



ST PHILIP'S CE PRIMARY ACADEMY

REMOTE LEARNING POLICY

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Review date:	October 2026	

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Safeguarding Statement

At St Philip's CE Primary Academy, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all academy activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at St Philip's CE Primary Academy. We recognise our responsibility to safeguard all who access the academy and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying. We work to ensure that our pupils are aware of Online Safety and who to talk to if they feel vulnerable or scared. We also recognise both mental and physical health are relevant to safeguarding and the welfare of children.

Vision Statement

Fostering curiosity and a love of learning is at the heart of our teaching. Broadening horizons enables all children to flourish and be fulfilled. Successes are celebrated and failure learned from, allowing us to shine through challenges. Together, we develop qualities of character necessary to be positive future citizens.

Our Guiding Principles

At St Philip's Primary Academy, we pride ourselves on developing a positive ethos built on the foundations of the Christian faith, whilst taking into consideration that most of our pupils, staff and community follow the faith of Islam. We endeavour to ensure we are always **'Working together with hope in our hearts'** This ethos is based on the following principles that, as stakeholders, we all aim to uphold:

Principle 1: Nurturing

We demonstrate kindness and caring towards each other so that we can find **happiness** and **fulfilment**. We promote and support children's wellbeing to support their growth and development.

Principle 2: Optimistic

We believe that having a **positive attitude** towards situations enables us to be forward thinking and supports us in our goal of providing a good and better education for all of our pupils.

Principle 3: Aspirational

We have high aspirations for the futures of the children in our Academy.

Through a high-quality curriculum and planning of lessons that are specifically tailored for our pupils, they will have the opportunity to achieve and **surpass** their **potential**.

Principle 4: Hopeful

We believe that it is important that our children understand the value of **hope**. We endeavour to promote **empathy, forgiveness and compassion** in our children.

Principle 5: Sincere

We are united as a whole to ensure **integrity, honesty and trust** are maintained. This quality within our academy means that we follow our principles to ensure that we always do our best for pupils, staff and community.

Principle 6: Assured

Our goal is to see our pupils confident, armed with independence and conviction, echoing 'Let your light shine' - Matthew 5:16

Principle 7: Respectful

All members of our academy, including pupils, staff, governors, visitors and the wider community, should be treated with respect. We hold **politeness** in high regard and we are **accepting** of each individual's **uniqueness**.

Principle 8: Knowledgeable

By fostering resilience, collaboration and risk-taking, we craft an environment where pupils are ready to be lifelong learners.

Aims of the Policy

The aim of this policy is to clearly explain the expectations of Remote Learning for the pupils, parents and staff of St Philip's CE Primary Academy.

Remote Learning Rationale

There are reasons why children may be unable to attend 'in school' learning. These reasons may not prohibit the children's ability to continue their learning remotely. In a post pandemic environment, schools are now equipped with the infrastructure necessary to allow learning to occur remotely at home via the use of technology. At the discretion of Senior Leadership, it may be possible to access remote learning when unable to attend school either as an individual isolated case or whole school case.

Expectations - Isolated Cases

For the school days that individual pupils are absent, teachers may set work that specifically links to the learning that continues in the classroom. In addition, children will be able to access further learning through educational subscription sites such as TT Rockstars.

Staff may give feedback on remote work set via **Tapestry**, which will also be a means of communication between parents/pupils and school.

Expectations – School Closure (weather or building maintenance)

Teachers may set work for every day your pupils are not attending schools due to closure affecting school.

40% of work provided will consist of 'learn by heart' activities such as handwriting, place value, times tables etc.

60% of work provided will be specific to what would have been taught if pupils remained in school.

Staff will acknowledge receipt of all work submitted via **Tapestry**.

Review

This policy will be continually reviewed as Government guidance changes.

