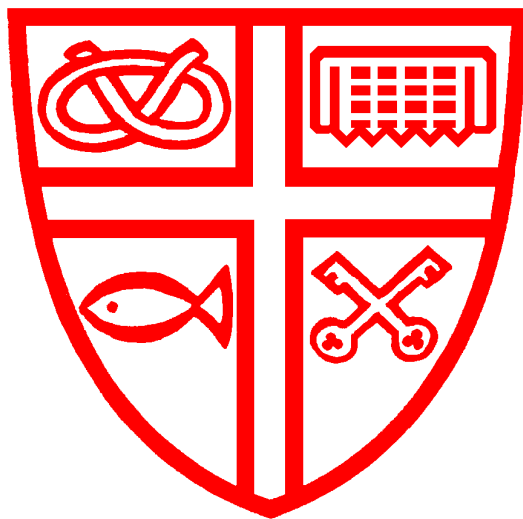


St. Peter's C of E Primary School Caverswall

Love Christ
Love Learning
Love One Another



Remote Learning Policy

September 2026-28



1. Purpose

This policy outlines the school's approach to remote learning when pupils are unable to attend school in person. It aims to ensure that all pupils continue to receive a high-quality education and remain connected to their learning and school community.

This policy applies to:

- Individual pupils absent due to illness or other exceptional circumstances.
 - Pupils unable to attend school because of suspension.
 - Groups of pupils who are unable to attend school because of partial school closure.
 - Whole school closure due to emergencies or exceptional circumstances.
 - Pupils who require education otherwise than at school
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2. Aims

The school aims to:

- Ensure continuity of education for all pupils.
 - Provide access to a broad and balanced curriculum.
 - Maintain high expectations for learning and engagement.
 - Support pupils' wellbeing and welfare.
 - Ensure all pupils, including those with SEND and disadvantaged pupils, can access learning.
 - Maintain communication between school, pupils and families.
 - Safeguard pupils during periods of remote learning.
 - Meet statutory duties relating to education and safeguarding.
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3. Legal Framework

This policy should be read alongside:

- Safeguarding and Child Protection Policy
 - Online Safety Policy
 - Behaviour Policy
 - Attendance Policy
 - SEND Policy
 - Data Protection Policy
 - Acceptable Use Agreements
 - Equality Information and Objectives
 - Staff Code of Conduct
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4. Circumstances When Remote Learning May Be Used

Remote learning may be implemented when:

- A pupil is absent from school and is well enough to learn.
- Severe weather prevents attendance.
- Emergency situations affect site access.
- Public health incidents require pupils to remain at home.
- Building issues affect school operations.
- Other exceptional reasons authorised by the Headteacher.

Remote learning will not automatically be provided during short-term illness where pupils are not well enough to engage in learning.

5. Roles and Responsibilities

5.1 Governing Body

The Governing Body will:

- Monitor the effectiveness of this policy.
- Ensure statutory responsibilities are fulfilled.
- Oversee safeguarding arrangements.
- Ensure sufficient resources are available.

5.2 Headteacher

The Headteacher will:

- Oversee the implementation of remote learning.
- Ensure staff receive appropriate training.
- Monitor quality and consistency.
- Ensure safeguarding procedures remain effective.
- Ensure pupils with additional needs are supported.

5.3 Senior Leaders

Senior leaders will:

- Monitor engagement.
- Support staff with planning and delivery.
- Review provision regularly.
- Monitor attendance and participation.
- Evaluate impact on pupil outcomes.

5.4 Teachers

Teachers will:

- Provide learning activities appropriate to age and stage.
- Set work in line with curriculum expectations.
- Give clear explanations and instructions.
- Monitor participation and completion of work.
- Provide feedback where appropriate.
- Maintain regular communication with pupils and families.
- Adapt learning for pupils with SEND where required.
- Report safeguarding concerns immediately.

5.5 Teaching Assistants

Teaching Assistants may:

- Support identified pupils remotely.
- Assist with differentiated work.
- Contact families as directed.
- Provide small group or individual support.
- Feed back concerns to teachers.

5.6 SENDCo

The SENDCo will:

- Monitor access for pupils with additional needs.
 - Advise staff on reasonable adjustments.
 - Liaise with families.
 - Ensure provisions within Education, Health and Care Plans are considered.
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5.7 Designated Safeguarding Lead (DSL)

The DSL will:

- Maintain safeguarding oversight.
 - Follow up concerns promptly.
 - Ensure safeguarding procedures remain effective.
 - Support vulnerable pupils.
 - Maintain records of concerns.
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5.8 Pupils

Pupils are expected to:

- Engage with learning activities.
 - Complete tasks to the best of their ability.
 - Follow online safety guidance.
 - Use technology appropriately.
 - Communicate respectfully with staff and peers.
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5.9 Parents and Carers

Parents and carers are encouraged to:

- Support their child in accessing learning.
 - Provide a suitable environment where possible.
 - Inform school of difficulties accessing learning.
 - Promote appropriate online behaviour.
 - Maintain communication with the school.
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6. Remote Learning Provision

Where remote learning is required, the school will provide:

Early Years Foundation Stage

- Age-appropriate learning activities.
- Phonics activities.
- Storytelling and reading opportunities.
- Practical play-based learning.
- Number activities.

