

Remote Learning Policy

Clarity Independent School

Bridge Barn Farm
Woodhill Road
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Clarity Independent School is committed to safeguarding...

"Our school is committed to our whole-school approach to safeguarding, which ensures that keeping children safe is at the heart of everything we do, and underpins all systems, processes and policies...We promote an environment where children and young people feel empowered to raise concerns and report incidents and we work hard in partnership with pupils, parents and caregivers to keep children safe."

Clarity Safeguarding Policy September 2026

Written by Debbie Hanson

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Updated by Name: Richard Clow

Remote Education Provision at Clarity Independent School

Information for parents

This information is intended to provide clarity and transparency to pupils and parents or caregivers about what to expect from remote education. We are using the term 'Remote Education' to describe instances / periods of time where the school has to be closed to pupils for more than 2 days, due to unforeseen circumstances and is not an INSET day, for example, during the pandemic or due to extreme weather. We may implement this Policy if the school is required to close temporarily, e.g. following guidance from local or central Government. Remote learning begins on day 3, but preparation begins straight away.

If a pupil needs to isolate at home due to having an infectious disease or is unavoidably unable to get to school, but is still well enough to learn, we will supply revision-practice to complete at home but are unlikely to be able to supply staff to teach it remotely, due to them supervising and teaching the children who are attending school. For the purposes of this policy, we will name this revision-practice.

Please note, there is no longer a statutory duty to provide home learning for pupils not attending; however, schools are asked to consider providing remote learning in such cases. We will do our best to provide as much continuity of the curriculum as possible during your child's time of absence if they are well enough to learn at home, but we note that whilst children can revise previously learnt material, they are unable to learn new material at home without teacher input due to significant SEND needs. The best learning takes place in person with quality first teachers at hand to explain and demonstrate curriculum content.

Delivering a Remote Curriculum Due to Whole-School Closure

What is taught to pupils at home during Remote Education?

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 before lessons start on day 3?

All classes: Pupils should be able to log onto Teams using their logins provided by their keyworker at school. These will be provided by email to the child's parents, or by phone to the parent or pupil. Work is set on Teams or by email, for lessons as soon as possible after 9.30am on day 3. Keyworkers are available to call pupils back to help log on or need other

help. Please call the school office to request a call back message to be passed onto a keyworker.

Will my child be taught broadly the same curriculum as they would if they were in school?

We will teach the same English, Maths, Science, ICT and Humanities curriculum remotely as we do in school wherever possible and appropriate. However, we will need to make some adaptations in some subjects. For example, it will not be possible to conduct experiments in Science, so this will need to be more theory than usual. In English, work may need to be made less taxing and at a slower pace, due to the difficulty some pupils face working with written language independently.

Across all subjects, we may need to cover less depth to the curriculum and work at a slower pace until pupils are back at school. This is because:

- It takes much longer to deliver lessons online or on the phone than face to face, so we find that we cannot cover as much material.
- We also find that it is more challenging for students to stay focussed when working remotely or on the phone, as peer interactions and a working atmosphere and culture are more difficult to foster when working online in different locations.
- There are likely to be more distractions when working remotely.
- Children with SEND and / or SEMH can often find extra challenges, such as feeling more isolated, lonely, out of routine, struggling with the change, social difficulties such as a difficulty understanding the mute facility / taking turns to speak / speaking much more slowly to be heard clearly / having to be patient with internet / connection difficulties.

How teaching works from day 3 onwards:

Children are taught and provided work for lesson 1 (9.30 - 10.15), lesson 2 (10.30 - 11.15) and Lesson 3 (11.15 - 12.00). Older children will also have an additional lesson between 1pm and 1.50pm. There will be one more informal lesson in the afternoon which is usually set by email to complete at your own pace, which we try to keep practical, e.g. a practical cooking activity, garden activity, art activity, pupils' own choice e.g. walk or bike ride, or own project (children enjoy sending their photos of their activities into school.)

Keyworkers are available during the afternoons for wellbeing calls with children / parents / caregivers of children who have not managed to log on or want to have some support with work that has been set on a 1:1 basis.

In addition to the above, there may be additional lessons / activities delivered during the afternoon. Keyworkers will arrange this with the pupils on zoom.

Wellbeing sessions are arranged via zoom on an individual basis at individual times, as is SALT therapy. OT will be put on hold until pupils can meet the therapist face to face, although pupils may be able to continue their exercises independently at home, subject to resources and ability.

Remote Teaching and study time each day

Daily lesson times

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

Key Stage 2, years 2-6	9.30 - 10.15 = 45 minutes 10.30 - 11.15 = 45 minutes 11.15 - 12 = 45 minutes Afternoon activity at own pace = 1 hour Keyworker individual one to one sessions to catch up / for further explanation of work and further practise / One Plan interventions and therapies = 45 minutes Total: 4 hours
Key Stage 3, Years 7-11	9.30 - 10.15 = 45 minutes 10.30 - 11.15 = 45 minutes 11.15 - 12 = 45 minutes 1 - 1.45 = 45 minutes Afternoon activity at own pace = 1 hour Keyworker individual one to one sessions to catch up / for further explanation of work and further practise / One Plan interventions and therapies = 1 hour Total: 5 hours

Accessing Remote Education

How will my child access any online remote education provided by the school?

