

REMOTE TEACHING AND LEARNING POLICY

Date Policy Reviewed	April 2026		
Date of Next Review	April 2028		
Person(s) Responsible for Review:	Owner:	Approver:	Board/Legal Approval:
	JLS	DHA	n/a
Related Policies:	Safeguarding Infectious Illness Emergency Plan Online Safety and Acceptable Use (including Cyber-Bullying) Staff Behaviour Home Visits Mental Health and Wellbeing Policy Staff Mental Health and Wellbeing Policy		

Whole School Teaching and Learning Policy on the continuity of curricular provision and pastoral care during a longer period of term time school closure or partial closure.

AIMS

In the event of a whole or partial school closure, The Manor is committed to providing continuity of education and pastoral care to its pupils and will do so through a process of Remote Teaching and Learning. Extensive Remote Teaching and Learning would apply particularly in a situation in which the school is closed for an extended period of time, but when a high proportion of pupils and staff are healthy, and able to work as normal from home. This policy may apply in the event of short-term school closures but does not apply in the case of a short-term pupil absence not connected to a national health alert.

Remote Teaching and Learning may also be appropriate in situations when pupils, in agreement with the school, have a long-term period of absence but are able to work at home, at least to some extent. This may apply in cases such as longer term illness, assuming pupils are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, pupils are self-isolating at home but are not suffering with relevant symptoms.

In the event of national restrictions in the face of a pandemic, The Manor will follow Government Guidance for Schools very closely and adhere strictly to the advice given by the Government and by the United Kingdom Health and Security Agency (UKHSA).

The Manor's aim will, in any scenario, be to continue to provide a broad and balanced curriculum whilst managing the systems of controls recommended below:

[Health protection in education and childcare settings - GOV.UK](https://www.gov.uk/government/guidance/health-protection-in-education-and-childcare-settings)

[Providing remote education: guidance for schools - GOV.UK](#)

[Emergency planning and response for education, childcare, and children's social care settings - GOV.UK](#)

When schools are open, hybrid teaching and learning will be in place and will follow the principles set out below for the continuity of curricular provision and pastoral care. Staff and children alike will access the physical classroom through the platforms and provision set in place for fully remote teaching and learning. It would be likely that a degree of hybrid teaching and learning would co-exist with in-person teaching and learning for as long as national restrictions are in place.

This policy is under constant review and may be revised as necessary in light of further experience of Remote Teaching and Learning and the circumstances around its necessity. For example, the extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both pupils and staff to participate in Remote Teaching and Learning, owing to widespread illness, for example.

The **Remote Teaching and Learning** programme will be implemented with the aim of ensuring that as much of The Manor's educational provision as possible will be maintained during the closure, based on the following principles:

1. In the event of a long closure, frequent communication, led by the Head, will be key to maintaining a sense of purpose and community. The regular updating of the Parent Portal and website and other social media will be key in this respect.
2. The wellbeing of the whole community is paramount. Assemblies will be delivered remotely and at revised times to support the pastoral life of the community.
3. Academic work, led by the Deputy Head Academic, should be as challenging and purposeful as it would be were the school physically open, though it is acknowledged that it may be different in its nature owing to the circumstances. Timetables may be amended to facilitate remote learning. Delivery of the curriculum will be appropriate to the age of the pupils.
4. Pastoral Support and Safeguarding, led by the Deputy Head Pastoral, will be robust. The Manor's Safeguarding, Online Safety and Acceptable Use, Staff Behaviour and Home Visits Policies are regularly reviewed to ensure our children's safety, mental health and wellbeing during remote learning. Home-school agreements are written to ensure that expectations of parents and children are clear for their safety, mental health and wellbeing.
5. Pupils and staff throughout the school will be expected to work following amended timetables. Parents and pupils will have access to revised timetables on the Parent Portal. Staff will refer to the Timetables Shared Drive for amended class timetables.
6. Deputy Heads, Heads of Section, Heads of Department and Form Teachers will maintain an overview role to support teachers and pupils in the maintenance of wellbeing, progress and achievement.
7. The systems of the School - in particular Rewards and Sanctions - will continue to be used as far as they are practicable.
8. Staff should contact the Head of Pre-Prep or the Y3-6 Cover Manager and their Head of Section if they are unwell and require to be covered to due their absence. Cover work should be set by agreement with Heads of Section. The

