

REMOTE EDUCATION AND TAPESTRY ONLINE LEARNING JOURNEY AND PROVISION POLICY

HATFIELD PEVEREL INFANT AND NURSERY SCHOOL



Inspiring a Love of Learning

APPROVED BY GOVERNORS: March 2026

POLICY TO BE REVIEWED: March 2027

Policy statement

At Hatfield Peverel Infant and Nursery School, we create an 'online learning journey' for all children in our school through the online platform of 'Tapestry', which records observations, photos and videos, and provides an opportunity for parents to comment and add their own observations to their own child's journey. This helps to foster a strong partnership and good communication between school and home.

Procedures

Tapestry allows staff and parents to securely access the information via a personal password protected login. All staff are able to capture observations for every child across the school up to the end of Year 2. Parents logging into the system are only able to see their own child's learning journey. Parent access allows them to comment (or 'reply') to observations that staff have input, as well as adding their own observations and photos/videos – any observations the parents add must be approved and added into the journey by staff. This ensures the learning journey content is appropriate.

Before parents are linked to their child's learning journey and have access to the system, they are given a letter (Appendix 1) and asked to sign a Tapestry consent form (Appendix 2). Before accessing the system, parents have to sign to agree not to download and share any information on any other online platforms or social networking sites (such as Facebook). If this were to happen, then their child's account would be terminated immediately. Whilst Tapestry provides a fantastic tool for sharing information between school and parents, it is not used as a way of sharing general communication.

Each child's learning journey is a document to record their learning and development which parents can add comments on or contribute to with information of what they have been doing at home. Any further discussion of progress will take place at parent consultation evenings or in person throughout the year. Observations are regularly monitored by the managing staff and assessed throughout the academic year to ensure they are providing relevant and informative information.

Remote Education Provision

During any period of closure or absence from school due to long term illness (but well enough to continue learning) or a local closure due to prolonged extreme weather conditions including flooding, fire, premises failure or improvements, or a local closure being instigated by Local Public Health Advisors, staff at Hatfield Peverel Infant and Nursery School will continue to provide education and support to our children using remote learning.

All learning will be conducted using Tapestry for Foundation Stage and Key Stage 1. This will allow staff to keep in daily contact in a professional and confidential manner with their class. Teachers will be able to schedule learning in a manner that does not overwhelm our children. Educational websites will be signposted where needed. Teaching and learning can be tailored, changed and updated as time progresses, allowing for replication of classroom activity to the best of our ability. In all communications we will prioritise the wellbeing of our children.

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning

- Provide appropriate guidelines for data protection
- Ensure pupils unable to attend school remain fully included within the school community
- Continue to ensure that every child receives the best education the school can provide them
- Ensure that remote education is integrated into the curriculum so it is an essential part of the school curriculum, alongside classroom teaching, or in the case of a local lockdown

Flexibility of Learning

We realise that the circumstances that cause our school to close or children to self-isolate will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides: -

- parents may be trying to work from home so access to technology as a family may be limited
- parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation
- teachers may be trying to manage their home situation and the learning of their own children
- systems may not always function as they should. An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success

Expectation Management

We believe that it is in the best interests of our children that we continue to provide structured support to the best of our ability. Bearing in mind the need for flexibility, no deadlines will be set. It must be noted that the work children engage in during a period of closure will be part of our current planning and so cannot be considered as optional. Children and parents should consider the arrangements as set out in this document as highly recommended.

Teaching Staff

- Share teaching and activities with their class through Tapestry
- Continue teaching in line with current, extensive planning that is already in place throughout the school
- Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this
- Keep in contact with children and parents/carers through Tapestry, making phone calls where needed
- Reply to messages, set work and give feedback on activities during the normal teaching hours 8.40am – 3.10pm
- Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways
- Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow
- If unwell themselves, will be covered by other staff members and Senior Leadership Team for the sharing of activities. Follow up of messages during this time will not be undertaken until the teacher is fit to work.

Children will

- Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities
- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that
- Read daily, either independently or with an adult
- Consider using the school closure time to learn a new skill, follow their own interests to discover more about the world around us or just be creative

Parents will

- Support their child's learning to the best of their ability
- Encourage their child to access and engage with Tapestry posts from their teacher
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of Tapestry
- Know they can continue to contact their class teacher as normal through Tapestry or by emailing the school office if they require support of any kind
- Check their child's completed work each day and encourage the progress that is being made
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax.

Provision for Students with SEND

If students with SEND are not able to attend school and require remote education, their teachers and the SENCo are best placed to know how their needs can most effectively be met to ensure that they continue to access the curriculum. The school will put in place an appropriate curriculum, teaching and support that will enable the student to continue learning effectively.

Some students with SEND may not be able to access remote education without adult support. We will work collaboratively with families and put arrangements in place that allow students with SEND to access remote education successfully. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including the support families will require and types of services that the student can access remotely.

The duty under the Children and Families Act 2014 for mainstream schools to use their 'best endeavours' to secure the special educational provision called for by a student's special educational needs continues to apply when remote education is in place. In addition, if a student has an Education, Health and Care plan, we will work with the local authority to ensure that all the relevant duties under the 2014 Act continue to be met.

