



St. Finbar's Catholic Primary School
& Early Years Centre

Remote Education Policy

2026 - 2027

Our Mission Statement

In God's love we learn and grow together

Founded upon Catholic principles of; dignity, solidarity, the common good and peace, we aim to inspire and celebrate each child's spiritual, intellectual, emotional, physical and creative growth.

In our safe and caring environment, we share strong, positive relationships with each other as well as the local community. Learning about each other's lives locally and the wider world teaches us the value and unique talents of everyone.

We will achieve our goals by enhancing pupils' self-esteem, their self-respect, respect for others and for all of God's creation.



We will learn and grow together



In God's love we learn and grow together

CONTENTS

Section	Page
1. Introduction	4
2. Aims and principles	4
3. Circumstances where Remote Education would be used	4
4. Curriculum and teaching	4
5. Inclusion	5
6. Accessibility and Digital Equity	5
7. Behaviour, Engagement and Attendance	5
8. Feedback and Assessment	5
9. Wellbeing, Safeguarding and Pastoral Care	6
10. Roles and responsibilities	6
11. Reviewing practice and Impact	6
12. Catholic Mission and ethos	6
13. Policy Monitoring and Review	7

Change Log

Date	Page	Change	Initials

1. Introduction

St. Finbar's Catholic Primary School serves a community with high levels of deprivation, SEND, EAL, pupil mobility, persistent absence and low cultural capital.

This policy reflects our commitment to inclusion, equity and excellence, ensuring that all pupils can continue to learn effectively when they are not able to attend school in person.

The basis for this policy, as with all policies, is our ethos and values, which are aligned to Catholic Social Teaching (CST), especially the principles of human dignity, the common good, solidarity, subsidiarity and preferential option for the poor.

2. Aims and Principles

Our approach to remote education aims to:

- Ensure continuity of high-quality learning for all pupils.
- Reduce the impact of disadvantage, absence and digital inequality.
- Support pupils' academic progress, wellbeing and spiritual development.
- Strengthen partnerships with parents and carers.
- Reflect our Catholic mission by serving the most vulnerable with compassion and justice.

Remote education will be:

- Ambitious and inclusive
- Adapted to individual needs, especially SEND and EAL pupils.
- Simple, accessible and consistent for families with limited capacity or resources.
- Rooted in Catholic values, promoting dignity, care and community.

3. Circumstances Where Remote Education Is Used

Remote education may be provided when:

- A pupil is absent due to illness or medical needs.
- A pupil is unable to attend due to exceptional circumstances.
- A class, group or individual requires short-term remote provision.
- Persistent absence or mobility requires additional continuity of learning.

Remote education is not intended to replace face-to-face teaching but to complement and support it.

4. Curriculum and Teaching

- Remote learning mirrors the *in-school curriculum* as closely as possible, prioritising core knowledge and skills.
- Learning is sequenced and builds on prior knowledge.
- Teachers provide clear explanations, modelling and opportunities for practice.
- Tasks are purposeful and manageable, avoiding unnecessary workload.

Core focus areas

- Reading (including phonics and language development)
- Writing

- Mathematics
- Wider curriculum where appropriate

Teachers will consider

- Reduced attention spans at home.
- Limited adult support.
- Language and vocabulary barriers.

5. Inclusion

We recognise that remote education can widen gaps if not carefully planned.

- SEND pupils receive *reasonable adjustments*, such as simplified instructions, reduced tasks, or alternative formats.
- EAL pupils are supported through:
 - Visuals and modelling
 - Key vocabulary
 - Clear, simple language
- Teachers and SEND staff maintain regular contact with families of vulnerable pupils.
- Where appropriate, work is personalised or supplemented with practical, offline activities.

6. Accessibility and Digital Equity

We acknowledge that many families face barriers including:

- Limited devices or internet access
- Low digital literacy
- Competing pressures at home

To address this:

- We use one consistent platform wherever possible. We use Google Classroom.
- Learning can be accessed asynchronously.
- Paper-based learning is provided where needed.
- School works with families to identify and reduce barriers.

No child is disadvantaged because of lack of access. As needed, we would be able to provide Chromebooks on loan for the duration of the period away from school.

7. Engagement, Behaviour and Attendance

When planning learning for our children, teachers will ensure that;

- Expectations are clear but realistic.
- Engagement is encouraged through encouragement and praise, not sanctions.
- Teachers monitor participation and follow up concerns sensitively.
- Persistent absence triggers pastoral support rather than punishment.

We work in solidarity with families, recognising the challenges they face.

8. Feedback and Assessment

- Feedback is proportionate and focused on moving learning forward.

- Teachers use:
 - Whole-class feedback
 - Verbal or audio feedback where appropriate
 - Simple success criteria
- Assessment informs future teaching rather than being used for accountability alone.

9. Wellbeing, Safeguarding and Pastoral Care

- Pupil wellbeing is prioritised over task completion.
- Regular check-ins support emotional and spiritual wellbeing.
- Safeguarding procedures apply equally to remote learning.
- Staff follow school safeguarding and acceptable use policies at all times.

10. Roles and Responsibilities

Headteacher and Leadership

- Ensure the quality and consistency of remote education.
- Monitor impact, particularly on vulnerable groups.
- Provide staff with guidance and support.

Teachers

- Plan and deliver high-quality remote learning.
- Adapt provision for SEND and EAL pupils.
- Maintain regular contact with pupils and families.

Parents and Carers

- Support pupils to engage where possible.
- Communicate with school about challenges or barriers.

Pupils

- Try their best to engage with learning.
- Ask for help when needed.

11. Reviewing practice and impact

- Leaders regularly review the effectiveness of remote education.
- Pupil engagement, progress and wellbeing are considered.
- Feedback from staff, pupils and parents informs improvement.
- This policy is reviewed annually or in response to changing circumstances.

12. Catholic Ethos and Mission

Our remote education provision is an expression of our Catholic mission:

- Upholding the dignity of every child.
- Serving the common good.
- Standing in solidarity with families.
- Acting with compassion, justice and hope.

We believe that every child is made in the image of God and deserves the best possible education, regardless of circumstance.

13. Policy monitoring and review

This policy will be reviewed by the headteacher and Full Governing Body on an annual basis. Any changes to this policy will be communicated to all staff and other relevant parties.

Reviewed and ratified by: Full Governing Body

Date of review: March 2026

Date of next review: March 2027

Policy Status: Statutory

Policy cycle: Annual