

Roehampton Church Forest School

Remote Learning Policy



““Teach me knowledge and good judgement.”

Psalm 119:66



Southwark Diocesan Board of Education

Supporting Christian Education



1. Purpose and principles

Purpose: This policy sets out how Roehampton Church Forest School (RCFS) will provide remote learning, also referred to as remote education, when attendance at school is not possible for some or all pupils, so that pupils are able to continue learning.

Core principle: Attendance in school remains the best form of education and remote learning is not an equal alternative to being in school. Remote learning will be used as a last resort when the alternative would be no education, and when it is reasonable, safe and appropriate for the pupil to learn remotely.

The aim is to maintain continuity of learning and connection with school during unavoidable absence or closure; provide meaningful, curriculum-linked learning that is accessible and manageable for families; support pupils' wellbeing, safeguarding and sense of belonging; reduce barriers for disadvantaged pupils, pupils with SEND, and families with limited digital access and set clear expectations for staff, pupils and parents/carers.

2. Scope

This policy applies to all members of the RCFS community who use, access or support school remote learning systems, including pupils, staff, volunteers, governors and parents/carers. It applies to remote learning delivered through school-approved platforms, email, telephone contact, printed learning packs and any approved online resources signposted by the school.

The policy should be read alongside the school's Safeguarding and Child Protection Policy, Behaviour Policy, Anti-Bullying Policy, Online Safety/Acceptable Use arrangements, Data Protection/GDPR arrangements, Attendance Policy and SEND Information Report.

3. When remote learning may be provided

Whole-school, partial-school, class or year-group closure caused by health, safety, severe weather, site, staffing or emergency circumstances;

local or national restrictions that make attendance impossible or contrary to official guidance;

short-term individual absence where a pupil is unable to attend school, is well enough to learn, and remote learning is appropriate;

reintegration support in exceptional circumstances, agreed by the Headteacher/SLT and relevant professionals, where remote learning forms part of a short-term plan to support return to school.

Remote learning will not normally be provided for routine absence, family holidays during term time, unauthorised absence, or where a child is too unwell to learn. The school will consider each case carefully, prioritising attendance, welfare and safeguarding.

Pupils who are absent from school and receiving remote education will continue to be recorded as absent in the attendance register, using the most appropriate attendance code in line with the School Attendance Regulations and current attendance guidance. Remote education does not reduce the school's duty to support the pupil's return to in-person attendance as soon as it is safe and appropriate.

Where remote education is considered for an individual pupil, this will normally be a short-term arrangement and will be agreed on a case-by-case basis by the Headteacher/SLT. The school will seek to work with parents/carers, the pupil where appropriate, and relevant professionals, including medical professionals, the local authority, social worker or EHCP case officer where applicable.

Any individual remote education arrangement will include a clear review point and will remain focused on removing barriers to attendance and supporting the pupil's return to in-person education at the earliest appropriate opportunity.

Where a pupil is suspended or permanently excluded, the Headteacher will ensure that work is set and marked during the first five school days, in line with statutory guidance. Remote education will not be used as a reason to send a pupil home because of misbehaviour. Any decision to send a pupil home for disciplinary reasons will be treated as a suspension and managed in accordance with the law and the school's Behaviour Policy.

4. Remote curriculum and learning offer

Where remote learning is required, RCFS will aim to teach the same broad curriculum as pupils would receive in school, wherever possible and appropriate. Some subjects may be adapted because of resources, safety, practical activities, pupil age, SEND needs or home circumstances.

Immediate provision: On the first day, where possible, pupils may be given accessible activities, revision, reading, number practice, or printed/online tasks while staff prepare a longer remote offer.

Longer provision: If remote learning continues, teachers will set planned work that follows the curriculum sequence and supports progression.

Balance of learning: Learning may include teacher instruction, recorded explanations, live sessions where appropriate, independent tasks, reading, practice, retrieval, creative tasks and physical activity.

Adaptation: Class teachers and subject leaders will adapt work so it remains purposeful, inclusive and proportionate for pupils learning at home.

