

Remote Learning Policy

Staff Responsible:	**Mrs A Sheridan**
Date of Issue:	September 2026
Review Date:	September 2027

1. Purpose

The purpose of this policy is to ensure continuity of education when pupils are unable to attend school and to provide a consistent approach to remote learning across the school. The policy aims to:

- Maintain access to a broad and balanced curriculum.
- Support pupils to continue learning from home.
- Promote pupil wellbeing and engagement.
- Ensure safeguarding remains a priority.
- Provide support for parents and carers.
- Reduce barriers to learning for disadvantaged pupils and those with SEND.

2. Context

Ribbon Academy recognises that there may be occasions when pupils, classes or the whole school are unable to attend school. In these circumstances, remote learning may be used to help minimise disruption to teaching and learning.

Remote learning may be provided when:

- Individual pupils are unable to attend school for an extended period due to medical needs.
- A class or group of pupils is unable to attend school.
- Emergency situations prevent normal attendance.
- The Headteacher determines that remote education is necessary to support continuity of learning.

3. Remote Learning Platforms

The main electronic communication platforms used across the school are:

Early Years

- Class Dojo

Key Stage 1 and Key Stage 2

- Microsoft Teams
- Class Dojo

These platforms allow staff to communicate with pupils and parents, share learning materials, provide feedback and maintain effective home-school communication.

Where families are unable to access online learning, alternative paper-based learning packs will be provided.

4. Principles of Remote Learning

Remote learning will:

- Reflect the curriculum being taught in school wherever possible.
- Be accessible and inclusive.

- Provide opportunities for feedback and support.
- Take account of the wellbeing of pupils and families.
- Include a balance of online and offline learning.
- Support pupils to develop independence and resilience.

The school recognises that home circumstances vary and will adopt a flexible and supportive approach when necessary.

5. Equality of Access

The school is committed to ensuring all pupils can access learning.

Potential barriers may include:

- Limited internet access.
- Lack of suitable devices.
- Shared technology within households.
- Working parents and carers.
- Childcare responsibilities.
- Confidence in supporting learning at home.
- Limited resources within the home.

Where barriers are identified, the school will work with families to provide support wherever possible, including:

- Paper learning packs.
- Alternative methods of communication.
- Access to school-issued devices where available.
- Signposting to external support services.

6. Provision for Pupils with SEND

The school will ensure reasonable adjustments are made for pupils with Special Educational Needs and Disabilities.

Where appropriate:

- Learning activities will be differentiated.
- Individual support resources will be adapted.
- Support staff will work alongside class teachers to provide additional support.
- Communication with families will be maintained regularly.
- EHCP outcomes and individual targets will continue to be considered.

7. Roles and Responsibilities

Teachers Will:

- Provide learning activities through the appropriate online platform.
- Plan learning in line with the school curriculum.
- Break learning into manageable steps suitable for home learning.
- Maintain communication with pupils and families.
- Provide regular feedback on submitted work.

- Monitor pupil engagement.
- Contact parents or carers where concerns arise.
- Be available during normal working hours (8.45am to 3.40pm on weekdays).
- Attend professional development sessions as directed by school leaders.
- Take reasonable breaks from screen-based work.
- Ensure learning materials are accessible and inclusive.

If a teacher is unwell, arrangements will be made for another member of staff to provide essential learning materials.

Classroom-Based Support Staff Will:

- Support the pupils they normally work with.
- Assist class teachers with learning resources.
- Provide targeted support where directed.
- Record and share appropriate reading or story sessions.
- Support pupil wellbeing.
- Participate in communication with families when required.
- Record safeguarding concerns on CPOMS immediately.

Safeguarding Team Will:

- Maintain regular contact with identified families.
- Monitor vulnerable pupils.
- Liaise with external agencies where required.
- Conduct welfare checks where necessary.
- Monitor safeguarding concerns on CPOMS daily.
- Follow the school's safeguarding procedures at all times.

Senior Leaders Will:

- Monitor the quality and effectiveness of remote learning.
- Support staff in delivering remote education.
- Review engagement levels across the school.
- Ensure safeguarding arrangements remain effective.
- Monitor accessibility and equality of provision.