The duties under the Equality Act 2010 relating to disability (and more broadly) also continue to apply, such as to make reasonable adjustments, not to discriminate and to have due regard to the statutory objectives in the public sector equality duty.

It may be challenging or impossible for the school to deliver remotely the kind of approach that it does in the classroom, for example the provision of certain differentiated resources and the support of a Learning Support Assistant. If this is the case, we will instead consider,

in cooperation with the local authority (if the child has an EHCP), other ways in which we and the local authority can meet its statutory duties, working closely with the parents or carers.

Free School Meals and Remote Education

Where pupils eligible for benefits-related free school meals are receiving remote education, we will work with the school catering team based at St Andrews Junior School who currently apply our school meals to provide good quality lunch parcels, if we are unable to supply lunch parcels, we will issue food vouchers where appropriate. This will ensure that eligible pupils continue to be supported for the short period they are unable to attend school.

Remote Education during a Suspension or Permanent Exclusion

Pupils must continue to have access to learning during their exclusion so that they continue to make progress and achieve. School is responsible for providing work for the first 5 school days of any exclusion. Parents or carers are responsible for ensuring that their children are supervised during school hours on these days and complete the work which has been set. This will ensure that they will have the best chance to keep up with their learning. The Education Access Team are responsible for providing provision on the sixth day for permanently excluded pupils.

Roles and responsibilities in school

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- If the class teacher is unwell and unable to lead remote learning, then other arrangements will be made by the Senior Leadership Team. If this is the case, home learning provision and systems may need to be adapted so that school leaders can continue to manage their leadership roles.

Designated safeguarding Lead

The DSL is responsible for Safeguarding concerns, including those related to Remote Learning.

Safe Use

- No staff member is allowed access to Tapestry until all suitability checks are in place including an enhanced DBS check
- Staff should log out of the Tapestry app or program when they are finished in order to maintain confidentiality
- Staff must not share log in or password details with any person
- Staff must not share any information or photographs relating to children with any unauthorised person
- Staff must take all reasonable steps to ensure the safe keeping of any portable device e.g. iPad that they are using and report any missing devices immediately
- If accessing Tapestry from a private computer, not on school premises, staff must maintain confidentiality and professionalism, including not downloading any content to personal computers
- Staff must not access Tapestry via the Tapestry app on personal mobile devices
- Ensure the iPad or computer is completely logged out of Tapestry and the passwords are not saved anywhere which would allow anyone else access
- All entries on Tapestry must be appropriate
- At all times staff must comply with Safeguarding Child Protection policies.
- All staff must adhere to this policy and failure to adhere to the usage criteria may result in the disabling of a user's access to Tapestry and/or disciplinary

Tapestry users should ensure that they read Hatfield Peverel's Infant and Nursery School's Data Protection and Privacy Information which can be found on the school website.

Tapestry users can also view Tapestry's Data Protection and Privacy Policy at: [Privacy Policy | Tapestry](#) and [Contract for the Tapestry Online Learning Journal](#)

Further information can also be found using the following link including a FAQ page [Parents and carers - Tapestry Features](#)

Appendix 1

Hatfield Peverel Infant and Nursery School

Church Road, Hatfield Peverel, Essex CM3 2RP

Headteacher: Mrs Z Fairbairn

Deputy Headteacher: Miss C Springall

Tel: 01245 380220

Hatfield Peverel
— Infant & —
Nursery School



Dear Parents/Carers,

In our school we use an online system called Tapestry for recording your child's learning. Tapestry is a website which can be accessed on a computer or laptop, and also on any Apple or Android device such as a tablet or smartphone. We have chosen this company because they are a secure way of keeping track of your child's development.

We are able to instantly upload photos, videos and observations of your children. You will then receive an email to alert you that something new has been added to your child's Learning Journal and can log on and view what your child has been up to. A massive advantage of this system is that you can instantly add your own comments to entries, and can show your child's online journal to members of the family.

The safeguarding of our children is very important to us. Everything that is added to Tapestry will be added to our school account and can only be viewed by school staff that use the system, and also yourself, using your own log in details. You will only have access to your child's own journal and this cannot be seen by other parents. Also, it is crucial that you do not share photos or videos from your child's journal on social media or through other online platforms. Any incidents where this confidentiality is broken will be dealt with very seriously and will result in your access to the system being withdrawn.

For further information, please visit: <http://eyfs.info/tapestry-info/introduction>

Attached to this letter is a permission and information slip to allow us to set up a Tapestry account for your child. Please sign and return it to the school office as soon as possible. You will be given your account details during the first few weeks of term.

Kind Regards

Mrs L Sapiano

EYFS Lead



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Appendix 2

Tapestry – An Online Learning Journal Permission Slip

Child's Name: _____ **Date of Birth:** _____

- I do/ do not give permission for an online Tapestry Learning Journey to be created and maintained for my child.
- I do/ do not give permission for my child's photo to appear in any group photos used in Learning Journeys.
- I agree not to electronically share, by social media or other platforms, any part of my child's Learning Journey.

The email address or addresses I wish to use for my Tapestry account are:

Parent/Carer 1:

Email: _____

Please use _____ (first and surname) as my username.

Parent/Carer 2:

Email: _____

Please use _____ (first and surname) as my username.

Parent/Carer signature: _____

Date: _____