5. Expected study time

The amount of work set will be proportionate to pupils' age, stage, needs and circumstances. Where possible, remote education will be broadly equivalent in length to the core teaching time pupils would receive in school, while taking account of pupils' age, stage of development, SEND or additional needs, home environment, screen time, need for breaks, and the level of adult support reasonably available at home:

Phase	Typical daily expectation	Examples of activity
Nursery and Reception	Approximately 1-2 hours, adapted to age and attention span	Story, phonics, early number, communication and language, creative and physical activities
Key Stage 1	Approximately 3 hours	Phonics/reading, writing, mathematics, wider curriculum and practical activities
Key Stage 2	Approximately 4 hours	Reading, writing, mathematics, wider curriculum, retrieval, independent tasks and feedback opportunities

These timings are broad expectations only and may be adapted where this is reasonable, particularly for younger pupils, pupils with SEND, pupils who are unwell, or families facing significant barriers.

Although national remote education guidance applies to pupils of compulsory school age, RCFS may provide appropriate home-learning activities for Nursery and Reception children where this is helpful and proportionate, in line with the EYFS and the needs of young children.

6. Accessing remote learning

RCFS will communicate with families through the school's usual communication channels and will confirm the platform(s), timetable and expectations at the point remote learning is required. This may include the school website, a school-approved digital platform, email, text message, telephone contact or printed packs.

Parents/carers will be provided with clear instructions for accessing learning, submitting work and seeking support.

Only school-approved platforms, links and resources should be used for remote learning.

The school will seek to identify pupils without suitable digital access and, where possible, support through device loans, signposting, technical advice, or printed learning packs.

Families should contact the school office promptly if they cannot access remote learning because of device, internet, login, language, SEND or other barriers.

The school will take reasonable steps to ensure that any digital platforms used for remote education are secure, kept up to date and used in line with school policies. Staff will receive appropriate guidance or training so that they remain confident in using school-approved platforms, including relevant accessibility features where these support pupils' access to learning.

As part of emergency planning and remote education readiness, the school may seek to audit pupils' access to suitable devices and connectivity. Where school-owned devices are loaned, this will be subject to availability and may require a user agreement or loan agreement.

7. Feedback, assessment and engagement

Teachers will make clear what pupils are expected to complete and how work should be submitted or shared. Feedback may be individual, whole-class, verbal, written, quiz-based, self-marking or through follow-up teaching.

Staff will monitor engagement and, where a pupil is not accessing learning, the school will make reasonable contact with parents/carers to offer support and check welfare.

Remote learning evidence may inform planning, assessment and catch-up support when pupils return to school.

8. Inclusion, SEND and vulnerable pupils

RCFS recognises that pupils' home circumstances vary. The school will take reasonable steps to make remote learning accessible, including for pupils with SEND, pupils who are disadvantaged, pupils with English as an additional language, and pupils with safeguarding or welfare needs.

Teachers will adapt learning where appropriate, including task length, scaffolds, resources, format or method of response.

The SENDCo will advise staff on reasonable adjustments and remote support for pupils with SEND, including those with EHCPs where applicable.

Vulnerable pupils will be monitored in line with safeguarding procedures, and contact arrangements will be agreed by the DSL/SLT as appropriate.

The school will consider printed materials, telephone support, translated guidance or additional pastoral contact where this helps a pupil access learning.

Where a pupil is unable to attend school for health or other reasons for a longer period, the school will work with the local authority and relevant professionals in line with statutory guidance on education for children with health needs who cannot attend school. Where it becomes clear that a pupil may be away from school

for 15 school days or more, whether consecutive or cumulative, the school will liaise with the local authority as appropriate.

Free school meals

Where pupils eligible for benefits-related free school meals are receiving remote education, RCFS will work with its catering team, caterer or local authority arrangements, where available, to support continued access to free school meal provision, such as lunch parcels or food vouchers.

9. Safeguarding, online safety and wellbeing

Safeguarding remains the school's highest priority during remote learning. All staff must follow the Safeguarding and Child Protection Policy, including procedures for recording and reporting concerns to the Designated Safeguarding Lead (DSL). Parents/carers and pupils will be reminded how to raise concerns, including through the school's safeguarding channels.

Staff must use school-approved communication channels and must not use personal accounts to contact pupils.

Live or recorded sessions, where used, must be planned with safeguarding, privacy and professional conduct in mind.

Pupils should take part in remote learning from an appropriate shared space where possible, dressed appropriately and with respectful behaviour.

Parents/carers should supervise children's online learning at a level appropriate to their age and should report any concern about content, contact, conduct or wellbeing.

The school will promote safe use of technology and will remind families not to access unapproved websites or videos linked to remote learning unless directed by staff.

