness or exercise)	Class teacher	Daily overview of learning (pdf)	60mins total	Class page on home learning section with week broken into days. Archive of old learning.	Photograph of learning or a word document sent to the class email address between 3-4pm.	Feedback should mirror class marking expectations- which could include a very short comment and/or a target. This is emailed back to the child by 9am the next day.

Provision during school closure or partial closure

	Subject	Learning Set	Source of learning	Method of sharing instructions	Task duration	Method of sharing the task with child	Method for child to submit completed work	Expectations of teacher feedback
EYFS	All areas of the EYFS with a focus on Prime and Specific areas which are interwoven across activities. **Prime Areas: PSED, CL and PD** (gross and fine motor skills) **are interwoven across activities.** **Specific Areas: Literacy and Maths**	**Maths:** White Rose video lesson / PDF and Top Marks related interactive games (linked to class learning where possible). **Phonics:** web links to interactive phonics games. **Reading / shared reading:** Bug Club / Power Points **Writing / mark making:** focused story related activities **PSED:** story or PDF (may be linked to story or PD learning) **PD** (gross motor skills focus) **EAD and UTW** selection of activites to choose from.	May include: BBC Bitesize/I-Player, Oxford Owl, Bug Club, CBeebies, Phonics Bloom, Phonics, Play, Top Marks, Twinkl, Tapestry, YouTube (e.g. Cosmic Yoga), White Rose	Tapestry (not Class Page)	Age appropriate - recommended 10-15 minutes daily for each activity.	**(Monday – Friday as daily uploads):** Maths, Phonics, Literacy **Monday –** uploaded as an overview of the week ahead for **PSED, PD, EAD and UTW.** Sent as individual learning areas showing a selection of activities for parents / child to choose from – suggested one or two activities daily. All learning sent by EYFS teachers via Tapestry	Videos, photographs or a comment made by parents / carers uploaded via Tapestry before 3pm.	Individual feedback (short comment) sent via Tapestry between 3-4pm (if learning has already been uploaded by parents) Next Steps given where appropriate.

	Subject	Learnng Set	Source of learning	Method of sharing instructions	Task duration	Method of sharing the task with child	Method for child to submit completed work	Expectations of teacher feedback
KS1	English	Class work as it would be delivered in class. Tailor it so it is remote learning friendly, if needed.	Class teacher plans. Could be using Bug Club.	Short Loom video intro (5-15mins) Link inside daily overview PDF	60mins	Class page on home learning section with week broken into days. Archive of old learning.	Photograph of learning or a word document sent to the class email address between 3-4pm	Feedback should mirror class marking expectations- could include a short comment and/or a target. Emailed by 9am the next day.
	Maths	White Rose PDF and video (if applicable) to match class learning **or** teacher prepared learning.	White Rose **or** class teacher	Short Loom video intro (5-15mins) or White Rose video Link inside daily overview PDF	60mins	Class page on home learning section with week broken into days. Archive of old learning.	Photograph of learning or a word document sent to the class email address between 3-4pm	Feedback should mirror class marking expectations- could include a short comment and/or a target. Emailed by 9am the next day.
	Foundation	Class work as it would be delivered in class. Tailor it so it is remote learning friendly, if needed.	Class teacher plans	Short Loom video intro (5-15mins) Link inside daily overview PDF	60mins	Class page on home learning section with week broken into days. Archive of old learning.	Photograph of learning or a word document sent to the class email address between 3-4pm	Feedback should mirror class marking expectations- could include a short comment and/or a target. Emailed by 9am the next day.

Provision during school closure or partial closure

	Subject	Learning Set	Source of learning	Method of sharing instructions	Task duration	Method of sharing the task with child	Method for child to submit completed work	Expectations of teacher feedback
KS2	English	Class work as it would be delivered in class. Tailor it so it is remote learning friendly, if needed.	Class teacher plans. Could be using Bug Club.	Short Loom video intro (5-15mins) Link inside daily overview PDF.	60mins	Class page on home learning section with week broken into days. Archive of old learning.	Photograph of learning pm or a word document sent to the class email address between 3-4.	Feedback should mirror class marking expectations- which could include a very short comment and/or a target within email reply. This is emailed back to the child by 9am the next day.
	Maths	White Rose PDF and video (if applicable) to match class learning **or** teacher prepared learning..	White Rose **or** Class teacher	Short Loom video intro (5-15mins) or White Rose video Link inside daily overview PDF.	60mins	Class page on home learning section with week broken into days. Archive of old learning.	Photograph of learning pm or a word document sent to the class email address between 3-4.	Feedback should mirror class marking expectations- which could include a very short comment and/or a target within email reply. This is emailed back to the child by 9am the next day.
	Foundation	Class work as it would be delivered in class. Tailor it so it is remote learning friendly, if needed.	Oak Academy **or** class teacher	Short Loom video intro (5-15mins) Link inside daily overview PDF.	60mins	Class page on home learning section with week broken into days. Archive of old learning.	Photograph of learning pm or a word document sent to the class email address between 3-4.	Feedback should mirror class marking expectations- which could include a very short comment and/or a target within email reply. This is emailed back to the child by 9am the next day.
	Additional	20-40mins of reading and reading journal task A short Wellbeing task (mindfulness or exercise)	Class teacher plans	Daily overview of learning (pdf)	60mins total	Class page on home learning section with week broken into days. Archive of old learning.	Photograph of learning pm or a word document sent to the class email address between 3-4.	Feedback should mirror class marking expectations- which could include a very short comment and/or a target. This is emailed back to the child by 9am the next day.