Key Stage 1

- Daily English learning.
- Daily Mathematics learning.
- Reading activities.
- Foundation subject activities.
- Phonics provision where appropriate.

Key Stage 2

- Daily English learning.
- Daily Mathematics learning.

- Reading activities.
 - Wider curriculum subjects.
 - Independent learning opportunities.
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7. Curriculum Expectations

Remote education will:

- Reflect the school's curriculum intent.
- Be ambitious and appropriately sequenced.
- Build on prior learning.
- Include opportunities for assessment.
- Support progression through the curriculum.

The curriculum may be adapted to reflect the practical limitations of home learning while maintaining quality and coverage.

8. Delivery Methods

Learning may be delivered through:

- Learning platforms (e.g. Zoom, Seesaw).
- Pre-recorded lessons.
- Live teaching sessions.
- Online resources.
- Printed learning packs.
- Reading materials.
- Educational websites and applications.

The school may use a combination of approaches according to pupils' age and needs.

9. Access to Technology

The school recognises not all families have equal access to technology.

Where possible the school will:

- Identify pupils needing support.
 - Loan devices when available.
 - Provide alternative paper-based resources.
 - Offer guidance on accessing online platforms.
 - Signpost families to available support.
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10. Expectations for Engagement

The school expects pupils to:

- Access learning regularly.
- Complete assigned tasks.
- Participate in live sessions where appropriate.
- Read daily.

Where engagement concerns arise:

- Staff will contact parents/carers.
 - Barriers to participation will be identified.
 - Additional support may be offered.
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11. Assessment and Feedback

Teachers will:

- Review submitted work.
- Use assessment to inform future planning.
- Provide feedback appropriate to pupils' age and stage.
- Monitor progress and attainment.

Methods may include:

- Online quizzes.
 - Written submissions.
 - Photographs of completed work.
 - Verbal feedback.
 - Self and peer assessment where appropriate.
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12. Pupils with SEND

The school is committed to ensuring remote learning is accessible.

Support may include:

- Adapted resources.
- Additional adult contact.
- Alternative methods of recording work.
- Targeted interventions.
- Structured routines.
- Support from external agencies where appropriate.

Reasonable adjustments will be made in accordance with individual needs.

13. Vulnerable and Disadvantaged Pupils

The school will make particular efforts to support:

- Pupils in receipt of Pupil Premium funding.
- Children in Need.
- Looked After Children.
- Previously Looked After Children.
- Pupils known to social care.
- Young carers.

Staff will monitor engagement and wellbeing closely.

14. Safeguarding

Safeguarding remains everyone's responsibility during remote learning.

Staff will:

- Follow safeguarding procedures at all times.
- Report concerns immediately.
- Record concerns using school systems.

Online interactions should:

- Take place via approved school platforms.
- Use professional accounts only.

- Be recorded where appropriate.
- Follow staff conduct guidance.

Any safeguarding concern must be reported to the DSL without delay.

15. Online Safety

The school will promote safe use of technology.

Pupils should:

- Keep passwords secure.
- Report any inappropriate content.
- Use technology responsibly.
- Treat others respectfully online.

Parents will be provided with guidance to support safe online use.

Any online safety incident will be managed in line with school procedures.

16. Data Protection and GDPR

Staff must:

- Use school-approved systems.
- Protect personal data.
- Maintain confidentiality.
- Follow the school's Data Protection Policy.

Personal devices should only be used in accordance with school guidance.

No recordings or screenshots of online sessions should be shared without permission.

17. Behaviour and Conduct

School behaviour expectations continue during remote learning.

Pupils are expected to:

- Communicate respectfully.
- Follow instructions.
- Use appropriate language.
- Engage positively in learning.

Inappropriate behaviour may result in:

- Removal from online sessions.
 - Contact with parents/carers.
 - Application of behaviour procedures.
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18. Attendance and Monitoring

The school will:

- Monitor engagement with remote learning.
- Follow up concerns promptly.
- Record participation where appropriate.
- Work with families to overcome barriers.

Persistent lack of engagement will be addressed through school attendance and pastoral procedures.

19. Staff Wellbeing

The school recognises the importance of staff wellbeing.

Leaders will:

- Maintain realistic expectations.
- Monitor workload.
- Provide support and training.
- Encourage healthy work-life balance.

20. Communication

The school will communicate with families through:

- Email
- School website
- Parent communication systems - Class Dojo
- Telephone
- Learning platforms

Parents are encouraged to contact the school if support is required.

21. Complaints

Any complaints relating to remote learning should be addressed through the school's Complaints Policy.

22. Monitoring and Review

This policy will be:

- Reviewed annually.
- Updated following changes to guidance or legislation.
- Monitored by senior leaders and governors.

Appendix 1: Suggested Daily Learning Time

Phase	Suggested Daily Learning
EYFS	2-3 hours
Key Stage 1	3-4 hours
Key Stage 2	4-5 hours

Appendix 2: Remote Learning Agreement

Pupils will:

- Engage positively with learning.
- Behave respectfully online.
- Keep passwords secure.
- Report concerns to a trusted adult.

Parents/Carers will:

- Encourage participation.
- Support safe technology use.
- Inform school of difficulties.

School will:

- Provide suitable learning opportunities.
- Offer support where required.
- Maintain safeguarding procedures.

Signed: _____

Date: _____