Online bullying, misuse of technology, inappropriate communication or unsafe behaviour will be managed in line with Keeping Children Safe in Education, latest statutory guidance, the Behaviour, Anti-Bullying, Safeguarding and Online Safety policies and procedures.

Where pupils are receiving remote education, the school will maintain proportionate systems to monitor engagement and welfare. For vulnerable pupils, or where there are safeguarding concerns, this may include daily checks or other contact arrangements agreed by the DSL/SLT.

10. Roles and responsibilities

Role	Responsibilities
Headteacher/SLT	Decide when remote learning is required; communicate expectations; oversee safeguarding, quality assurance, workload and access; report to governors as appropriate.
Class teachers	Plan and set age-appropriate learning; provide instructions and feedback; monitor engagement; adapt tasks; communicate concerns through agreed school systems.

Role	Responsibilities
SENDCo	Support reasonable adjustments for pupils with SEND; advise staff and families; liaise with external professionals where needed.
Designated Safeguarding Lead	Maintain safeguarding oversight; respond to concerns; coordinate welfare checks and support for vulnerable pupils.
School office/admin team	Support communication, login queries, device/pack arrangements and record keeping.
Parents/carers	Support routines, safe access and communication with school; encourage completion of learning; tell school about barriers or welfare concerns.
Pupils	Engage with learning, follow school behaviour expectations, ask for help, complete work as independently as possible and behave safely online.
Governors	Maintain strategic oversight of policy, safeguarding, equality and the effectiveness of provision through normal governance processes.

11. Staff workload and wellbeing

Remote learning arrangements should be ambitious but manageable. SLT will consider staff workload, staff absence, the age of pupils, family circumstances and the need for sustainable provision. Staff are expected to work within agreed school communication protocols and normal professional boundaries. The school will seek to avoid unnecessary duplication of in-school and remote provision where this would be unreasonable or unsustainable.

12. Data protection and confidentiality

Staff must handle pupil information in line with the school's data protection and GDPR procedures.

Personal data should only be shared through approved school systems and where necessary for education, safeguarding or welfare.

Families must not record, screenshot, share or upload remote lessons, images of pupils, teacher materials or private communications without school permission.

Devices used for remote learning should be protected with appropriate passwords and security settings where possible.

13. Behaviour expectations for remote learning

The school's behaviour expectations continue to apply during remote learning. Pupils are expected to be respectful, responsible and safe. Where live sessions or online discussions are used, pupils should:

use their own login and not share passwords;

use polite language and follow teacher instructions;

keep cameras and microphones on or off as directed by staff;
 avoid recording, photographing or sharing lesson content;
 report anything worrying or inappropriate to an adult.

14. Communication with parents and carers

The school will provide clear information about the remote learning offer, including how to access learning, what pupils should complete, how work should be submitted, how feedback will be provided and who to contact for help. Parents/carers should contact the school office or class teacher through agreed channels if they need support.

15. Quality assurance and review

SLT will monitor the effectiveness of remote learning through reasonable quality assurance, staff discussion, pupil engagement information, parent/carer feedback and safeguarding/welfare oversight.

Subject leaders may support curriculum alignment and adaptation where remote learning continues for more than a short period.

The policy will be reviewed annually or sooner if DfE, safeguarding, online safety, data protection or local authority guidance changes.

Appendix 1: Approved and recommended resources

Teachers may direct pupils to age-appropriate resources to support learning. Examples may include BBC Bitesize, Oak National Academy, Oxford Owl, White Rose Maths, Times Tables Rock Stars, Literacy Shed, Explorify, STEM Learning and other curriculum-linked resources. Staff will select resources carefully, check suitability and avoid sending pupils to unvetted content where possible.

Parents/carers should supervise online access and should not assume that third-party websites, adverts, search results or suggested videos are school-approved unless specifically directed by RCFS.

Appendix 2: Quick parent/carer checklist

- Check school messages for remote learning instructions and daily expectations.
- Help your child establish a routine, including breaks, reading and physical activity.
- Tell the school promptly if access, wellbeing, language or SEND needs make remote learning difficult.
- Use only school-approved links and resources for remote learning.
- Contact the school immediately if you have a safeguarding or online safety concern.

Approved by	Governing Board	Approval date	June 2026
Owner	Headteacher / SENDCo	Applies to	All pupils, staff and parents and carers
Last reviewed	June 2026	Next full review	June 2027