

St Andrew's CE VC Primary School

***'Roots to grow, Wings to fly'
They will soar on wings like Eagles.
Isaiah 40:31***

Remote Learning Policy

Signed (chair):	Name: Anthony Parker	Date: September 2025
Signed (Head):	Name: Graham Pike	Date: September 2025
Ratified by: Governing Body on		Next Review: September 2026

Equality Impact Assessment (EqIA)

This policy has been assessed with regard to its impact on equalities issues. The equality impact assessment has been conducted by the relevant Governors' sub-committee and focused on race, gender, disability, age, sexual orientation, gender identity and religion/belief. Community Cohesion has also formed part of the impact assessment work in order to ensure respect for diversity, alongside a commitment to common and shared bonds.

EqIA outcomes



The assessment found no areas of potential negative impact and actions resulting in positive impact are in place.

Remote Learning Policy

If children are unable to attend school, we are committed to providing remote learning opportunities to deliver a coherent range of curricular experiences as well as upholding the Christian ethos of our school.

Whilst learning is important, the communities' well-being is at the forefront. We understand that there may be times of illness, caring for the vulnerable and caring for other children within the home and this must be the priority for the community. However, we will endeavour to support our learners at this time as they continue to learn and grow.

The policy outlined here reflects a clear commitment to reinforce skills and give pupils access to learning activities which will meet their needs, building upon prior learning as well as opportunities to develop their spirituality. It will be kept under review in consultation with staff to ensure that we can keep pupils on track with their education during such periods of non-attendance on site as well as ensuring that additional burdens are not being placed on both staff and families.

Our aims are:

- To provide continuity of learning
- To promote pupil wellbeing
- To engender a sense of school community
- To uphold the Christian ethos of our school through ensuring opportunities for the development of the spirituality of children

Roles and Responsibilities:

The role of staff:

- To provide learning opportunities for children to complete at home
- To promote an ethos of inclusion, respect, fairness and equality
- Ensure that cyber resilience and internet safety is central to all digital technology use
- To observe and monitor children's learning
- To provide support and guidance for pupils
- To make reasonable adjustments for those with SEND and provide differentiated work as required
- To keep abreast of research and national agenda and demonstrate an ongoing commitment to professional learning
- To engage with effective learning and teaching resources
- To ensure opportunities are in place to support the spirituality of children.

The role of the pupils:

- To participate in online learning and activities as published by their teachers
- To ensure everyone feels valued, respected and included
- To promote respect in relation to the rights of others

- To contribute their learning via their class email address
- To offer peer support and guidance through shared learning where appropriate.

The role of parents:

- To support their child(ren) to access online learning and associated activities
- To support the school values
- To foster an open pathway of communication between the school and home where appropriate

The provision of remote education

Remote education will only ever be considered as a last resort where a decision has already been made that attendance at school is not possible, but pupils are able to continue learning.

Remote education should not be viewed as an equal alternative to attendance in school. It will only be considered as a last resort when the alternative would be no education, and only after it has been established that the pupil is, or will be, absent from school. In such cases, remote education can have the benefit of allowing absent pupils to keep on track with their education and stay connected to their teachers and peers.

Remote education set will be equivalent in length to the core teaching time pupils would receive in school where possible, being mindful of the individual needs and circumstances of the pupil and their families.

Scenarios where remote education will be considered

Circumstances where it might not be possible for pupils to receive in person education fit into **2 broad categories**:

- School closures or restrictions on attendance, where school access for pupils is restricted.
- Individual cases where a pupil is unable to attend school but is able to learn.

Providing remote education does not change the imperative to remain open or to reopen as soon as possible. Every effort will always be made to ensure pupils can be taught in person by attending the school or if appropriate and possible, attending a safe alternative site.

Individual cases where a pupil is unable to attend school but is able to learn

There should only be limited circumstances where a pupil is unable to attend school but is able and well enough to continue their education remotely. These circumstances should only involve a **short-term absence** and might include pupils:

- Recovering from short- term infectious illnesses
- Preparing for or recovering from some operations
- Recovering from injuries where attendance might inhibit recovery

In some exceptional cases, these circumstances might also include pupils whose attendance has been affected by a special educational need or disability (SEND) or a mental health issue. In these circumstances, after the pupil's absence from school has been established, schools should consider providing pupils with remote education on a case-by-case basis. This should be part of a plan to reintegrate back to school, and only when it is judged that providing remote education would not adversely affect the pupil's return to school.

Guidance for schools on mental health issues affecting a pupil's attendance has further support on dealing with mental health and attendance challenges. Provision of remote education should be made as a short-term solution allowing absent pupils to keep on track with their education and stay connected to their teachers and peers. Pupils with long-term medical conditions or any other physical or mental health needs which affect attendance may need more support to continue their education.

Working with the local authority:

Under section 19 of the Education Act 1996 (s.19 duty) local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health or other reasons, would otherwise not receive a suitable education. Statutory guidance on education for children with health needs who cannot attend school sets out that local authorities should provide education as soon as it is clear that the child will be away from school for 15 school days or more during the school year, whether consecutive or cumulative. The s.19 duty sits with the local authority. The school will work closely with them and any relevant medical professionals to ensure children with health needs are fully supported at school, including putting in place individual healthcare plans if appropriate. This may involve, for example, programmes of study that rely on a flexible approach which include agreed periods of remote education.

What will be considered when providing remote education to individual pupils:

When a pupil is absent, the school will always seek to overcome the barriers to attendance and provide support for the pupil to attend, regularly reviewing any barriers with:

- The pupil, parents or carers
- If appropriate, a relevant medical professional

Remote education is not viewed as an equal alternative to attendance in school. Providing remote education during a pupil's absence does not reduce the importance of bringing that absence to an end as soon as possible. In the limited circumstances when we decide to use remote education for individual pupils when they are absent, the following will be considered:

- Ensuring mutual agreement of remote education by the school, parents or carers, potentially pupils, and if appropriate a relevant medical professional. If the pupil has an education, health and care plan or has a social worker, the local authority should also be involved in the decision.