Head of Pre-Prep or the Y3-6 Cover Manager will maintain a list of members of staff who are unavailable each day for remote teaching and the reason why. Pupils' attendance will be monitored either directly with parents in EYFS and Y1 and 2 or Form Teachers in Y3-6. Please inform Heads of Section, the Deputy Head Pastoral and schoolsecretary@manorprep.org by email of absentees.

9. Staff will be sent a temporary home-working agreement to cover the period of remote learning.

Responsibilities during a period of whole school Remote Teaching and Learning will apply as below.

DEPUTY HEAD ACADEMIC

The Deputy Head Academic, has overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.

Overview of Remote Teaching and Learning.

EYFS

Children will have the opportunity to join at least one live session (small group or whole class) via a Google Meet each day as well as activities planned for the week on Tapestry. Parents can upload observations, photos of completed work or videos of their child. The teachers can comment on these and give feedback. Teachers will be available to offer help and support throughout this time via email or by telephone.

Years 1 and 2

Children will meet with their Form Teacher at 8:55am each day. The live lessons taught will be via Google Meet using the link at the top of the Google Classroom. Activities will be set and shared with children via the www.j2e.com platform. Any work the children complete should be uploaded to the J2e platform and teachers will provide feedback and comments to children using the learning conversation. Teaching staff will support children via the daily live lessons.

Years 3 to 6

Form Teachers will meet the pupils live on a recorded Google Meet for registration between 8:40am and 8:55am Monday-Friday. Children should use Google Classroom to access work daily with teachers using a recorded Google Meet to deliver their lessons live. Within Google Classroom the pupils can use the class front page, known as the 'Stream', to ask their teachers any questions they may have and to maintain contact with their teachers. The 'Classwork' tab enables children to access their assigned work which is set according to the amended timetable. Teachers will be available within the allocated lesson time to assist with questions that the children may have. Private comments and feedback between pupil and teacher can be given within assigned work.

DEPUTY HEAD PASTORAL

Safeguarding

The Manor has due regard to the Government's guidance on 'Safeguarding and Remote Education'.

<https://www.gov.uk/guidance/safeguarding-and-remote-education>

The Manor's Safeguarding procedures ensure best practice in the event that children need to work remotely. Our revised procedures are outlined in the [Infectious Illness Emergency Plan](#). Our Online Safety and Acceptable Use, Staff Behaviour and Home Visits Policies also outline appropriate guidance during remote learning.

Our teaching of online safety is of paramount importance when children are accessing their learning online. Our online safety curriculum will continue to be taught remotely and staff are asked to promote the principles of online safety in all of their online interactions.

Mental Health and Wellbeing

Periods of remote learning may affect mental health in different ways. However children, parents and staff are feeling during such a time is valid and The Manor will support all members of the school community.

Feeling concerned or overwhelmed by the news is understandable. It might be that members of the school community are anxious about their own health, the health of someone in their family, or what impact the virus will have on their life.

If a child, parent or member of staff is feeling anxious during a period of remote teaching and learning, they should speak to a member of staff such as their Form Teacher, Head of Section, Deputy Head Pastoral or line manager for support and advice. Members of SLT and teachers will keep in regular contact with children and families via online communications and/or telephone calls, where appropriate. When entering into a period of remote learning, children will be reminded about speaking to trusted adults about their worries. Children are also reminded that they can share any concerns/worries with their teachers by writing these on a Google Doc and sharing this file.

The Manor will facilitate video calls for Form Teachers and their forms to maintain their pastoral support remotely. These video calls will be recorded.

