Griffin House Preparatory School
Little Kimble
Aylesbury
Buckinghamshire
HP17 0XP

Provision for Home Learning Policy

Policy reviewed by: Joanna Leach

Submission: September 2026

Policy actioned from: September 2026 – July 2027

Next review date: August 2027

Reviewer's Signature: J Leach

Head Teacher's Signature:

Circulation: This policy is addressed to all members of staff and volunteers, is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to Griffin House School; 'parents' refers to parents, guardians and carers.

1. Purpose and scope

This policy sets out how Griffin House Preparatory School may support continuity of learning when pupils cannot attend school in person because of exceptional circumstances, including temporary school or site closure, severe weather, public health disruption or other significant incidents. It replaces COVID-19-specific arrangements as the school's general framework for remote education. It should be read alongside the Safeguarding and Child Protection Policy, Online Safety Policy, SEND Policy, Attendance Policy, Behaviour Policy and Data Protection Policy.

2. Principles

The school will prioritise pupils' safety, wellbeing, access to a broad and balanced curriculum and regular contact with trusted adults. Provision will be proportionate to the duration and nature of the disruption, pupils' ages and needs, and the resources reasonably available. Remote education is not a routine alternative to school attendance and does not automatically apply to ordinary short-term illness, holidays or unauthorised absence.

3. When provision may be activated

The Headteacher, in consultation with senior leaders and the proprietor as appropriate, will decide whether and how to activate remote education. Parents will be informed of the reason, expected duration, delivery arrangements, contact routes and arrangements for pupils who cannot access online learning. Where the school remains open, attendance expectations and any applicable statutory guidance continue to apply.

4. Curriculum and age-appropriate provision

Little Griffins (ages 2–4): staff may share optional play-based activities, stories, songs, movement, outdoor exploration and ideas for language development. Screen-based tasks will be minimal and adult-supported; no expectation is placed on families to recreate a nursery day. Reception and Years 1–2: teachers may provide short, structured literacy, phonics, mathematics and wider-curriculum activities, with practical and creative tasks and regular opportunities for feedback. Years 3–6: teachers may provide a sequenced programme covering core subjects and appropriate wider-curriculum learning, combining independent tasks, teacher explanations and opportunities to ask questions. The school will seek continuity with its existing curriculum, including appropriate specialist subjects where feasible.

5. Delivery and communication

The school will use school-approved communication and learning systems, confirmed to parents when provision is activated. Work may be shared digitally or in printed packs. Teachers will explain tasks clearly, indicate reasonable timescales and provide suitable feedback. Live sessions may be offered where appropriate but are not guaranteed; recorded explanations, telephone contact or other accessible alternatives

may be used. Families will receive a named school contact and guidance on reporting access difficulties.

6. Expectations of staff, pupils and parents

Staff will plan manageable, accessible learning, maintain professional boundaries, follow safeguarding and data protection procedures and report concerns promptly. Pupils should engage as far as reasonably possible, communicate respectfully and follow school online-safety expectations. Parents are asked to encourage a workable routine, support younger children as appropriate, and alert the school where circumstances prevent engagement. Parents are not expected to teach the curriculum or provide specialist equipment.

7. Safeguarding and online safety

The school's safeguarding procedures remain in force during remote provision. Staff must use approved accounts and platforms, avoid private messaging or personal social-media contact with pupils, and follow school arrangements for online meetings, recordings and appropriate professional settings. Any safeguarding concern, disclosure or unexplained loss of contact will be referred promptly to the Designated Safeguarding Lead (DSL) in accordance with school policy. The school will assess any additional risks for vulnerable pupils and maintain appropriate contact with families and relevant agencies. Children and parents will be reminded how to seek help and report online concerns.

8. SEND, accessibility and inclusion

Teachers will work with the SENDCo to make reasonable adjustments and adapt materials, instructions, pace and formats for pupils with SEND, disabilities, English as an additional language or other barriers to access. Where possible, the school will agree individual arrangements with families, including printed resources, differentiated tasks, assistive approaches and additional check-ins. Remote provision will not necessarily replicate all face-to-face specialist support; any limitations and alternatives will be discussed with parents.

9. Technology and digital access

The school will identify barriers to device, internet or platform access where reasonably possible and consider practical alternatives, including printed packs and telephone support. Pupils and staff must follow school online-safety and acceptable-use expectations. Personal data, photographs and recordings must be handled through approved systems and in accordance with the school's data protection arrangements. Families must not record or distribute online sessions or other pupils' work without authorisation.

10. Attendance, engagement and wellbeing

Normal attendance recording and absence-reporting arrangements will continue where the school is open. During a closure, teachers will monitor reasonable indicators of participation and contact families where engagement drops, with sensitivity to illness, caring responsibilities and access barriers. Remote engagement records are not a

substitute for statutory attendance records. The school will promote breaks, physical activity, social connection and age-appropriate screen time, and will signpost wellbeing support where needed.

11. Assessment and return to school

Teachers will use proportionate checks for understanding, feedback and pupil work to inform next steps. On return to on-site learning, staff will identify gaps, re-establish routines and provide additional support where appropriate. The school will review the effectiveness of any extended remote provision and capture lessons for future contingency planning.

12. Responsibilities and oversight

The Headteacher oversees decisions, communication and quality assurance. The Deputy Head coordinates teaching arrangements as delegated. The DSL oversees safeguarding responses; the SENDCo advises on inclusion and reasonable adjustments; teachers deliver and review learning; and the school's administration team supports communication and access arrangements. The proprietor retains oversight of the school's compliance with applicable independent school requirements.

13. Regulatory context and review

This policy supports the school's arrangements for the quality of education, pupil welfare and safeguarding and it should be implemented consistently with current statutory safeguarding guidance, including Keeping Children Safe in Education, and relevant Department for Education guidance on remote education and attendance. The policy will be reviewed annually and following significant disruption or changes in guidance.

Approval: __J Leach_____ Date: ___1st September 2026_____