Longhoughton CE Primary School
Remote Learning Policy

This policy is awaiting ratification by the Academy Committee

1. Vision and Philosophy

At Longhoughton CE Primary School, anchored in our Christian vision—*where everyone is welcome and encouraged to reach their full potential with courage, compassion, and creativity*—we are committed to ensuring high-quality, continuous education for all pupils.
Remote education is provided as a short-term, immediate strategy when in-person attendance is not possible or when attendance at school is restricted by government or local directives. This policy outlines how Longhoughton CE Primary School meets its statutory obligations under Department for Education (DfE) guidance (*Providing Remote Education*), the Equality Act 2010, the Children and Families Act 2014, and the *School Attendance (Pupil Registration) (England) Regulations 2024*.

2. Circumstances for Remote Learning

In line with DfE guidelines, remote education is considered a temporary solution of last resort. Remote learning will be provided in the following circumstances:

1. **School Closures or Restrictions on Attendance:** Unforeseen operational challenges, extreme weather, or emergency closures where pupils cannot access the school site.
2. **Individual Absences (Short-term Medical/Injury):** Pupils who are physically well enough to learn but unable to attend school due to short-term infectious illnesses, recovery from surgery, or medical conditions/injuries that temporarily prevent attendance.
3. **Suspensions:** Provision of education during a period of suspension, ensuring continuous access to learning resources from day one.

Note: Remote learning will not be provided for unauthorized absences or family holidays taken during term time.

3. Statutory Curriculum Expectations and Delivery

Remote learning provision will be made available as soon as reasonably practicable. The school aims to mirror the in-person curriculum as closely as possible, maintaining sequence, progression, and academic rigor.

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3.1 Daily Hours of Learning

The school provides remote learning tasks that align with statutory expectations for primary education:

- **Key Stage 1 (Years 1 and 2):** Minimum of **3 hours** per day.
- **Key Stage 2 (Years 3 to 6):** Minimum of **4 hours** per day.
- **Early Years Foundation Stage (EYFS):** Age-appropriate play-based activities, phonics, and practical learning tasks.

3.2 Curriculum Content & Methods

Teaching and learning resources are delivered through our established digital platforms and include:

- Recorded instructional videos, high-quality presentation slides, and curriculum tasks.
- Online learning tools (e.g., platforms for phonics, reading, and mathematics).
- Physical learning packs (workbooks, reading books, and printed sheets) for pupils who require offline options or where digital access is temporarily restricted.
- Live check-ins, assemblies, or small-group mentoring sessions where appropriate.

4. Inclusion and Special Educational Needs (SEND)

Longhoughton CE Primary School maintains its statutory duties under the Equality Act 2010 and the Children and Families Act 2014 during remote learning.

- **Best Endeavours Duty:** The school will exercise its "best endeavours" to secure the special educational provision required for pupils with SEND.
- **EHCP Compliance:** For pupils with an Education, Health, and Care Plan (EHCP), the SENCO and Class Teacher will work collaboratively with the Local Authority and parents to adapt provision, provide tailored resources, or implement reasonable adjustments.
- **Differentiated Provision:** Tasks will be differentiated to match individual learning targets, with appropriate scaffolding, visual aids, or adult support strategies communicated clearly to parents/carers.

5. Access to Digital Devices and Connectivity

To prevent digital disadvantage, the school actively monitors accessibility across all households:

- **Device Loan Scheme:** School-owned laptops or tablets may be loaned to families who lack sufficient digital access, supported by a signed device user agreement.

- **Internet Support:** Where internet connectivity is a barrier, the school works with families to explore options such as mobile data boosts or Wi-Fi dongles.
- **Alternative Formats:** If digital access is unfeasible, physical learning packs and printed resources are provided to ensure equal educational access.

6. Safeguarding and Online Safety

Safeguarding principles remain paramount during periods of remote learning, adhering to *Keeping Children Safe in Education* (KCSIE).

- **Safe Online Practices:** Staff adhere to strict professional standards when communicating or conducting virtual sessions with pupils.
- **Filtering and Monitoring:** All school-owned devices provided for home learning are subject to web filtering and monitoring protocols.
- **Daily/Regular Welfare Checks:** Designated Safeguarding Leads (DSLs) maintain regular contact with vulnerable pupils and families, ensuring pupils are safe at home and engaging with education.
- **Reporting Concerns:** Safeguarding concerns arising during remote education must be logged immediately using the school's standard safeguarding reporting system.

7. Attendance, Assessment, and Feedback

7.1 Attendance and Registration

In accordance with the *School Attendance (Pupil Registration) (England) Regulations 2024*, pupils learning remotely are recorded using the relevant statutory attendance code for their absence. Participation in remote education does not replace the requirement to record pupil absence accurately in the register.

7.2 Feedback and Engagement

- **Monitoring:** Class teachers monitor participation and task completion on a daily basis.
- **Feedback:** Pupils receive regular feedback on their work through digital platforms, verbal check-ins, or marked physical packs.
- **Parental Support:** Where engagement drops, teachers will contact parents/carers early to understand barriers and provide support.

8. Roles and Responsibilities

- **Headteacher & Senior Leadership Team:** Oversee the implementation of the remote learning policy, monitor overall quality, ensure staff well-being, and coordinate device allocation.
- **Teachers & Support Staff:** Plan, set, and assess remote learning aligned with the curriculum; maintain communication with pupils and families; report safeguarding or attendance concerns.

- **SENCO:** Liaise with teachers, parents, and external agencies to adapt remote learning for pupils with SEND and EHCPs.
- **Parents & Carers:** Support children by creating a suitable learning environment at home, ensuring engagement where possible, and informing the school promptly of any technical or personal difficulties.
- **Governing Board:** Monitor the effectiveness of the remote learning policy and ensure compliance with statutory duties.

9. Monitoring and Review

This policy is reviewed regularly by the Headteacher and Governing Board in response to updated DfE statutory guidance and regulations.