St Thomas More Catholic Primary School
Remote Learning Policy 2026/27

1. Purpose of Remote Education

Attendance is mandatory for all pupils of compulsory school age. St Thomas More Catholic Primary School will provide remote education to pupils in circumstances where in-person attendance is either not possible or contrary to government guidance.
This may include:

- Occasions when school leaders decide that it is not possible for the school to open safely, or that opening would contradict guidance from local or central government.
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are well enough to continue learning, for example, pupils with an infectious illness who feel well enough to undertake schoolwork.

In these circumstances, pupils should have access to remote education as soon as reasonably practicable, proportionate to the length of absence and the disruption to their learning. Where needed, the school will provide remote education equivalent in length to the core teaching pupils would receive in school. This may include recorded or live direct teaching, alongside time for pupils to complete tasks and assignments independently.

As a guide, good practice includes:

- An average of three hours per day across the cohort for Key Stage 1, with less for younger children.
- Four hours per day for Key Stage 2.

These expectations will be adapted where appropriate to reflect pupils' ages, stages of development and individual needs.

2. Delivery of Remote Learning

Online video lessons will not necessarily be recorded by teaching staff at the school. High-quality lessons developed by external providers may be used instead of school-led video content.
Lessons and learning activities will be uploaded to Google Classroom, with signposting to suitable lessons and resources from Oak National Academy where appropriate.

Oak National Academy resources can be accessed at:
https://classroom.thenational.academy/subjects-by-key-stage
Teachers will provide appropriate learning activities and instructions to support pupils in continuing their education. The format and content of remote learning will reflect the duration of the absence, the curriculum being taught and the needs of individual pupils.

3. Supporting Access to Remote Education

At St Thomas More, we will make continued efforts to overcome barriers to digital access wherever possible. This may include:

- Distributing school-owned laptops, accompanied by a user agreement where appropriate.
- Supporting families to access suitable internet connectivity solutions where possible.
- Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented by other forms of communication to keep pupils on track and answer questions about their work.

- Checking daily whether pupils learning remotely are engaging with their work, where appropriate, and working with families and, where relevant, external agencies to identify effective solutions where engagement is a concern.

The school will consult with parents and carers to consider the pupil's age, stage of development and special educational needs. We recognise that remote learning may place significant demands on parents and carers, particularly where children require additional help or supervision.
Children in Reception and Key Stage 1 often require a high level of parental involvement to support their engagement with remote education. We will take this into account when planning suitable learning activities and considering alternative approaches.

4. Safeguarding and Online Safety
The school's safeguarding responsibilities continue to apply when pupils are learning remotely. All remote education arrangements must follow the school's safeguarding procedures and relevant online safety requirements.
Staff must follow the school's Child Protection and Safeguarding Policy, Online Safety Policy, Staff Code of Conduct and applicable data protection procedures, alongside the requirements of *Keeping Children Safe in Education 2026*.
In particular:

- Any safeguarding concern arising during remote learning must be reported promptly to the Designated Safeguarding Lead (DSL) or a deputy in accordance with school procedures.
- Safeguarding concerns and actions must be recorded through the school's established recording arrangements, including CPOMS where appropriate.
- Staff must use school-approved platforms and communication channels when delivering remote education or communicating with pupils.
- Live lessons, video calls and other remote contact must be conducted in accordance with school safeguarding arrangements and professional boundaries.
- Staff must protect pupils' personal information and ensure that learning materials and online resources are appropriate for their age and needs.
- Pupils should be encouraged to tell a trusted adult if they encounter inappropriate content, experience online bullying or feel unsafe while learning online.
- Parents and carers should contact the school if they have concerns about their child's safety or wellbeing during remote learning.

5. Provision for Pupils with Special Educational Needs and Disabilities (SEND)
If pupils with special educational needs or disabilities (SEND) are unable to attend school and require remote education, their teachers are best placed to determine how their needs can most effectively be met to ensure they continue to make progress.
We recognise that some pupils with SEND may not be able to access remote education without adult support. The school will work collaboratively with families and put reasonable adjustments in place so that pupils with SEND can successfully access remote education.
Decisions about how provision can be delivered will take account of relevant considerations, including:

- The pupil's individual needs and stage of development.
- The support families may require to facilitate learning at home.
- The accessibility of learning materials and online platforms.

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- The types of services and support the pupil can access remotely.
- Any relevant arrangements set out in the pupil's Education, Health and Care Plan (EHCP).

Where appropriate, teachers will work with the SENDCo and other relevant staff to adapt activities, provide alternative resources and review the effectiveness of remote learning arrangements.
The requirement under the Children and Families Act 2014 for schools to use their best endeavours to secure the special educational provision called for by pupils' special educational needs remains in place.

6. Monitoring and Review
The school will monitor the effectiveness of remote education, including pupil engagement, access to learning and the support provided to families.
Where concerns arise about a pupil's engagement or wellbeing, staff will follow up with parents and carers and refer any safeguarding concerns through the appropriate school procedures.
This policy will be reviewed annually, or sooner if required by changes to statutory guidance, safeguarding requirements or school arrangements.

Policy owner: Headteacher / Senior Leadership Team
Date of review: October 2026
Next review date: October 2027

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