Diocese of Norwich
St Benet's
Multi Academy Trust

Happisburgh CE Primary Academy
St Mary's CE Primary Academy

Remote Learning Policy

Policy Type:	**Academy Policy**
Approved By:	**LGC**
Approval Date:	**December 2025**
Review Date:	**December 2027**
Person Responsible:	**Executive Headteacher**

Aims

At the Lighthouse Federation we understand the need to continually deliver high quality education, including during periods of remote working to enable pupils to 'Let their Light Shine'. This is an adaptable remote learning policy which aims to clarify expectations and safeguards for staff working remotely. In line with advice and guidance from DfE, a range of work will be planned that can be completed both online and offline and considers the teachers' knowledge of the students' ability as well as taking into consideration that not all students will have access to technology all of the time.

This policy aims to:

- Minimise the disruption to students' education and the delivery of the curriculum.
- Ensure consistency in the Federation's approach to remote learning for all students.
- Ensure clarity over the time students are expected to give to specific subject areas.
- Set out expectations for all members of the Federation community with regards to remote learning.

At the Lighthouse Federation, we recognise that each family is unique and because of this, should approach home learning in a way which suits their individual needs. We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides.

Parents may be trying to work from home so access to technology as a family may be limited; Parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation; teachers may be trying to manage their home situation and the learning of their own children; systems may not always function as they should.

Where a student has access to the internet, but not to a suitable device, the Federation will take into consideration the circumstances of the student and provide a device where possible. Where students are unable to access remote work through access to a computer and the internet, it will be the responsibility of families to print/use these resources at home or contact the school to ask for a 'paper pack' if they have no access to a device at home.

Teachers will respond promptly, within reason, to requests for support from families at home. This should be done via email.

During extended periods of school closure, either partial or full lockdown, 'live' face-to-face contact opportunities for all students, through Teams or Google Classroom, will be provided to maintain continuity of learning and a sense for them of being part of a class.

Where the Academy remains open and working as normal, but an individual student is unable to attend due to a period of advised self-isolation and is otherwise well and able to work, work will be provided on an individual basis by class teachers, to ensure the continuity of learning by giving the student the opportunity to maintain their work in line with their peers.

When providing remote learning, teachers are responsible for:

Setting work:

- Providing work for all teaching classes or individual students over the period of absence from the Academy. All work should be planned in weekly units, and equate approximately to the allocated timetabled time.
- Ensuring that work is set and made available at the start of each week to cover the calendar week ahead, and that sufficient resources are made available to students via electronic means to allow them to carry out this work at home.
- Allocating a suggested time to complete the task and a deadline for any work to be shared for feedback along with details of how to do this.
- Teachers will plan lessons that are relevant to the curriculum focus for that year group at the time of remote learning.
- Links to daily English and Maths lessons will include a mixture of resources.
- Foundation subject lessons (History, Geography, science, Art, PE and RE) will be set by the individual class teacher following our curriculum and based on the work being covered in the class at that time. The work in these areas will be adapted to accommodate remote learning at home.
- In the event of an extended closure, pre-recorded teaching and instructional videos will be shared to support the children with some of the activities; these could take the form of the White Rose Maths videos as well as our own produced videos or voiced over PowerPoints.
- Work for the Reception class will be set by the teacher based around basic skills practice in maths, English and phonics as well as cross curricular work in line with our curriculum plans.

Monitoring the Work

Teachers will be able to check the work and support the children via Google Classroom or email daily. If students are working from paper copies, then the teacher will check the work when it is returned to school. If only one or two pupils are self- isolating and working remotely, the class teachers will check the work and answer any queries when they are not in class teaching the rest of the cohort.

Should a staff member require support with the use of technology, it is their responsibility to seek this support in school and Senior Leaders will ensure that support is given promptly.

During a national lockdown, teachers will be monitoring, supporting and commenting on work via Google Classroom and/or email throughout the day, as well as supporting any Critical Worker or vulnerable pupils in school. Pupils and parents will be able to communicate with class teachers throughout the school hours.

Any concerns about lack of engagement with remote learning will be monitored and followed up by a phone call from the class teacher or a member of the senior leadership team.

The SENCO is responsible for:

- Ensuring that students with EHC plans continue to have their needs met while learning remotely, and liaising with the Executive Headteacher and other organisations to make any alternative arrangements for students with EHC (Education Health Care) Plans.
- Identifying the level of support or intervention that is required while students with SEND learn remotely.
- Ensuring that the provision put in place for students with SEND is monitored for effectiveness throughout the duration of the remote learning period.

- **The Designated safeguarding lead (DSL) is responsible for:**

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with IT Support to ensure that all technology used for remote learning is suitable for its purpose and will protect students online.
- Identifying vulnerable students who may be at risk if they are learning remotely.
- Identifying the level of support or intervention required while students learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant organisations and individuals to ensure vulnerable students receive the support required during the period of remote working, ensuring all safeguarding incidents are adequately recorded and reported

All staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the Executive Headteacher
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the DSL.
- Reporting any defects on school-owned equipment used for remote learning to an IT support.
- Adhering to the Staff Code of Conduct at all times.