



Remote Learning Policy

Date Policy Created;	March 2026
Policy Created by;	L.Wordsworth
Policy Agreed by Governors;	
To be reviewed;	March 2028
UNCRC (United Nation Convention of the Rights of a Child) Articles included in this policy;	1, 2, 3, 4, 5, 6, 12, 15, 16, 17, 23, 24, 28, 34, 36 and 39

Our Mission Statement

Together we grow in faith, knowledge and love.

Together we show respect, kindness and confidence.

Together our community shines.

Our Mission Statement highlights the power of unity and shared values in fostering growth and positive relationships within a community. At St Anne's we work together with respect, kindness and confidence to truly make a difference. We aim to meet the needs of every child through a challenging, enriched curriculum. Providing a safe, secure and stimulating learning environment. We know when we come together our community thrives and shines.

This policy outlines the framework for high-quality remote education at St Anne's when pupils or staff are unable to attend school in person. It ensures that learning remains continuous, inclusive, and aligned with our curriculum, regardless of the circumstances.

1. Scenarios for Remote Learning

Below lists some examples but not these aren't exclusive:

- **Snow Days:** When weather conditions make travel to the site unsafe for the majority of pupils and staff.
- **Emergency School Closures:** Immediate site issues (e.g., heating failure, burst pipes, or structural damage).
- **Medical/Health Needs:** When a pupil is physically well enough to learn but cannot attend school due to a long-term illness, recovery from surgery, or a contagious condition.
- **Suspension/Exclusion:** Providing educational continuity during a fixed-term period of absence.

2. Remote Learning Provision

We aim to provide a "blended" approach that balances screen time with practical activities.

Curriculum Remote - work will mirror the in-school curriculum as closely as possible to avoid "learning gaps."

Platform - We use Seesaw for all learning. Communication between staff and parents will be via phone or Arbor.

Daily Routine - A daily "Suggested Timetable" will be posted by 9:00am, including English, Maths, and a foundation subject.

Feedback - Teachers will provide digital feedback on core tasks via the platform's commenting tools.

3. Staffing and Remote Teaching

In some instances, a member of staff may be required to work remotely (e.g., due to minor injury or household emergency) while their class remains in school with a cover supervisor.

- **Live "Dial-In":** The remote teacher may lead the "input" part of the lesson via video link (Google Meet) displayed on the classroom whiteboard.
- **Collaboration:** The remote teacher will plan and upload resources, while the in-class adult manages behaviour and facilitates the physical tasks.
- **Professionalism:** Staff working from home must ensure a professional background and remain available during standard school hours.

4. Roles and Responsibilities

Teachers

- Set work that is of equivalent length to the core teaching pupils would receive in school.
- Check the digital platform at least twice daily to answer pupil queries.
- Provide adapted resources for pupils with SEND to ensure accessibility.

Parents/Carers

- Establish a productive routine for the child at home.
- Ensure the child has a quiet space to work, where possible.
- Alert the school office if there are technical issues or if the child is too unwell to complete the work.

School Leadership

- Ensure all families have access to a device and/or internet (e.g., via laptop loans).
- Monitor the quality and consistency of the remote offer across different year groups.

5. Safeguarding and Wellbeing

- **Online Safety:** Staff, pupils and parents to follow the "Acceptable Use Policy."
- **Screen Breaks:** We strongly encourage "Offline Tasks" (reading, physical exercise, or creative projects) to prevent digital fatigue.
- **Vulnerable Pupils:** All staff will monitor wellbeing and raise any safeguarding concerns via CPOMS with the safeguarding team. Regular welfare calls will be made to families of vulnerable pupils during any extended closure. Welfare visits may take place when no communication takes place.

Note: For medical absences, the school will coordinate with parents to ensure the workload is manageable and supports the child's recovery without causing undue stress.