



Whittingham

C OF E PRIMARY SCHOOL

*Hand in hand
we will become
kind, collaborative
and courageous
citizens of our
community and
the wider world.*

Remote Learning Policy

Autumn 2026

"Go and do the same."

Luke 10:27-35



Whittingham
C of E PRIMARY SCHOOL

OUR VISION



Hand in hand, we will become
kind, collaborative and courageous
citizens of our community and
the wider world.

At Whittingham C of E Primary School our
vision takes inspiration from the story of
the Good Samaritan. Luke 10:25-37



The Good Samaritan showed kindness when he
stopped to help a man in need,
even though he was a stranger.



The Good Samaritan showed he was
collaborative when he worked with the
innkeeper, asking him to look after
the injured man and promising to pay
for his care.



The Good Samaritan showed he was
courageous when he went out of his
way to help, even when it might have
been risky or unpopular.

● Go and do the same. Luke 10:25-37 ●

Whittingham Church of England Primary School

Remote Learning Policy

Autumn 2026

“Hand in hand we will become kind, collaborative and courageous citizens of our community and the wider world.”

“Go and do the same.”

Luke 10:25–37

1. Introduction

At Whittingham Church of England Primary School, we believe that children learn best when they are in school, learning alongside their teachers and friends and participating fully in the life of our school community.

Regular attendance at school is essential for children’s education, wellbeing, relationships and personal development.

Remote learning is therefore **not an alternative to attending school**. It will only be considered in exceptional circumstances where a pupil is unable to attend school but is well enough and able to continue learning.

In line with Department for Education guidance, remote education will be considered as a **short-term and last-resort measure** when the alternative would be that a pupil receives no education.

Our approach will always be guided by what is in the best interests of the individual child.

2. Our Christian Vision and Values

Our approach to remote learning reflects our school vision:

“Hand in hand we will become kind, collaborative and courageous citizens of our community and the wider world.”

The story of the Good Samaritan reminds us of our responsibility to notice when someone needs help and to take action to support them.

In providing remote learning, we aim to:

- **be kind** by recognising the individual circumstances of children and families;

- **be collaborative** by working closely with pupils, parents, carers, staff and other professionals;
- **be courageous** by finding appropriate and flexible ways of maintaining education when circumstances are difficult;
- ensure that every child remains a valued member of the Whittingham school family;
- remove barriers wherever reasonably possible; and
- maintain high expectations while responding sensitively to individual need.

Our approach reflects Jesus' instruction:

“Go and do the same.”

3. Aims

This policy aims to ensure that:

- pupils who are temporarily unable to attend school can maintain appropriate links with their education;
- remote learning complements rather than replaces high-quality classroom teaching;
- pupils remain connected with their teachers, classmates and school community wherever appropriate;
- remote learning is accessible, inclusive and appropriate to each pupil's age and needs;
- pupils with SEND and additional needs receive appropriate consideration and reasonable adjustments;
- safeguarding remains central to all remote learning arrangements;
- expectations for staff, pupils and families are clear;
- learning is purposeful and linked, as far as reasonably possible, to the curriculum being taught in school; and
- remote learning supports a pupil's return to school rather than becoming a barrier to reintegration.

4. When Remote Learning May Be Used

Remote learning may be considered when attendance at school is temporarily not possible.

Examples may include:

- a pupil who is recovering from illness but is well enough to complete some learning;
- a pupil whose health needs temporarily prevent attendance;
- circumstances in which the school site, or part of the school site, cannot safely open;
- exceptional local or national circumstances affecting school attendance;
- an individual arrangement agreed by the Headteacher as part of a carefully planned and time-limited programme;

- circumstances where relevant government or public health guidance prevents attendance.

Each situation will be considered individually.

The school will take account of:

- the age of the pupil;
- the reason for absence;
- the expected duration of absence;
- the pupil's physical and emotional wellbeing;
- SEND or additional needs;
- access to suitable technology and resources;
- family circumstances;
- safeguarding considerations; and
- how remote learning will support the pupil's return to school.

Remote learning will **not normally be provided simply because a parent chooses to keep a child at home when the school remains open and attendance is expected.**

5. Attendance Remains the Priority

Remote learning should never be regarded as equivalent to attending school.

Where a pupil is absent and receives remote learning, the pupil will continue to be recorded as absent from school using the appropriate attendance code.

Providing remote learning does not remove the school's responsibility to work with the pupil, parents or carers and other professionals to address barriers to attendance.

