



## Brindle St. Joseph's Policy Remote Learning Policy



Mission
Together we love, learn, follow Jesus
Vision
At St Joseph's Catholic Primary School, through an open and generous heart, we learn together as a family in faith, following the gospel values of love.
Values
Hope Thankfulness Collaboration Compassion Friendship Resilience Empathy Creativity Justice Respect

### Introduction

This Remote Learning Policy outlines how the school supports learning when pupils are unable to attend in person for short periods, such as during illness (when well enough to work), authorised absence, or exceptional circumstances such as severe weather. Since Covid-19, technology has become an integral part of teaching and learning, and this policy reflects our ongoing commitment to high-quality education both in school and at home. Remote learning is not a replacement for classroom teaching but a means of ensuring continuity, consistency, and access to the full curriculum when pupils cannot be physically present.

All pupils are expected to engage with core learning tasks when remote learning is provided. Activities are planned in line with the National Curriculum to ensure progression and minimise gaps in learning.

### Supporting Your Child's Learning at Home

#### General Advice

##### To help your child learn effectively at home:

- Maintain a predictable routine where possible.
- Encourage regular physical activity and breaks away from screens.
- Use a variety of learning tools such as online programmes, books, documentaries, and practical activities.
- Support social connection by allowing children to interact with peers through safe, supervised online communication.

#### For Younger Children

- Use play-based learning opportunities.
- Read together daily and play games involving numbers, letters, and problem-solving.
- Involve children in everyday tasks and talk about what you are doing to build language and understanding.

#### Key Information for Parents

##### When remote learning is in place:

- The school will provide contact details for key staff.
- Any safeguarding concerns must be directed to the Designated Safeguarding Lead.
- Pupils will not be penalised for absence when remote learning is provided due to authorised circumstances.
- Teachers will monitor engagement and progress to ensure pupils continue to access learning.

#### Flexibility of Learning

##### We recognise that families' circumstances vary. Remote learning is designed to be flexible and accessible:

- Families may be sharing devices or balancing work commitments.
- Teachers may also be managing responsibilities at home.
- Technical issues may arise; patience and communication are essential.
- Where families lack access to suitable technology, the school will work with them to find appropriate solutions.
- Illness may prevent children from engaging; parents should inform the class teacher if this is the case.



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Children may complete tasks at times that suit their family routines. If a child is unwell and unable to participate, parents should notify the teacher via Seesaw or class email.

Teachers will monitor engagement throughout the week and contact parents if additional support is needed.

Learning at home will mirror the curriculum and systems used in school as closely as possible.

### Behaviour and Standards of Work

High expectations for behaviour and effort apply both in school and during remote learning:

- Pupils should present work neatly and apply their skills across all subjects.
- Work may be submitted through text boxes, photos, videos, or the notepad feature on Seesaw.

### Live Sessions (e.g., Zoom or Teams)

Live sessions may be used to support learning, well-being, or class connection. When participating:

- Children must be appropriately dressed.
- Sessions should take place in a shared family space, not a bedroom.
- Pupils should join on time; late entry may not be possible.
- Chat functions should only be used when directed by the teacher.
- Cameras should be on where possible; blurred backgrounds may be used if preferred.
- Pupils should follow the teacher's expectations for asking questions.
- Microphones should remain muted unless invited to speak.
- Adults should remain nearby but not participate in the session.
- Communication with staff should continue through Seesaw, not via live session platforms.
- A second member of staff will be present for safeguarding purposes.

### Expectations for Teaching Staff

Teachers will:

- Share learning and resources through Seesaw.
- Teach in line with the school's curriculum planning, including English, Maths, and foundation subjects.
- Provide clear instructions, explanations, and where possible, answers or guidance.
- Mark work in line with the school's Marking Policy.
- Break learning into manageable steps suitable for remote delivery.
- Maintain regular contact with pupils through Seesaw.
- Allow flexibility in task completion.
- Take appropriate breaks from screens and balance professional duties.
- Ensure continuity of learning where possible if they are unwell, though cover may not always be available.

### Expectations for Pupils

Pupils will:

- Prioritise their well-being, taking regular breaks, exercising, and balancing screen time.
- Complete tasks to the best of their ability, even if working slightly behind due to unavoidable circumstances.
- Use Seesaw messaging only for learning-related questions.
- Access only the materials shared by their teacher and seek permission before using additional technology.
- Read daily.
- Explore personal interests, creative activities, or new skills when appropriate.
- Tell an adult if anything online makes them uncomfortable.
- Never share personal information such as addresses, phone numbers, or passwords.

### Expectations for Parents/Carers



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Parents/carers will:

- Support their child's learning as best they can.
- Share completed work via Seesaw unless unable to do so.
- Upload photos of paper-based work when possible.
- Encourage their child to engage with Seesaw and seek help when needed.
- Avoid sharing screenshots or content from Seesaw on social media.
- Contact teachers during normal school hours via Seesaw for support.
- Check completed work and encourage progress.
- Discuss online safety regularly and create space for children to talk about concerns.
- Support their child's mental well-being through breaks, fresh air, and downtime.
- Ensure messaging services are used appropriately and for school purposes only.

### Safeguarding

All staff must follow the school's Safeguarding and Child Protection Policy when delivering remote learning. Staff must be able to contact the DSL or deputy DSL if concerns arise through online communication or phone calls.

### Remote Learning Provision

When remote learning is required:

- Pupils in Key Stage 1 will receive learning equivalent to approximately 3 hours per day.
- Pupils in Key Stage 2 will receive learning equivalent to approximately 4 hours per day.
- A weekly timetable and daily lesson plan will be provided to support structure and routine.

This Remote Learning Policy reflects our ongoing commitment to providing high-quality education, whether learning takes place in school or at home. By working together—pupils, parents, and staff—we can ensure that learning remains consistent, engaging, and accessible in all circumstances. Remote learning is now a natural extension of our everyday practice, and with clear expectations and open communication, we can continue to support every child's progress, well-being, and sense of connection to school life.