Remote Learning Provision Information Policy

Approved by:	**Full Governing Body**
Date:	**February 2026**
Next review due by:	**February 2029**

1. Introduction and Rationale
While schools are not legally required to provide remote learning (the statutory requirement expired on 24 March 2022), we recognise the importance of having robust arrangements in place to ensure continuity of education when needed.
This policy has been created in advance so we have clear procedures to follow if remote learning becomes necessary.

2. When Remote Learning Will Be Used
Remote learning is appropriate in the following circumstances:
When the school is closed or there are restrictions on attendance:

- When we cannot open the school safely
- When opening would contradict government guidance (e.g., public health crisis)
- During partial or full closure due to infrastructure issues (as a last resort, for short periods, where all other options have been exhausted)

When individual pupils cannot physically attend but can continue learning:

- Pupils with infectious illnesses
- Pupils recovering from operations or injuries
- In exceptional circumstances, for pupils whose attendance is affected by SEND or mental health issues (only as part of a reintegration plan)

For individual pupils, we will:

- Ensure agreement between school, parents/carers, the pupil (if appropriate), and relevant medical professionals
- Involve the local authority if the pupil has an EHC plan or social worker
- Regularly review the provision
- Set time limits with the aim of returning to in-person education

Remote learning will NOT be used:

- As a reason to suspend a pupil (suspensions must be treated as such, though work should be set during the first 5 days)

3. Expected Hours of Remote Learning
We will aim to provide remote learning equivalent in length to core teaching:

- **Key Stage 1:** 3 hours per day on average, with less for younger children
- **Key Stage 2:** 4 hours per day

Our remote education will be as broad as possible, well-integrated into our curriculum, and designed to support effective implementation.

4. Delivery Methods
We will use a combination of:

- **High-quality external content** (e.g., Oak National Academy)
- **Work sheets/books** where appropriate
- **Independent work** (online and offline)

5. Supporting Different Needs
We recognise that pupils in different year groups and with different needs require tailored approaches. Younger pupils will need more parental involvement and support.
For pupils with SEND:
We will work with the LA and parents/carers to meet our statutory duties for pupils with EHC plans. We recognise that:

- Some pupils may not be able to access online learning due to their SEND needs
- We may need to send home packs of familiar sensory or specialist resources

- Modified materials (different fonts, colours, hard copies) may be needed
- Communication support may be required

Supporting parents/carers: We will:
- Provide clear guidelines on who to contact for help, and when
- Set realistic expectations - we don't expect parents to replicate school-level support
- Emphasise that quality is more important than quantity
- Remind parents that children's mental health and wellbeing comes first
- Recommend setting a clear end time for the day

6. Safeguarding During Remote Learning
All safeguarding policies continue to apply during remote learning. Staff must follow our child protection procedures if concerns arise.

7. 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 if required by the parents

8. IT Equipment and Access
For pupils: We will:
- Survey families to identify who needs devices
- Prioritise pupils who might not have access at home (e.g., pupil premium eligible pupils)
- Use an online request form for parents to request devices
- Maintain an equipment loan register
- Have clear policies on lost, stolen, or damaged equipment
- Consider using pupil premium funding for insurance or replacements
- Arrange collection or delivery as appropriate

9. Quality Assurance
We will monitor the quality of remote learning by:
- Having a clear focus on specific aspects (e.g., feedback, engagement, clarity)
- Informing staff in advance about monitoring activities
- Providing feedback to staff
- Reassuring staff that the focus is on improving pupil experience
- Identifying where staff need support
- Providing training, mentoring, or peer support as needed

10. Staff Preparation and Workload
We will:
- Ensure staff have necessary equipment
- Make clear who to request devices from
- Encourage staff to reuse materials from previous remote learning periods
- Consider workload carefully and avoid reinventing the wheel
- Use staff meetings to reassure staff and share good practice

13. Roles and Responsibilities
Headteacher:
- Overall responsibility for remote learning provision
- Ensuring staff have necessary resources and training

Senior Leadership Team:
- Coordinating remote learning across the school

- Monitoring quality and engagement
- Supporting staff

Teachers:
- Planning and delivering remote learning
- Providing feedback to pupils
- Maintaining regular contact with pupils and families
- Following safeguarding procedures

Parents/Carers:
- Supporting their children's learning at home
- Communicating with school about any difficulties
- Ensuring children engage with remote learning

Pupils:
- Engaging with remote learning activities
- Completing work to the best of their ability
- Following online safety expectations

14. Communication

We will maintain regular communication with families through:
- Weekly updates on learning activities
- Regular check-ins with vulnerable pupils
- Clear channels for parents to raise concerns
- Updates on any changes to arrangements