REMOTE LEARNING POLICY

"Nurturing hearts, inspiring minds."

VERSION	DATE	AUTHOR	RATIONALE/SUMMARY OF CHANGES	RATIFIED	NEXT REVIEW DATE
V1	March 2025	Bronwen O'Donoghue	Remote learning policy based on DfE model policy	March 2025	March 2026
V2	September 2026	Bronwen O'Donoghue	Update to reflect KCSIE 2026 and Emmaus Trust membership.	September 2026	September 2027

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1. Purpose and rationale

At St. John's Catholic Primary School, our mission is "Nurturing hearts, inspiring minds." We aim to maintain high-quality, ambitious education when it is not possible, or would be contrary to government guidance, for some or all pupils to attend school in person.

Remote education is a contingency arrangement and does not replace the expectation that pupils attend school whenever they are able to do so. Where remote education is required, it will be closely aligned with the curriculum pupils would receive in school and adapted to pupils' age, stage and individual needs.

This policy reflects Department for Education guidance on providing remote education, current statutory attendance guidance, Keeping Children Safe in Education 2026, and the school's safeguarding, online safety and data protection arrangements.

2. When remote education will be used

Remote education may be used where attendance at school is not possible or is contrary to government guidance. This may include a whole-school, class or group closure, significant disruption to the school site, or individual circumstances where a pupil cannot attend in person and the school considers remote education appropriate.

- Remote education will not normally be provided simply because a pupil has a short-term illness. Pupils who are unwell should rest and recover.
- For pupils who are well enough to learn but cannot attend for a longer period, the school will consider appropriate education on a case-by-case basis, taking account of medical advice, attendance guidance and the pupil's needs.
- For pupils with an Education, Health and Care (EHC) plan, the school will work with parents/carers and, where required, the local authority to support the continued delivery of relevant provision.
- Any decision to use remote education will be made by the Headteacher/Acting Headteacher or another authorised senior leader.

3. Our remote learning approach

Microsoft 365, including Microsoft Teams, is the school's main remote learning platform. Where a period of remote education is required, teachers will provide a purposeful mix of teacher explanation, independent work, practice, feedback and, where appropriate, live or recorded teaching.

Core provision during a class or school closure

- Daily learning in English and Mathematics, plus learning from the wider curriculum.
- A live Microsoft Teams check-in or teaching session at the start of the school day where appropriate.

- Regular opportunities for prayer, Catholic life and collective worship, including whole-school provision where practicable.
- Clear instructions, resources and reasonable deadlines for completing and submitting work.
- Regular feedback that helps pupils know how to improve.
- Appropriate use of familiar resources such as Tapestry in EYFS and other school-approved curriculum platforms.
- Printed materials and/or physical resources where digital access is a barrier.

Suggested structure

Day	Collective Worship	English	Mathematics	Wider curriculum
Monday	✓	✓	✓	RE / History
Tuesday	✓	✓	✓	Spanish / PSHE
Wednesday	✓	✓	✓	Science / Computing
Thursday	✓	✓	✓	RE / PE
Friday	✓	✓	✓	Art / Music

This is an example rather than a fixed timetable. Teachers will adapt provision so that it remains manageable, coherent and aligned with current classroom learning.

4. Roles and responsibilities

Role	Responsibilities
Senior Leadership Team	• Maintain and review the school's remote education capability and policy. • Decide when remote education should be activated and communicate arrangements clearly. • Monitor the quality, accessibility and safeguarding of remote provision. • Support staff, pupils and families and ensure appropriate provision for vulnerable pupils and pupils with SEND.
Teachers	• Set learning that is appropriately ambitious and aligned with the taught curriculum. • Use school-approved systems and professional accounts for all communication. • Provide clear teaching, instructions and feedback and monitor pupil engagement. • Follow safeguarding, staff conduct, online safety and data protection requirements during live or recorded activity. • Raise attendance, welfare or safeguarding concerns promptly through normal school procedures.
Teaching Assistants / HLTAs	• Support classes, groups and individual pupils as directed by teachers and leaders. • Provide adapted or targeted support for pupils, including pupils with SEND, where appropriate. • Use approved school systems and follow the same safeguarding and professional conduct expectations as other staff.
Pastoral / SEND Team	• Support pupils and families where wellbeing, access, SEND or other barriers affect engagement. • Maintain appropriate contact with identified vulnerable pupils and families. • Coordinate with external agencies and the local authority where required.

