



St. Stephen's School  
and Children's Centre  
*Learning for life*

# Federated Remote Learning Policy

This policy will be reviewed as per government guidance

	<b>Date</b>	<b>By</b>	<b>Role</b>	<b>Ratified</b>	<b>Date</b>
Version 1	Nov 2020	Zahira Khonat AHT	Home School Learning Lead	Governing Body	Nov 2020
Version 2	Oct 2022	Rebekah Finlay	Home School Learning Lead	Governing Body	30/11/22
Version 3	May 2025	Jennifer Ward	Assistant Head Teacher	Governing Body	June 2025

As a Rights Respecting school, we put the United Nations Convention of the rights of the child at the heart of our policies and practice.

# Article 28- Every child has the right to an education.

## Remote Learning Policy

### 1. Introduction

This policy outlines St Stephen's Primary School's approach to remote learning in line with the latest non-statutory Department for Education (DfE) guidance (2024). Our aim is to provide consistent, high-quality education when pupils cannot attend school in person—whether due to a school-wide closure or individual circumstances.

### 2. Key Principles

- All pupils are entitled to a broad, balanced and well-sequenced curriculum, whether learning on-site or remotely.
- Remote learning should be meaningful, manageable, and age-appropriate.
- Expectations will remain ambitious while acknowledging the challenges some families face, such as limited access to technology or the internet.
- Remote learning will only be used during a school-wide closure or for an individual pupil in exceptional circumstances, where attending school is not possible; our priority is always to have pupils learning in school wherever possible, as this best supports their wellbeing and progress.

### 3. Platforms and Resources

#### 3.1 Short-Term Closures

- Activities will be made available in the Homework section of the school website.
- Printed learning sheets will be distributed where possible.
- Tasks will aim to consolidate previous learning and promote independent engagement.
- There is no expectation for real-time interaction or feedback during short-term closures.

#### 3.2 Long-Term Closures

- Daily learning tasks and weekly overviews will be provided via Google Classroom
- Learning will reflect the school's planned curriculum and include sequenced activities across core and foundation subjects.
- A suitable amount of learning will be provided each day, in line with the age and stage of the pupils.
- Teachers will maintain regular communication through Google Classroom, Online class meetings, email or phone.
- Feedback will be provided on core subject tasks
- Additional video lessons may be used to support learning and wellbeing.
- Families will be contacted if engagement drops off, and support (including paper packs or devices) will be offered where needed.

#### **4. Expectations for Pupils and Families**

- Pupils should complete tasks to the best of their ability and return work when requested.
- Parents should help establish a learning routine and contact the school if support is needed.
- The school will maintain contact with families through phone calls, messages, or parent meetings where needed.

#### **5. Inclusion and Access**

The school will make every effort to ensure access to remote learning, especially during long-term closures, including:

- Lending devices (where available)
- Offering technical support for families
- Providing printed materials
- Additional support will be provided for pupils with SEND, including differentiated resources or check-ins from support staff.

#### **6. Safeguarding and Online Safety**

- All safeguarding concerns will be managed according to the school's Safeguarding Policy.
- Pupils will be reminded of safe and respectful online conduct.
- Staff will not use personal phones, emails or devices to contact families.

#### **7. Monitoring and Review**

- The Senior Leadership Team will review this policy in response to new government guidance.
- Staff, parent and pupil feedback will inform future improvements to the school's remote education offer.