All pupils will access lessons via Teams, zoom or on the phone with their keyworker. The method of accessing the work / lessons will be shared with the child's parent or the pupil by

phone or email on the morning of the day's absence. Keyworkers will call parents / caregivers if the child has not logged in or responded by 9.45am to support access. Keyworkers conduct wellbeing calls during the afternoons for children who have been unable to access lessons via Teams / zoom or for other reasons.

How will pupils be supported to access Remote Education if they do not have digital or online access at home?

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:

Pupils who do not have internet and access to a laptop all day at home within the school hours, are offered a school laptop to be collected by parents / caregivers, where agreed according to the school's e-safety policy. Additionally, teaching can be delivered on the phone and work sent home via email for the child to complete, scan and email back.

In times where absence is for only one day, or has been at short notice, or without notice, it may not be possible to send laptops home, unless parents / caregivers can come to the school and collect them. Resource packs can also be provided by request, for children to take home, or parents / caregivers to collect, which contain everything a child would typically need for a lesson (pens, pencils, paper, colouring pencils, white board and dry wipe pen, ruler etc.) The school requests that all materials are brought back to school when the pupil returns. As a last resort, work can be printed out at school and posted via Royal Mail to children who do not have access to internet, a computer, a printer at home and cannot get to school to collect materials.

Completed work is submitted by pupils via their Google drive Pupil file, Teams, or by emailing scanned / photographed, completed work back to the school. Keyworkers print this out and stick it into the child's exercise book so that progression can be seen through the curriculum when they return to school.

How are children taught remotely?

A combination of the following approaches are used to teach pupils remotely:

- Live teaching (online lessons via Teams, Zoom or phone calls)
- Individual sessions on zoom where possible (pre-arranged)
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Textbooks (e.g. Pearson, ActiveLearn and Kerboodle) and reading books (e.g. Fiction

Express) pupils have at home or online

- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

Joining in and feedback

The school's expectations for children joining in and parental support

A message for our pupils: Since we have provided a thorough Remote Education package and tried to make this as accessible and flexible as possible for all children, based on their individual needs, we would like every pupil to try to join in, in some way. It will help you to feel part of the school community if you actively join in the activities and tasks we are completing together online, and this will help you not to feel isolated.

If you feel lonely or afraid, it is important to speak to someone and get help. Your keyworker can be available on the phone before lessons start in the morning to help you log on and join in. You can call them on 01245 408 606 and the office staff will give them a message to call you back. They are also available during the afternoon to talk to you and encourage you, or to go over work you may not have understood fully or if you need extra practise. They are available to talk to you and listen to you if you are feeling sad too. It is really important to use these resources to get the most out of remote learning, until we can all come back to school every day again.

A message for our parents and caregivers: To achieve as many children as possible logging online and participating in the school community tasks, and to prevent children from feeling isolated if they need to stay at home, we will need, and are hugely appreciative of, parents and caregivers' support. We recognise the vast part parents and caregivers play in helping and supporting their children to access learning online and stay focussed throughout and are very grateful indeed. Tips like keeping to your child's usual term time routine and medications, keeping to the daily school timetable, using a 'first' and 'then' approach to learning time and down time / play time, will most likely be very useful for parents / caregivers to follow during the time that your child is off school. Thank you for all your support, we couldn't do this without you!

A message for everyone: from Youth Mental Health Ambassador; Dr Alex George, who has shared his 'top five tips' for young people's good mental health and wellbeing. He recommends:

1. Get outside! Getting some daylight really helps lift your mood.

2. Exercise! A run / walk / bike ride increases blood to the brain and endorphins (happy hormones)
3. Phone a friend! Or your keyworker!
4. Eat well! Make sure you have 3 meals a day at the usual times, including 5 portions of fruit and vegetables each day.
5. Good routine: Sleep and waking to regulate your mood and give you quality sleep.

How will the school monitor pupils' participation and inform parents of any concerns?

We will call parents in the morning if we haven't heard from them or their child by 9.45am, to help them login online or sort any issues they may be having. If this involves a longer solution, the child's keyworker will call back in the afternoon so that they can spend more time with the child and be available for as many children as possible at school during the morning lessons.

Where we have not heard from either the child or their parent(s), we have statutory duties to record attendance, so will need to gain contact to check the child's wellbeing and the reason for their absence. We therefore ask that parents contact us as early as possible on the first day of absence to explain why their child is not 'attending' online learning, so that we can record their absence accordingly, for example, they may not be well enough to learn at home that day.

How will children's work and progress be assessed?

Feedback can take many forms and may not always mean extensive written comments for individual children working at home. For example, whole-class feedback or quizzes marked automatically via digital platforms, verbal feedback and peer marking are also valid and effective methods, amongst many others.

Work will be marked by class teachers and photographed and emailed back to pupils where appropriate. If children's work is completed on the computer, teachers will email marked work in another colour for feedback. Children may also be given oral feedback over the phone or written separate feedback via email.

Additional support for at home with SEND to access remote education

We recognise that 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 caregivers to support those pupils as much as we can over the phone, using more time in the afternoons for more in-depth explanations if possible.

This policy will be updated annually in accordance with relevant guidance and regulations.

Overall responsibility for Remote Education in **Clarity Independent School** rests with the Head Teacher, Debbie Hanson.