Pupils	• Access remote learning using their school account and follow teacher instructions. • Behave respectfully and safely online in line with the school's behaviour and online safety expectations. • Keep passwords private and report anything worrying or unsafe to a trusted adult. • Complete learning and submit work as directed, where they are well enough to do so.
Parents / Carers	• Support routines for learning and help children access school-approved platforms. • Tell the school promptly about barriers to access, changes in circumstances or reasons a child cannot engage. • Support safe and appropriate participation in live sessions, particularly for younger pupils. • Ensure the school has up-to-date contact information.

5. Access, inclusion and SEND

The school will take reasonable steps to make remote education accessible to all pupils. We recognise that pupils may have different levels of digital access, adult support and additional need.

- Where possible, school devices may be loaned to families who do not have suitable technology, subject to availability and the school's loan arrangements.
- Work may be provided in alternative formats, including printed packs, books or practical resources.
- Teachers will make reasonable adjustments for disabled pupils and adapt work for pupils with SEND.
- For pupils with EHC plans, the school will consider how relevant provision can continue and will work with the local authority where necessary.
- The school will consider pupils' age, independence, home circumstances and wellbeing when setting expectations for screen time and live participation.

6. Attendance, engagement and feedback

The school's statutory attendance responsibilities continue to apply. Remote education is not an alternative to attendance where a pupil is able to attend school. Attendance registers will be completed in accordance with current DfE attendance guidance and the school's Attendance Policy.

- Where a class or school is closed, teachers will monitor participation in remote education to identify pupils who may need support.
- Non-engagement will prompt proportionate follow-up with the family, with safeguarding or attendance concerns escalated through normal school procedures.
- Teachers will provide feedback in a form appropriate to the task and age of the pupils. This may include whole-class feedback, quizzes, comments, verbal feedback or marked work.
- Remote participation itself will not be used as a substitute for the statutory attendance register.

7. Safeguarding and online safety

Safeguarding is everyone's responsibility and the same safeguarding principles apply when pupils are learning remotely. All staff must follow the school's Child Protection and Safeguarding Policy, Staff Code of Conduct and Keeping Children Safe in Education 2026.

- Any concern about a child must be reported immediately to the Designated Safeguarding Lead (DSL) or a deputy using the school's agreed reporting procedure.
- Staff will communicate through school-approved channels and school accounts, not personal accounts.
- Live sessions will use school-approved platforms with appropriate privacy and security settings.
- Staff should use a neutral or appropriate background and maintain professional standards of dress, language and conduct.
- One-to-one remote sessions will only take place where appropriate, risk assessed and authorised in line with school procedures.
- Pupils and parents/carers will be given clear routes for reporting online safety or safeguarding concerns.

- The school's filtering and monitoring arrangements and online safety expectations apply to school-managed devices and systems.

8. Data protection and cyber security

Staff must handle personal data in accordance with the school/Trust Data Protection Policy, privacy notices and UK GDPR requirements. Only the minimum personal data necessary should be accessed, used or shared.

- Use school-managed devices wherever possible and keep devices, accounts and passwords secure.
- Use strong passwords and multi-factor authentication where provided; never share login details.
- Lock devices when unattended and keep operating systems and security updates current.
- Do not allow family members or other unauthorised people to access school devices or confidential information.
- Report suspected data breaches, phishing, lost devices or cyber-security incidents immediately through school/Trust procedures.
- Recordings of live sessions will only be made where there is a clear educational purpose, appropriate authorisation and suitable privacy arrangements.

9. Monitoring and review

The Senior Leadership Team will monitor the effectiveness of remote education arrangements when they are activated. This policy will be reviewed annually, or sooner if national guidance, Trust policy, technology or school arrangements change. Approval will follow the school/Trust's current policy governance arrangements.

10. Links with other policies

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Attendance Policy
- Behaviour Policy
- SEND Policy and SEN Information Report
- Data Protection Policy and Privacy Notices
- Staff Code of Conduct / Staff Behaviour Policy
- Acceptable Use / IT and Cyber Security policies
- Supporting Pupils with Medical Conditions Policy
- Emergency / Business Continuity arrangements