Where appropriate, remote learning will form part of a wider plan aimed at supporting the child's **return to face-to-face education at the earliest appropriate opportunity.**

Any longer-term or individual arrangement will be regularly reviewed.

6. Individual Pupils

Where remote learning is being considered for an individual pupil, the Headteacher or appropriate member of staff will normally discuss this with the pupil's parents or carers.

Depending upon the circumstances, consideration may also be given to the views of:

- the pupil;
- the class teacher;
- the SENDCo;

- relevant health professionals;
- the Local Authority;
- children's social care; and
- other agencies supporting the family.

Where a pupil has an Education, Health and Care Plan, the school will work with the Local Authority and family to ensure that relevant statutory duties continue to be met.

Remote learning arrangements for an individual pupil will normally include a date for review.

7. Curriculum Expectations

Where reasonably possible, remote learning will reflect the curriculum being taught in school.

Teachers will use their professional judgement to identify the most important learning for a pupil to complete.

Remote learning may include:

- reading;
- phonics;
- spelling;
- handwriting;
- mathematics;
- English;
- curriculum topic work;
- RE;
- computing;
- appropriately selected educational websites and resources;
- practical activities that can safely be completed at home;
- recorded teaching;
- teacher-created resources; and
- tasks linked to current classroom learning.

We recognise that learning away from school is different from learning in a classroom. Activities will therefore be realistic, purposeful and manageable for pupils and families.

The school will not expect parents to recreate the school day at home.

8. Early Years Foundation Stage

Remote provision for children in the Early Years will be age appropriate and will recognise that young children learn through:

- play;
- conversation;
- stories;
- songs and rhymes;
- practical experiences;
- exploration;
- physical activity;
- interaction with adults; and
- first-hand experiences.

Where appropriate, activities and communication may be shared through **Tapestry**.

The school will not expect very young children to spend extended periods looking at a screen.

For children who are below compulsory school age, any remote learning offered will be proportionate and designed to maintain connections with their learning and school community.

9. Key Stage 1 and Key Stage 2

Learning will be selected according to the pupil's age, needs and circumstances.

This may include resources accessed through **School360** , **Class Dojo**, **TTRS** and **Spelling Shed** and other school-approved platforms and resources.

Priority will normally be given to:

- daily reading;
- phonics where appropriate;
- English;
- mathematics; and
- maintaining progress within the wider curriculum.

Teachers may adapt tasks where completing exactly the same learning as pupils in school would not be practical or appropriate.

10. Homework and Remote Learning Resources

Additional homework and remote learning information and resources are available through the Whittingham Church of England Primary School website.

Families can access:

Homework – information about the school's approach to homework, reading at home and supporting learning beyond the classroom.

Remote Learning – information and resources to support pupils when remote education is required.

Further remote learning resources may also be provided through:

- **School360**;
- **Tapestry**;
- **ClassDojo**;
- school-approved educational websites;
- teacher-created resources; and
- printed materials where required.

Class teachers will advise families about the most appropriate resources and platforms to use according to the age, needs and circumstances of the child.

Throughout this policy, the term **Remote Learning** is used to describe education provided when a pupil is unable to attend school but is able to continue learning away from the school site.

11. SEND and Additional Needs

Whittingham Church of England Primary School is committed to inclusive education.

Remote learning will be adapted where necessary for children with SEND or additional needs.

This may include:

- differentiated or adapted activities;
- reduced quantities of work;
- alternative ways of recording;
- practical rather than screen-based activities;
- additional explanation;
- visual resources;
- appropriate assistive technology;
- regular contact with school;
- resources specifically linked to individual targets; and
- reasonable adjustments.

We recognise that some support routinely available within school cannot be replicated remotely.

Where this is the case, the school will work with families and, where appropriate, the Local Authority and other professionals to consider how the pupil's needs can best be met.

12. Access to Technology

We recognise that families have different levels of access to:

- devices;
- printers;

- reliable broadband;
- mobile data;
- suitable space for learning; and
- adult support during the school day.

No child should be disadvantaged unnecessarily because of difficulties accessing technology.

Families experiencing difficulties should contact the school.

Where appropriate and subject to availability, the school may consider:

- providing printed materials;
- lending school equipment;
- providing alternative activities;
- adjusting how work is submitted; or
- signposting families towards additional support.

13. Communication with Families

Clear communication is essential.

Depending upon the circumstances, communication may take place through:

- School360;
- Tapestry;
- ClassDojo;
- telephone;
- email;
- the school website; or
- another school-approved system.