We will continue to offer counselling to our school community which will take place remotely if requested.

Advice for parents and teachers for supporting children if they're feeling worried:

- Talk to them about what's going on. Find out how they're feeling and what they're thinking about, let them know it's okay to feel scared or unsure, and try to answer their questions and reassure them in an age-appropriate manner. Remember, you do not need to know all the answers, but talking things through can help them feel calmer.
- Help them to reflect on how they're feeling and encourage them to think about the things they can do to make them feel safer and less worried.
- Reassure them that this will pass, you're there for them, and you will get through this together.
- Encourage children to spend time doing a positive activity such as reading, playing, painting or cooking to help reassure them and reduce their anxiety. This is also a great way of providing a space for them to talk through their concerns without having a 'big chat'.

- Encourage children and families to keep to as many regular routines as possible so that children feel safe and stable.

HEAD OF DIGITAL LEARNING AND IT SERVICE PROVIDER

Support and Training. The Head of Digital Learning and the IT Service Provider will be responsible for supporting staff, pupils and parents in providing training, instructions and guidelines as well as sourcing suitable platforms and resources for teaching and learning remotely.

Maintenance of Google for Education provision. The Head of Digital Learning and the IT Service Provider will be responsible for the efficient running of Google for Education for the educational and administrative needs of the community.

CLASS AND SUBJECT TEACHERS

Timetable. Teachers should follow the relevant timetable for lessons. This work should be set by the beginning of the day.

Nature of work. Work set should be sufficient for the length of the lesson and should clearly reflect the normal curriculum objectives for that subject - though it is recognised that the nature of learning activities in these circumstances is likely to differ from those used in the normal classroom. Work should be adapted as usual. Please see above for specific details by Section.

Clarity of expectations. Work set should be explicit in terms of what pupils are expected to have achieved/produced by the end of the lesson and how work is to reach the teacher. Pupils should work with focus and depth and dedicate the allotted time to tasks in the way they would if school were open. Staff should follow up in the usual way if this is not the case.

Marking & feedback. Teachers should assess pupil progress, mark work and give feedback through the platforms created for remote learning.

Online support. Live communication through a recorded Google Meet is possible throughout the school. Face to face communication between staff and pupils is of paramount importance to support teaching and learning and also mental wellbeing. Teachers will be online and following the amended timetable alongside their pupils in order to enable them to respond to pupils' enquiries. This will allow them to "Meet" with groups of pupils to assist using video technology as appropriate as well as responding to individual questions through the stream and assigned work. The teacher will start the "Meet" and be the last one to leave the online video call.

If delivering live teaching sessions, the guidelines in Appendix B of The Manor's Online Safety and Acceptable Use Policy must be followed.

Circle Time/Form Time. Pastoral care is paramount. Please see above in **Mental Health and Wellbeing**.

Concerns & Rewards. Students will be expected to complete the work they are set, behave online respectfully and appropriately and contribute to the spirit of the school as far as they are able in the circumstances. Staff should also continue to use the system of commendation and praise as appropriate.

INDIVIDUAL MUSIC LESSONS AND 1:1 VIDEO CALLS WITH PUPILS

Lessons. These will be conducted through the live video platform of Google Meets in accordance with the guidance in Appendix B of The Manor's Online Safety and Acceptable Use Policy.

Peripatetic Music Teachers. Training and instructions will be provided for the Peripatetic teachers.

