

Remote Learning Policy

The Littletons CE First School



SCHOOL VISION:

Just as God has created every individual with unique talents and skills, our school community provides a nurturing and inclusive environment, where everyone is encouraged to explore their individual creativity and to confidently use their talents in order to achieve their God given potential and to make the world a better place.

Written by:	Paul Jones	Adopted:	May 2026
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1. Introduction and Purpose

This policy outlines The Littletons CofE Academy's approach to remote learning. We have created this policy in advance so we have something to lean on if remote learning is needed.

The policy aims to:

- Ensure consistency in our approach to remote learning
- Set out expectations for all members of our school community
- Provide transparency to pupils, parents and staff
- Support effective learning when pupils cannot physically attend school

2. When Remote Learning Will Be Provided

While we're not legally required to provide remote learning, we recognise its importance in certain circumstances.

2.1 School Closure or Restrictions on Attendance

We will provide remote learning when:

- We can't open our school safely
- Opening our school would contradict government guidance, such as in a public health crisis

If our school is partially or fully closed due to reinforced autoclaved aerated concrete (RAAC), remote learning will only be used as a 'last resort':

- For a short period of time
- Where all other options to continue face-to-face education, either on our site or at an alternative location, have been exhausted
- Where the alternative would therefore be no education provision

2.2 Individual Pupils Unable to Attend

We may offer remote education to individual pupils who cannot physically attend school but can continue learning, for example pupils with a longer-term infectious illness with which they feel well, or those recovering from an operation or injury. We do not offer remote learning for pupils who are too ill to attend school as there are therefore deemed too ill to complete the work.

When offering remote education to individual pupils, we will:

- Make sure our school, parents or carers, the pupil (if appropriate) and the relevant medical professional (if appropriate) agree to remote education
- If the pupil has an education, health and care (EHC) plan or has a social worker, involve our local authority in the decision
- Regularly review the efficacy of the remote education if it's part of a plan to reintegrate the pupil back into school
- Set a time limit for reviewing the period of remote learning provision, with the aim to return the pupil to in-person education with the support they need

2.3 When Remote Learning Will NOT Be Used

We will not rely on remote learning as a reason to suspend a pupil. If we send a pupil home for disciplinary reasons, we must treat it as a suspension or permanent exclusion.

We will use remote learning as a last resort in the short term – face-to-face education will always be our priority.

3. Expected Hours of Remote Learning

We will aim to provide remote learning equivalent in length to core teaching in school. For our primary school, this means:

- EYFS and Key Stage 1 (Years R-2): 3 hours a day on average across the cohort, with less for younger children in Reception
- Key Stage 2 (Years 3-5): 4 hours a day

Our remote education will be as broad as possible and well-integrated into our courses of study, supporting how our school's wider curriculum is implemented.

4. How Remote Learning Will Be Delivered

4.1 Learning Platforms

We will use Class Dojo as our primary platform for remote learning. This is a platform our school community is already familiar with, which will help avoid pupils, parents and teachers having to learn something new.

4.2 Types of Lessons

Our remote learning may include:

- Recorded lessons created by our staff
- Live lessons via video conferencing
- Content from external providers such as Oak National Academy for high-quality lessons
- Independent work, both online and offline

Staff should remember that:

- They don't need to provide hours of recorded or live lessons – pupils should have time to work independently
- Not all work needs to be online – this can be especially effective if we know our school will only be remote learning for 1 or 2 days

5. Roles and Responsibilities

5.1 Teachers

Teachers will:

- Plan and deliver remote learning that aligns with our curriculum
- Set work daily in line with the expected hours outlined above
- Provide feedback on pupils' work in a timely manner
- Monitor engagement and report concerns to the senior leadership team
- Be available during normal school hours for contact from pupils and parents
- Attend virtual meetings as required
- Follow our safeguarding procedures at all times

5.2 Teaching Assistants

Teaching assistants will:

- Support teachers in delivering remote learning
- Provide targeted support for identified pupils
- Monitor online sessions and support with behaviour management
- Contact families who are not engaging with remote learning
- Support with technical issues where possible

5.3 Senior Leadership Team

The senior leadership team will:

- Coordinate the remote learning approach across the school

- Monitor the effectiveness of remote learning
- Support staff with training and resources
- Communicate with parents about remote learning arrangements
- Ensure vulnerable pupils and children of key workers are supported
- Address any safeguarding concerns that arise

5.4 Designated Safeguarding Lead

The Designated Safeguarding Lead will:

- Ensure safeguarding procedures are followed during remote learning
- Be available to staff and pupils for safeguarding concerns
- Maintain contact with vulnerable pupils and their families
- Liaise with external agencies as needed
- Monitor safeguarding reports that may increase during remote learning

5.5 IT Support

Our IT support will:

- Ensure the remote learning platform is secure and functioning
- Support staff, pupils and parents with technical issues
- Manage the distribution of devices to pupils who need them
- Maintain an equipment loan register

5.6 Pupils

Pupils are expected to:

- Engage with remote learning daily
- Complete work set by teachers to the best of their ability
- Submit work as requested by teachers
- Follow our behaviour expectations during live lessons
- Ask for help when needed
- Follow our online safety guidelines

5.7 Parents and Carers

Parents and carers are expected to:

- Support their child's engagement with remote learning
- Ensure their child accesses remote learning daily
- Contact the school if their child is unwell or unable to complete work
- Ensure their child follows our behaviour expectations during live lessons
- Contact the school if they need support with remote learning

6. Safeguarding and Online Safety

6.1 General Safeguarding

We recognise that discussions about sensitive topics in remote learning can lead to increased safeguarding reports. All staff will continue to follow our safeguarding policy and procedures during remote learning.