Families should contact the school if:

- their child cannot access the work provided;
- the level or quantity of work is causing difficulty;
- technology is creating a barrier;
- circumstances have changed;
- their child needs additional support; or
- they have concerns about their child's wellbeing.

Our staff will work collaboratively with families to find reasonable solutions.

14. Expectations of Pupils

Expectations will vary according to pupils' age and needs.

Where appropriate, pupils should:

- engage with the learning provided as far as they are able;
- try their best;
- follow instructions from their teacher;
- use school technology responsibly;
- behave respectfully when communicating online;
- keep passwords and login information secure;
- tell a trusted adult if anything online worries or upsets them;
- complete and return work where requested; and
- ask for help when they need it.

Our values of **kindness, collaboration and courage** apply online just as they do within school.

15. Expectations of Parents and Carers

We recognise that parents and carers are not expected to become teachers.

We ask families, as far as reasonably possible, to:

- support their child in accessing the learning provided;
- establish a manageable routine;
- encourage regular reading;
- ensure children use technology safely;
- communicate with school if difficulties arise;
- support their child to behave appropriately online;
- ensure school devices are cared for appropriately if equipment has been loaned; and
- support plans for their child's return to school.

We understand that parents may be working, caring for other children or managing other responsibilities. Staff will take family circumstances into account when planning remote learning.

16. Expectations of Teachers

Teachers providing remote learning will, as appropriate:

- provide meaningful and appropriately challenging learning;
- prioritise key curriculum knowledge and skills;
- ensure tasks are suitable for pupils' age and stage;
- make reasonable adjustments for pupils with additional needs;
- give clear instructions;
- provide feedback where appropriate;
- maintain appropriate communication with pupils and families;
- follow the school's safeguarding procedures;
- use school-approved systems;
- maintain professional boundaries;

- report concerns promptly; and
- support pupils to reintegrate successfully into classroom learning.

The nature and frequency of contact will depend on the circumstances and expected duration of the absence.

17. Feedback and Assessment

Feedback may take a range of forms, including:

- acknowledgement of completed work;
- written comments;
- verbal feedback;
- online feedback;
- discussion on return to school;
- quizzes or self-marking activities;
- teacher assessment of submitted work; and
- follow-up teaching when the pupil returns.

Teachers are not expected to provide detailed written feedback on every piece of remote learning.

The primary purpose of assessment will be to help teachers understand what the child knows and identify any gaps that need addressing when they return to school.

18. Safeguarding

Safeguarding remains our highest priority during any period of remote learning.

The school's:

- Child Protection and Safeguarding Policy;
- Online Safety Policy;
- Staff Code of Conduct;
- Behaviour Policy; and
- other relevant safeguarding procedures

continue to apply.

Staff must follow **Keeping Children Safe in Education 2026** and the school's established safeguarding procedures.

Any concern about a child's welfare must be reported immediately to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead in accordance with school procedures.

Remote learning must never create unnecessary opportunities for unsafe or inappropriate communication between adults and pupils.

19. Online Safety

Children should only access platforms and resources approved by the school.

Staff must use school-authorised accounts and systems when communicating with pupils.

Personal social media accounts must not be used to communicate with pupils.

Pupils should be reminded to:

- keep personal information private;
- keep passwords secure;
- communicate respectfully;
- tell a trusted adult about anything that worries them;
- never arrange to meet someone they have encountered online; and
- follow the school's acceptable-use expectations.

Parents and carers should supervise children's internet use in a way appropriate to their child's age.

20. Live or Recorded Online Teaching

The school may use recorded or live teaching where this is considered appropriate.

Live lessons will not automatically be required as part of remote learning.

Where live online interaction takes place:

- school-approved platforms must be used;
- staff must follow the Staff Code of Conduct;
- professional standards must be maintained;
- pupils must behave appropriately;
- parents should be aware that the session is taking place;
- appropriate safeguarding arrangements must be followed; and
- staff and pupils should work from an appropriate environment wherever possible.

Individual one-to-one live video sessions between a member of staff and pupil will only take place where there is a clear educational or pastoral purpose and appropriate safeguarding arrangements have been considered.

21. Vulnerable Pupils

Particular consideration will be given to vulnerable pupils.

Where a vulnerable child is absent from school, staff will consider whether additional welfare contact is required.

This may include children:

- with a social worker;
- with an Education, Health and Care Plan;
- receiving Early Help;
- with significant safeguarding concerns;
- experiencing barriers to attendance; or
- whose circumstances make them particularly vulnerable.

Remote learning must never replace appropriate safeguarding intervention or welfare support.