

# School Closure and Remote Learning Policy

2026-2027



The Bridge Trust

The Bridge Easton School

Pride  
Passion  
Partnership  
Professionalism  
Positivity

## Introduction

At The Bridge Easton School (TBES), we believe it is essential to have robust contingency plans in case of school closure. A focus when developing these contingency plans is to provide continued learning for our pupils.

## Expectations of the school

- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations.
- Give access to high quality remote education resources.
- Select the online tools that will be consistently used across the school to allow interaction, assessment, and feedback, and make sure staff are trained in their use.
- Provide printed resources, such as worksheets, for pupils who do not have suitable online access.
- Recognise that younger pupils and pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.

## Parents expectations:

- Encourage and support their children's work, including finding an appropriate place to work, checking that set work is completed and ensuring they have some structure to the working day: start and finish times and appropriate breaks.
- Contact the pupil's teacher if there are any concerns.

## Remote teaching and learning in case of enforced school closure

If the school must undergo enforced temporary closure due to government and/or public health guidelines, the following will apply:

### Teachers and support teachers are expected to:

- Upload teaching materials where possible to BOOP.
- Teachers will endeavour to set activities/provide resources for pupils that families are able to carry out.
- Share resources and when beneficial to the pupil, provide an element of interactive learning if this is possible considering the students SEND.
- Be available to provide advice to families regularly as they would have done if in school.
- Contact parents if there are ongoing concerns.

### Parents are expected to:

- Encourage and support their young person to engage in activities as set out by class teachers and continue to work in partnership with school to maximise positive outcomes for their young person.

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## General

### Pupils' access to learning

- Information will be kept for pupils who do not have access to PCs/other devices so that where helpful resources can be sent home.
- All teaching staff should ensure that they are fully conversant with BOOP procedures in accordance with the school's Remote Learning policy.

### Teachers/Instructors

- Teacher Responsibilities for Learning – online/home packs: Teachers will produce learning activities for pupils either on site or at home. Learning activities/resources will reflect EHCP targets that are broken down into termly areas of focus.
- Teachers will maintain communication for those not attending school via BOOP and telephone. Communication will be recorded on CPOMS under 'Daily Communication' and concerns raised with SLT.
- Teachers will continue to meet with their line managers according to prearranged meetings and attend any training. This will be either virtual or face to face.
- Teachers will set tasks for their SNPs in relation to resources, supporting online delivery of short sessions to pupils at home and attending any set training opportunities.

### Special Needs Professionals

- SNPs will continue to support pupils in their care - producing resources, supporting online and face to face learning as appropriate.
- SNPs will attend weekly meetings with their teachers to discuss pupil's progress in work tasks & discuss next steps of learning.
- SNPs will attend any training allocated for this period either online or face to face as appropriate.

### Leadership Team

- The SLT will take a strategic view, continually monitoring the Government updates and guidance to support the regular business of the school.
- They will monitor the learning provided for pupils to ensure all pupils receive their entitlement through adapted teaching & learning experiences both at home and at school.
- They will attend SLT meetings and lead meetings with staff and outside agencies, to conduct the regular business of the school in relation to teaching and learning and the progress of pupils.
- Alongside the Family Support Officers, SLT will support Social Workers with vulnerable pupils (CP, CIN cases).
- The SLT will monitor and review school risk assessments including individual risk assessments for pupils.
- SLT will update parents/carers periodically of any changes to the school closure via BOOP.

### Administration and Family Support Officers

- Maintain registers /attendance records for staff and pupils.

- Contact parents regarding non-engagement with learning activities.
- Maintain/support communication with families.
- Support families with accessing Free School Meals and details of food banks.
- Communicate to parents/carers key information such as school closure.

#### **Premises Staff**

- Follow guidance for cleaning routines
- Follow school risk assessment

#### **Wellbeing**

##### **Pupils/Families**

Any school closure can increase the daily pressures already faced by our families and a range of other factors may directly affect our pupils and their families during this time.

- Class teachers will make weekly wellbeing calls to the families of any pupils not in school and will either seek additional support from leadership or request for the Family Support Officers to signpost families to various support services where appropriate.
- Where appropriate, pupils will be encouraged to join online calls with their class teachers and peers to build and maintain the relationships and the sense of belonging for the pupils.
- Where the school has not been able to contact a pupil over the course of a week and the child has been absent from online lessons, the Headteacher, Family Support Officers or deputy DSLs will undertake a home visit, considering any current government guidance.

##### **Staff**

The school aims to provide the necessary working conditions and support to staff to reduce stress in school and when working from home.

- The school will ensure they support staff to optimise their own wellbeing through evidence-based approaches whilst adapting to the different circumstances.
- The school will encourage open and honest communication with staff and ensure they are all aware of the services available to support them e.g. Sonder.
- Government guidance will be closely monitored to ensure staff are safeguarded effectively and that the working environment is clearly organised and well led.
- Staff training will be identified and delivered to ensure staff have the learning opportunities and resilience to develop their understanding of any new roles or responsibilities they may face.

School leaders will ensure they are clear about the areas of focus to ensure staff wellbeing is maintained and supported.

#### **Safeguarding during a school closure**

In the event of a school closure, pupils, parents/carers, and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

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### Policy Owner and Contact Details

Natalie Does, Headteacher  
For further information on the Policy, please contact via email  
[Natalie.dores@thebridgetrust.academy](mailto:Natalie.dores@thebridgetrust.academy) or phone 01603 652313  
Next Review Date: February 2027

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## Appendix 1

### Minimum expectation of the curriculum for children self-isolating

#### Weekly Expectations

- 1 x weekly or fortnightly contact from class teacher / class team to review how the pupil is doing
- Use of structured conversations checklist
- Regular resource ideas sent home to families via BOOP or post - this should be reviewed weekly
- Use of BOOP to send weekly announcements to all families with young people isolating