



“Put your heart and soul into everything that you do.”
Purpose. Passion. Success.

Remote Learning and Education Continuity Policy

1. Purpose

At Pattishall CE Primary School, we are committed to ensuring continuity of education whenever pupils are unable to attend school in person.

This policy outlines how the school will provide remote learning and maintain educational provision where:

- Individual pupils are unable to attend school for an extended period.
- A class or year group cannot attend school.
- The whole school is required to close temporarily.
- Attendance is disrupted by exceptional circumstances.

This policy should be read alongside the school's:

- Business Continuity Plan
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Attendance Policy
- SEND Policy
- Behaviour Policy
- Data Protection Policy

2. Circumstances in Which Remote Learning May Be Used

Remote learning may be implemented when:

Adverse Weather

Including:

- Heavy snowfall
- Ice preventing safe travel
- Flooding
- Severe storms

Extreme Weather Events

Including:

- Extreme heat warnings
- Significant public health advice relating to weather conditions
- Unsafe classroom temperatures

Site or Premises Issues

Including:

- Power failure
- Heating failure
- Water supply interruption
- Structural damage
- Fire
- Health and safety concerns

Emergency Closures

Including:

- Public health incidents

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- Local authority-directed closures
- Safeguarding concerns affecting site operation

Individual Pupil Circumstances

Including:

- Medical absence
- Recovery from surgery or injury
- Fixed-term exclusion (where appropriate)
- Exceptional circumstances agreed by the Headteacher

The decision to move to remote learning will always be proportionate and will be made by the Headteacher in consultation with relevant authorities where required.

3. Aims

This policy aims to:

- Ensure pupils continue to access high-quality education during periods away from school.
- Maintain curriculum progression wherever reasonably possible.
- Support pupil wellbeing.
- Provide consistency in remote learning practice.
- Ensure safeguarding remains effective.
- Clarify expectations for staff, pupils and parents.
- Minimise disruption to learning.

4. Principles

When remote learning is required:

- Learning will be purposeful and manageable.
- Provision will be age-appropriate.
- Safeguarding remains paramount.
- Staff wellbeing will be considered.
- Support will be provided for vulnerable pupils.
- Reasonable adjustments will be made for SEND pupils.
- Learning may differ from classroom provision where this is necessary or practical.

Remote learning is intended to supplement educational continuity rather than replicate the school day exactly.

5. Roles and Responsibilities

Headteacher

The Headteacher will:

- Make decisions regarding remote learning arrangements.
- Ensure continuity plans are implemented.
- Communicate with staff, governors and parents.
- Monitor the effectiveness of provision.
- Oversee safeguarding arrangements.
- Ensure adequate staffing and support.



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Senior Leadership Team

The Senior Leadership Team will:

- Coordinate remote learning across the school.
- Support staff.
- Monitor engagement and attendance.
- Ensure safeguarding procedures remain effective.
- Monitor quality of provision.

Class Teachers

Teachers will:

- Provide suitable learning activities for pupils unable to attend school.
- Use approved school platforms to communicate with pupils and families.
- Adapt teaching appropriately.
- Monitor participation and engagement.
- Provide feedback where appropriate.
- Notify senior leaders of any concerns regarding engagement, wellbeing or safeguarding.

Where remote learning is triggered unexpectedly (e.g., snow day), learning materials should be available as soon as reasonably practicable and no later than the next school day.

Teaching Assistants

Teaching assistants will:

- Support learning under the guidance of teachers.
- Provide targeted support for identified pupils.
- Assist with adapted resources.
- Maintain communication with allocated pupils and families where directed.
- Support SEND provision remotely where appropriate.

Subject Leaders

Subject leaders will:

- Support staff in adapting curriculum content.
- Ensure curriculum coverage remains appropriate.
- Review resources and guidance.
- Monitor quality within their subject area.

SENDCo

The SENDCo will:

- Monitor the engagement and wellbeing of pupils with SEND.
- Ensure reasonable adjustments are in place.
- Support teachers with adapted provision.
- Liaise with families and external professionals where required.

ELSA and Pastoral Support Staff

Pastoral staff may:

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- Maintain wellbeing contact with identified pupils.
- Signpost support services.
- Provide resources for emotional wellbeing.
- Liaise with families where concerns arise.

Designated Safeguarding Lead (DSL)

The DSL Team will ensure:

- Safeguarding procedures remain fully operational.
- Vulnerable pupils are monitored appropriately.
- Referrals are made where required.
- Staff understand safeguarding expectations during remote learning.
- Appropriate records are maintained.