8. Expectations for Pupils

Pupils are expected to:

- Engage with learning activities as fully as possible.
- Complete work to the best of their ability.
- Communicate respectfully with staff.
- Follow school behaviour expectations when working online.
- Take regular breaks from screens.
- Spend time outdoors where possible.
- Read regularly.

- Continue using online learning platforms and intervention programmes provided by school.
- Inform a trusted adult if they feel worried or unsafe online.

Pupils must only use approved platforms and should never communicate with staff through personal accounts or social media.

9. Expectations for Parents and Carers

Parents and carers are encouraged to:

- Support learning at home where possible.
- Encourage regular participation in remote learning.
- Establish routines that support learning and wellbeing.
- Communicate with school if difficulties arise.
- Monitor their child's online activity appropriately.
- Encourage regular reading and independent learning.
- Promote a healthy balance between screen time and other activities.

Parents and carers should not:

- Share screenshots, recordings or photographs of lessons on social media.
- Distribute learning materials beyond those intended to access them.
- Record live online lessons without permission from the school.

10. Monitoring Engagement

Teachers will monitor participation in remote learning.

Where concerns arise regarding engagement:

Stage 1

- Reminder or support offered through Class Dojo, Microsoft Teams, telephone call or email.

Stage 2

- Contact made with parents or carers to discuss barriers to learning.

Stage 3

- Referral made to senior leaders or the safeguarding team where concerns persist.

The school will seek to understand and overcome barriers rather than take a punitive approach.

11. Safeguarding During Remote Learning

Safeguarding remains everyone's responsibility.

Staff will:

- Use only approved school platforms.
- Follow the school's safeguarding and staff conduct policies.
- Report concerns immediately using CPOMS.
- Maintain professional standards during live sessions.
- Use appropriate language and behaviour at all times.

When delivering live lessons:

- Staff must be appropriately dressed.
- Backgrounds should be professional and suitable.
- Pupils should participate from an appropriate learning space wherever possible.
- Live lessons should only take place through approved school platforms.

Any safeguarding concern identified through remote learning will be followed up according to the school's Child Protection and Safeguarding Policy.

12. Feedback and Assessment

Teachers will provide feedback appropriate to:

- The age of pupils.
- The nature of the task.
- Individual learning needs.

Feedback may include:

- Written comments.
- Verbal feedback.
- Whole-class feedback.
- Online responses.
- Quizzes and assessment activities.

Assessment information will be used to inform future planning and support.

13. Distance Learning Offer

Early Years and Year 1	Years 2 and 3	Years 4, 5 and 6
Parents will be provided with: • Daily reading activities. • Writing activities. • Phonics activities. • Story time opportunities. • One additional curriculum subject each day.	Pupils will receive: • Reading or Phonics. • Writing. • Mathematics. • One foundation subject each day.	Pupils will receive: • Reading. • Writing. • Mathematics. • One foundation subject each day.

Learning will primarily be provided through Class Dojo.	Lessons may be delivered through: • Live teaching. • Pre-recorded lessons. • Assigned tasks within Microsoft Teams. Additional activities may also be provided through Class Dojo.	Lessons may be delivered through: • Live teaching. • Pre-recorded lessons. • Assigned tasks within Microsoft Teams. Additional activities may also be provided through Class Dojo.

Learning Resources

Where appropriate, pupils may continue to access:

- Magma Maths
- TT Rock Stars
- Numbots
- Nessy
- Rollama
- Accelerated Reader

These resources can be accessed outside normal school hours to support flexible learning.

14. Data Protection and Online Safety

All staff, pupils and parents must comply with the school's:

- Data Protection Policy
- Online Safety Policy
- Acceptable Use Agreements
- Safeguarding Policy

Remote learning materials remain the property of the school or the relevant copyright holder.

Learning materials, recordings and resources must not be copied, distributed, published or shared without permission.

Personal information must be protected at all times.

15. Policy Monitoring and Review

This policy will be monitored by the Headteacher and Senior Leadership Team.

Its effectiveness will be reviewed through:

- Pupil engagement data.
- Feedback from staff.
- Feedback from pupils and parents.

- Curriculum monitoring.
- Safeguarding reviews.

The policy will be reviewed annually or sooner if circumstances require.