- Where remote education is being used as part of a plan to reintegrate back to school, putting a formal arrangement in place to review its efficacy regularly, alongside identifying what other support and flexibilities can be put in place to help ease the pupil back to school at the earliest opportunity.
- Setting a time limit within which the period of remote education provision should be reviewed, with the aim that the pupil returns to in person education with the required support in place to meet their needs.

Expectations for learning provision in the event of school closure/isolation

In the event of your child having to isolate or their class/school being closed, work will be set directly by the class teacher within 2 working days. In the meantime, parents are to make use of the resources on the school's website or use the Online platforms 'Mathletics' and 'TTRS' if they have access to these.

The teachers will set a weekly timetable of remote learning activities with reinforcement and consolidation of skills and concepts. The learning will align with the planned in- school learning, as far as possible, though there is the possibility that it will need to be adapted by the teacher to suit remote learning.

Providing the teacher is well enough themselves, they will set at least two whole days of learning at a time. This learning will include:

- A daily English task
- A daily Maths task
- A daily foundation subject task
- Signposting to other resources or activities

Parents will not be expected to print out any worksheets if they are unable to do so. Worksheets will only be simply used as a guide for presenting tasks. Recording work on paper will be sufficient unless the school has provided hard copies of worksheets to parents/ carers to support remote learning.

Alongside other resources, work set by the teacher could link to providers such as:

- [Oak National Academy](#)
- [Home - Natural Curriculum](#)
- [Primary resources, homework help and online games - BBC Bitesize](#)
- <https://play.ttrockstars.com/>
- [Mathletics Sign In](#)

Remote learning will always take into consideration:

- Provision being ready for pupils to access as soon as reasonably practicable, though in proportion to the length of absence and expected disruption to education.
- Providing remote education that is equivalent in length to the core teaching time pupils would receive in school where possible, being mindful of the individual needs and circumstances of the pupil and their families. These include, but are not limited to:

- A) Consideration of age, stage of development, and independent study skills.
 - B) Any SEND or other additional needs the pupils might have.
 - C) Screen time, making reasonable allowances for adequate breaks for pupils and staff during digital remote education.
 - D) Any significant demands on parents' or carers' help or support. Younger children, especially pupils in primary schools and some children with SEND, might require high levels of adult involvement to support their engagement with remote education, which can make it a particular challenge for these groups.
 - E) Supporting families, if necessary and where practical, with access to devices and connectivity.
- Having an understanding that children may be at risk of harm inside and outside of the school, inside and outside of home and online and having systems for checking whether pupils are safe at home and engaging with their remote education.

If children need an explanation of the work set, the parent can contact the teacher via the teacher's email address or the main school email:

standrewsprimary@sgmail.org.uk. Any message will be responded to within 24 hours via email or a telephone call.

If the school is closed for more than 5 working days, then the class teacher will arrange an online check-in session with their class.

Free school meals and remote education:

Where pupils are eligible for benefits-related free school meals and are receiving remote education, the school will endeavour to look at options to provide either lunch parcels or food vouchers.

Provision for pupils with SEND:

If pupils with SEND are not able to attend school and require remote education, their teachers are best placed to know how their needs can most effectively be met to ensure they continue to access the curriculum. The school will endeavour to put in place an appropriate curriculum, teaching and support that will enable the pupil to continue learning effectively. Some pupils with SEND may not be able to access remote education without adult support. We will work collaboratively with families and put arrangements in place that allow pupils with SEND to access remote education successfully. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely.

The duty under the Children and Families Act 2014 for mainstream schools to sue their 'best endeavours' to secure the special educational provision called for by a pupil's special educational needs continues to apply when remote education is in place. If a pupil has an education, health and care plan, whether they are in a mainstream or special school, the school must work with the local authority to ensure all the relevant duties under the 2014 Act continue to be met.

The duties under the Equality Act 2010 relating to disability and more broadly continue to apply, such as:

- To make reasonable adjustments
- Not to discriminate
- To have due regard to the statutory objectives in the public sector equality duty

It may be challenging or impossible for the school to deliver remotely the kind of approach that it does in the classroom, for example the provision of certain differentiated resources and the support of a Teaching Assistant. If this is the case then we will work in cooperation with the local authority (if the children has EHC plan) to look at other ways in which both the school and the local authority can meet its statutory duties, working closely with the parents or carers.

Remote education during a suspension or permanent exclusion:

The Headteacher will take steps to ensure work is set and marked for pupils during the first 5 school days of a suspension or permanent exclusion.

Remote education should not be used as a justification for sending pupils home due to their misbehaviour. Any time a pupil is sent home due to disciplinary reasons, this is a suspension and must be done in line with the law on disciplinary suspensions. This is the case even if they have been asked to log on or access online education while suspended. After a period of off-site direction or suspension, a pupil is expected to attend full-time.

The school's legal duties to pupils with SEND remain in force.

Worship:

In the event of a whole school closure, regular opportunities will be developed to support worship through pre-recorded videos, which will then be shared with parents as well as being published on the school website. Other opportunities to develop spirituality will also be provided through avenues such as the Prayer Space website.

Online Safety:

Parents may choose to supplement the remote learning offered by St Andrew's with support from online companies and in some cases individual tutors. We have a duty to emphasise the importance of securing online support to keep your children safe online. Parents are encouraged to visit our school website online safety page for further information: [St. Andrew's Church of England VC Primary School - Safeguarding](#)