All safeguarding concerns must continue to be reported immediately in accordance with normal safeguarding procedures.

6. Expectations for Pupils

Pupils should:

- Engage with learning as fully as circumstances allow.
- Complete work set by teachers.
- Communicate respectfully online.
- Follow the school's behaviour and online safety expectations.
- Seek support if they are finding learning difficult.

7. Expectations for Parents and Carers

Parents and carers should:

- Encourage regular engagement with learning.
- Provide a suitable space for learning where possible.
- Inform school of any barriers to participation.
- Maintain respectful communication with staff.
- Notify school of any safeguarding or wellbeing concerns.

We recognise that family circumstances vary, particularly during emergencies, and our expectations will remain supportive and proportionate.

8. Remote Learning Provision

The exact model used will depend on the nature and duration of the disruption.

Provision may include:

Online Learning

Using approved platforms such as:

- Class Dojo
- Tapestry (EYFS)
- Microsoft 365 applications
- Oak National Academy
- Other approved educational platforms

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Pre-Prepared Learning Activities

Including:

- Curriculum learning packs
- Reading activities
- Mathematics activities
- Independent projects
- Knowledge retrieval activities

Recorded Teaching

Teachers may provide:

- Recorded explanations
- Demonstrations
- Instructional videos

Live Sessions

Where live sessions are used:

- School safeguarding procedures will apply.
- Staff must use approved school systems.
- Appropriate professional conduct must be maintained at all times.
- Cameras should focus solely on the presenter.

Live lessons are not mandatory and may not be suitable in all circumstances.

9. Curriculum Expectations

As far as practical, pupils will continue to access:

- English
- Mathematics
- Reading
- Foundation curriculum subjects
- Physical activity opportunities
- Wellbeing activities

The curriculum may be adapted according to:

- Length of closure
- Staff availability
- Pupil access to technology
- Age of pupils
- Nature of the emergency

10. Access to Technology

The school will seek to support families experiencing digital barriers by:

- Loaning devices where available.
- Providing printed learning packs where needed.
- Identifying alternative methods of access.
- Working with families experiencing hardship.

Parents are encouraged to notify the school promptly if access to technology becomes a barrier.

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11. SEND and Vulnerable Pupils

Where remote learning is required, additional consideration will be given to:

- Pupils with SEND
- Pupils with EHCPs
- Children in Need
- Children subject to Child Protection Plans
- Vulnerable pupils identified by the school

Provision may include:

- Adapted resources
- Personalised support
- Wellbeing contact
- Additional communication with families

12. Attendance and Engagement Monitoring

The school will monitor engagement with remote learning during significant periods of closure.

Where concerns arise regarding participation:

1. Staff will contact parents/carers.
2. Support will be offered to identify barriers.
3. Additional intervention may be arranged.
4. Safeguarding procedures may be followed where necessary.

Our approach will always seek to support families rather than penalise them.

13. Online Safety and Safeguarding

All online interactions must comply with:

- Staff Code of Conduct
- Online Safety Policy
- Acceptable Use Agreements
- Safeguarding Procedures

Staff and pupils must:

- Use approved platforms.
- Communicate respectfully.
- Report concerns immediately.
- Protect personal information.

Remote learning does not change safeguarding responsibilities.

14. Data Protection

Staff must:

- Use school-approved systems.
- Protect confidential information.
- Follow GDPR requirements.
- Use school devices whenever possible.
- Store information securely.

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Personal data should only be used where necessary for educational purposes and in accordance with the school's Data Protection Policy.

15. Business Continuity and Emergency Planning

This policy should be implemented alongside the school's Business Continuity Plan.

The Business Continuity Plan outlines the operational response to events such as:

- Extreme weather
- Building closure
- Utility failure
- Public health incidents
- Critical staffing shortages

This policy sets out how educational provision will continue when those plans are activated.

16. Monitoring and Review

The Headteacher and Governors will review this policy annually or sooner if:

- Government guidance changes.
- Operational experience identifies improvements.
- Significant incidents require policy amendment.

Related Policies

- Business Continuity Plan
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Behaviour Policy
- Attendance Policy
- SEND Policy
- Data Protection Policy
- Staff Code of Conduct
- Health and Safety Policy
- Critical Incident Plan

This is much more appropriate for 2026 than the original Covid-era version and aligns remote learning with wider emergency closure scenarios such as snow days, extreme heat, flooding, power outages and business continuity arrangements.