ST.ANNE'S COPP CE PRIMARY SCHOOL, GREAT ECCLESTON

REMOTE LEARNING POLICY



"Let us love, not in word, but in truth and action." (1 John 3:18)

SEPTEMBER 2026

Approved by GB: September 2026
Next review due: September 2027

In building solid foundations for every unique individual and putting God's love at the centre of all we do, our children learn to embrace our diverse world. We encourage our children to learn universally in order to understand our heritage and roots as a village, town, region and nation. Through strong community links, our children grow in compassion and understanding, promote justice and possess aspirations to make a positive difference. We offer an ambitious curriculum that ignites curiosity along with high personal expectations that fosters resilience and which enables them to flourish. Our children are easily distinguished by the courage they show when making brave choices and understand the importance of becoming the very best versions of themselves

1. Aims

This policy aims to:

- Ensure continuity of education when pupils are unable to attend school.
- Provide high-quality remote learning that is accessible and inclusive.
- Clarify the roles and responsibilities of staff, pupils, parents/carers and governors.
- Support safeguarding, wellbeing and educational progress during periods of remote learning.
- Minimise disruption to learning caused by school closures or restrictions.

2. Circumstances in Which Remote Learning May Be Used

Remote learning may be implemented when:

- The school is closed due to severe weather conditions (e.g. snow, flooding, storms).
- The school cannot safely operate because of a failure of essential services, such as:
    - Loss of heating
    - Loss of electricity
    - Loss of water supply
    - Significant ICT or communication failure
- The school site is inaccessible or unsafe.
- Public health guidance requires restrictions on attendance.
- Individual pupils cannot attend school but are well enough to learn.
- Other exceptional circumstances arise at the discretion of the Headteacher.

The school will always prioritise face-to-face education where it is safe and practical to do so.

3. Principles

The school will:

- Provide learning that is meaningful, age-appropriate and curriculum-linked.
- Maintain regular communication with pupils and families.
- Ensure that disadvantaged pupils and vulnerable pupils are supported.
- Take account of differing home circumstances and access to technology.
- Promote pupil wellbeing alongside academic progress.
- Comply with safeguarding, data protection and online safety requirements.

4. Roles and Responsibilities

4.1 Headteacher

The Headteacher will:

- Decide when remote learning arrangements are required.
- Communicate closure information to parents/carers as quickly as possible.
- Ensure staff understand their responsibilities.
- Monitor the effectiveness of remote learning provision.
- Ensure safeguarding procedures remain effective.

4.2 Teachers

Teachers will:

- Provide learning activities that follow the planned curriculum wherever possible.
- Upload and share learning within agreed timescales.
- Monitor engagement and completion of work.
- Provide feedback appropriate to pupils' age and stage of learning.
- Communicate with families where concerns arise regarding participation.
- Maintain professional standards when working online.

4.3 Teaching Assistants

Teaching assistants will:

- Support pupils as directed by teachers.
- Provide intervention or additional support where appropriate.
- Assist in contacting families and monitoring engagement.
- Support pupils with special educational needs and disabilities (SEND).

4.4 SENDCo

The SENDCo will:

- Ensure reasonable adjustments are made where required.
- Liaise with families of pupils with SEND.
- Provide guidance and resources to support accessibility.

4.5 Pupils

Pupils are expected to:

- Engage with learning activities to the best of their ability.
- Complete and submit work when requested.
- Follow school expectations for online behaviour.
- Use school systems appropriately and safely.

4.6 Parents and Carers

Parents and carers are encouraged to:

- Support children in accessing learning where possible.
- Establish suitable routines for learning at home.
- Inform the school of any difficulties accessing remote provision.
- Ensure appropriate supervision when children are online.

4.7 Governors

Governors will:

- Monitor the implementation and effectiveness of this policy.
- Support school leaders in maintaining continuity of education.
- Ensure statutory duties continue to be met.

5. Delivering Remote Learning

The school may use a combination of:

- Online learning platforms
- Email communication
- Learning packs
- Recorded lessons or explanations
- Educational websites and resources
- Live online sessions where appropriate

The format used will depend on:

- The age of pupils
- Available technology
- Length and nature of the closure
- Individual pupil needs

6. Curriculum Expectations

Teachers will provide learning that:

- Reflects the school's curriculum intentions.
- Includes English and Mathematics as core elements.
- Provides opportunities to study foundation subjects where appropriate.
- Is manageable for pupils and families.
- Supports independent learning where possible.

Suggested daily learning times:

- EYFS: Approximately 2-3 hours
- Key Stage 1: Approximately 3 hours
- Key Stage 2: Approximately 4 hours

These timings may include both online and offline activities.

7. Access to Technology

The school recognises that some families may have limited access to technology.
Where possible, the school will:

- Identify pupils requiring support.
- Provide alternative paper-based resources.
- Signpost families to available support.
- Make reasonable adjustments to ensure access to learning.

Parents should inform the school as soon as possible if they experience difficulties accessing remote education.

8. Feedback and Assessment

Teachers will:

- Review submitted work where appropriate.
- Acknowledge pupil participation.
- Provide feedback that helps pupils make progress.
- Assess understanding through completed work, quizzes, discussions or other suitable methods.

9. Safeguarding

Safeguarding remains the school's highest priority during remote learning.
Staff will:

- Follow the school's Child Protection and Safeguarding Policy.
- Report concerns immediately using established procedures.
- Use approved school communication systems only.
- Maintain professional conduct when communicating online.

Any safeguarding concerns identified during periods of remote learning will be dealt with in line with statutory guidance and school procedures.

10. Online Safety

All members of the school community must:

- Follow the school's Acceptable Use Policy.
- Use school-approved platforms where possible.
- Treat others respectfully online.
- Report inappropriate content or behaviour.

Parents are encouraged to supervise children's online activity and discuss safe online behaviour regularly.

11. Attendance and Engagement

The school will monitor engagement with remote learning.

Where a pupil is not engaging:

- Initial contact will be made with parents/carers.
- Support will be offered to identify barriers.
- Additional intervention may be provided where appropriate.
- Concerns regarding vulnerable pupils will be escalated in line with safeguarding procedures.

12. Communication During School Closure

The school will communicate through one or more of the following:

- School website
- Email
- Text messaging service
- Parent communication app (Dojo)
- Telephone calls

Families will be informed of:

- Closure arrangements
- Learning expectations
- Available support
- Reopening arrangements

13. Equality and Inclusion

The school will ensure remote learning arrangements comply with the Equality Act 2010 and support the needs of all pupils, including those with SEND, disadvantaged pupils and vulnerable children.

14. Monitoring and Review

This policy will be reviewed annually or sooner if required due to changes in legislation, guidance or school practice.

The Headteacher will monitor implementation and report to governors as appropriate.