Staff will:

- Report any safeguarding concerns immediately to the Designated Safeguarding Lead
- Never promise a pupil confidentiality if they disclose abuse
- Be vigilant for signs that a pupil may be at risk

6.2 Video Call Conduct

During live video lessons, we expect:

- Pupils and staff to dress appropriately – no pyjamas
- Use of a neutral background – no sitting in bed

- Teachers to inform parents if they're going to record sessions
- Ground rules for using the chat function, to avoid inappropriate or bullying messages
- Video calls to only take place during school hours

We will carry out a risk assessment for video calls to ensure they are conducted safely.

6.3 Data Protection

We will:

- Process personal data in accordance with our data protection policy
- Only share pupil information with staff who need it
- Ensure our remote learning platform is secure and GDPR compliant
- Not share recordings of lessons beyond our school community without consent

7. Monitoring Engagement and Attendance

We will track engagement with remote learning. This will help us identify where there's a concern, so we can work with those families to find a solution.

Teachers will:

- Monitor daily engagement with remote learning
- Record attendance at live sessions
- Report concerns about non-engagement to the senior leadership team

The senior leadership team will:

- Contact families where engagement is a concern
- Provide additional support where needed
- Consider whether a pupil should be invited into school if they cannot engage remotely

8. Supporting Pupils with SEND

We recognise that pupils in younger year groups and those with special educational needs are likely to need more parental involvement and support.

Supporting pupils with SEND can feel more challenging when teaching remotely. If a pupil has an EHC plan, we will work with the local authority and the pupil's parents or carers to consider how we can meet our statutory duties.

We will:

- Adapt remote learning materials to meet individual needs
- Provide modified materials for pupils who need them (e.g., different fonts or colours for pupils with dyslexia)
- Send home packs of sensory resources for pupils who cannot access online learning
- Maintain regular contact with parents of pupils with SEND
- Involve our SENCO in planning remote learning for pupils with SEND

For pupils who cannot access online learning due to the nature of their SEND, we will send home packs of resources that the child would be familiar with from school. We will be clear that anything we send home to families is on loan, and set expectations about when and how we want the resources returned.

9. Supporting Parents

We will support parents to help their children effectively at home by:

- Providing clear guidelines on who they can contact for help, and how and when they can contact them

- Reassuring parents and setting realistic expectations – making it clear we're not expecting parents to provide the level of support that their child would normally receive in school
- Reminding parents that the quality of tasks is more important than quantity, especially if their child is struggling to focus
- Emphasising that the child's mental health and wellbeing should always come first
- Recommending that parents choose a time to end the school day, and not to worry about schoolwork after that time

10. Providing IT Equipment

We will endeavour to provide IT equipment to pupils who need it, prioritising those who might not have access to devices at home, such as pupils who are eligible for the pupil premium.

10.1 Requesting Devices

Parents can request a device by:

- Completing our online request form on the school website
- Contacting the school office directly

10.2 Device Loan Agreement

When we loan a device to a pupil, we will:

- Record the loan in our equipment loan register
- Provide clear instructions on how to use and care for the device
- Set out expectations for returning the device
- Outline our policy on lost, stolen or damaged equipment

Parents will be asked to sign a device loan agreement confirming they understand their responsibilities.

10.3 Lost, Stolen or Damaged Equipment

If a device is lost, stolen or damaged, parents should contact the school immediately. We will consider each case individually and may use pupil premium funding to cover replacements where families cannot afford to pay.

11. Free School Meals

Where pupils eligible for benefits-related free school meals are receiving remote education, we will work with our catering team to:

- Provide good quality lunch parcels, or
- Issue food vouchers if available

Parents of pupils eligible for free school meals will be contacted separately about arrangements during any period of remote learning.

12. Review

The senior leadership team will regularly review:

- Engagement levels across different year groups
- The quality of remote learning provision
- Feedback from pupils, parents and staff
- Any safeguarding concerns that arise
- Technical issues and how they are resolved

13. Staff Wellbeing and Workload

We recognise that remote learning can be challenging for staff. We will:

- Provide clear expectations about working hours during remote learning
- Encourage staff to maintain work-life balance
- Provide training and support for using remote learning platforms
- Allow staff to reuse materials from previous periods of remote learning
- Avoid creating unnecessary additional workload

We encourage staff to:

- Revisit any old files or material used during the COVID-19 pandemic
- Reuse timetables and structures that worked previously
- Recycle recorded lessons where appropriate
- Use existing online resources rather than creating everything from scratch

14. Communication

During any period of remote learning, we will:

- Keep parents informed about arrangements and expectations
- Provide regular updates via email, our website and Class Dojo
- Maintain our usual channels of communication with parents
- Respond to parent queries during normal school hours
- Share any changes to arrangements as soon as possible

15. Equality and Accessibility

We are committed to ensuring that remote learning is accessible to all pupils. We will:

- Consider the needs of pupils with protected characteristics
- Provide alternative formats of materials where needed
- Ensure our remote learning platform is accessible
- Make reasonable adjustments for pupils who need them
- Monitor engagement across different groups of pupils to identify any inequalities