Parents. Parental agreement must be received before any 1:1 lessons or video calls commence. Parents must agree to the following conditions:

1. I will supervise my child at the start of the video call until the lesson has started.
2. I consent to the lesson being recorded and saved on the school's Google database to ensure best Safeguarding practice. Staff will click 'record' at the start of each lesson.
3. My child and any other members of the household will wear suitable clothing and will be in an appropriate location. Where joining the call from a bedroom is impossible to avoid, then the door must be open and an adult must be in the vicinity.
4. Any language used during 1:1 video calls will be professional and appropriate.
5. I agree that I have read and understand the school's Online Safety and Acceptable Use Policy and will support my child in using Google Meets safely.
6. I understand that in some cases, staff may use their own mobile devices to facilitate video calls using the secure Google Meet platform. In these cases, videos will still be stored in the School's secure area on Google. The peripatetic teacher takes full responsibility for ensuring that no records of the lesson are stored on their device.
7. I agree to the Privacy Statement and Terms and Conditions of Google Meet

HEADS OF SECTION

Support for pupils. Though most of the pastoral direct contact will be between Form Teachers and pupils/pupils' parents, Heads of Section will maintain their usual overview and keep in contact with the whole Section.

Meetings. Remote Section meetings should continue to occur regularly through Google Meets and, if possible, at the same time as usual though it is understood that the circumstances will dictate a change of approach.

Specific pupil support. Where specific or persistent issues seem to be developing, the Form Teacher will liaise with the Head of Section who will then, supported by the Deputy Head Pastoral, work more closely with those pupils/pupils' parents who appear to be in need of further intervention or guidance.

Support for Form Teachers. Heads of Section should maintain, as far as possible, a sense of Section spirit for the staff as much as the pupils. They will keep in contact with their teams, providing support and encouragement as well as intervening where pupil issues are developing. Heads of Section will be supported by SET.

Communication with SLT. As situations develop, Heads of Section should continue to liaise with the Head, the Deputy Heads and the Director of Admissions and

Communications to keep them up to date and/or seek guidance. SLT and SET will continue to meet as usual and emerging issues will be discussed.

Communication with Parents. Heads of Section should maintain their usual level of communication with parents via email and telephone calls using school mobiles. If a personal phone is to be used, the phone number should be withheld before calling. Beginning of term Welcome Letters, should the closure cross a school holiday, will be sent to parents to outline the lines of communication, expectations and curriculum to be covered.

HEADS OF SUBJECT AND SUBJECT CO-ORDINATORS

Overview of work. Heads of Subject and Subject Co-ordinators will maintain an overview of work being set within their Departments by keeping in regular contact with departmental members and by referring to the updated Medium Term Plans amended for Remote Teaching and Learning.

Support for staff. Heads of Subject and Subject Co-ordinators will maintain their role as guides and support for their Departments, all the more so given teachers will feel much more isolated than usual and cut off from the natural support that comes from interacting with colleagues every day.

Communication with SLT. As situations develop, Heads of Subject and Subject Co-ordinators should communicate with the Deputy Head Academic and/or the Head of Section, as appropriate, to keep them up to date and/or seek guidance. SLT will continue to meet according to their usual timetable and emerging issues will be discussed.

Meetings. Remote Departmental meetings for planning should occur regularly through Google Meets and, if possible, at the same time as usual though it is understood that the circumstances will dictate a change of approach.

LEARNING SUPPORT AND EAL TEACHING

Support for Pupils. The Learning Support Department plays an important role in the lives of many of our pupils. This support will continue as outlined below. The Learning Support/EAL departments will communicate regularly with the parents of pupils on the SEND/EAL registers to check how they are progressing in a remote environment. Judgement needs to be used in determining which pupils require more support, based on the level of support given historically before the period of closure.

Teaching. Individual lessons will utilise the Google Meet platform. Learning Support/EAL staff will also team teach with subject teachers to support children within the Google Classrooms.

ASSESSMENT AND REPORTING

Assessment. Please see above for reference to Marking and Feedback. Assessments will proceed as far as is practicable and appropriate.

Reports. Reports will be sent to parents in accordance with the Reporting Schedule which will be devised and communicated as far as is practicable and appropriate.

Parents' Evenings and Parents' Information Evenings (PIEs). The usual format for Parents' Evenings will not be possible. Face to face communication with parents will become even more important, as the school community works within government guidance, to manage access to staff. These will be carried out through the online system, SchoolCloud.