



White Woods
Primary Academy Trust



Woodsetts Primary

Remote Learning Policy

Responsibility	SLT
Date of last review	July 2025
Date of next review	July 2026
Date ratified by local Governors and/or Trustees	July 2025

Introduction

At Woodsetts Primary School, our first priority is for children to attend school in person. Attendance at school is essential for pupils' education, wellbeing and wider development. Remote education is not an equal alternative to attending school and will only be used where it is appropriate, proportionate and in line with current Department for Education guidance.

Our aim is to ensure that learning can continue to a high standard when children are unable to attend school and are well enough to learn, or in exceptional circumstances such as emergency school closure, severe weather or a restriction on attendance. We want every child to feel connected, supported and able to continue their learning from home when remote education is required.

This policy aligns the school's parent-facing remote learning information on the school website with current national guidance and school procedures.

1. Purpose of this policy

This policy sets out Woodsetts Primary School's approach to remote education for pupils of compulsory school age. It replaces the previous Remote Learning Policy dated September 2020 and removes arrangements that were specific to the Covid-19 pandemic.

The aims of this policy are to:

- prioritise regular attendance and in-person education wherever possible;
- provide a clear, proportionate plan for remote education when school attendance is not possible;
- ensure that any remote education is high quality, meaningful, ambitious and linked to the curriculum children would normally receive;
- support children to remain connected with school, their teacher and their learning;
- set out how safeguarding, online safety, data protection and wellbeing will be maintained;
- clarify the roles of staff, leaders, governors, parents/carers and pupils;
- ensure that pupils with SEND, medical needs or other vulnerabilities are considered carefully and supported appropriately.

2. Current DfE position and guiding principles

This policy is based on current Department for Education guidance on providing remote education. The key principles for Woodsetts Primary School are:

- Attendance comes first. Pupils should be in school unless attendance is not possible or is contrary to government guidance.

- Remote education is a last resort. It should be considered only when the alternative would be no education and when a pupil is able to learn.
- Remote education does not change attendance registration. A pupil absent from school and receiving remote education will still be marked absent using the most appropriate attendance code.
- Remote education should normally be short term and should not reduce the urgency of supporting a pupil back into school.
- Remote education must not be used as a behaviour management tool or as a reason to send a pupil home for misbehaviour. If a pupil is sent home for disciplinary reasons, this must be managed through the school's suspension and exclusion procedures.
- Remote education should be reviewed regularly and should form part of a wider plan where attendance barriers exist, including reintegration planning where appropriate.

The school's duties under the Equality Act 2010, the Children and Families Act 2014 and safeguarding legislation continue to apply when remote education is provided. This policy should be read alongside:

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Behaviour Policy
- Attendance Policy
- SEND Policy and SEND Information Report
- Supporting Pupils with Medical Conditions Policy
- Data Protection Policy
- Acceptable Use Agreements for staff and pupils
- Emergency and Critical Incident / Business Continuity procedures

3. When remote education may be used

Remote education may be considered in two broad circumstances:

3.1 School closure or restriction on attendance

After all reasonable steps have been taken to keep the school open, there may be exceptional circumstances where pupils cannot safely attend school or where attendance is restricted because of local or national guidance. Examples may include:

- severe weather or unsafe site conditions;
- failure of essential services such as heating, water, electricity or building safety systems;
- public health advice or other emergency guidance;
- a local incident that prevents safe access to the school site;
- other emergency or critical incident situations.

In these circumstances, leaders will consider whether remote education can help pupils remain connected to the curriculum until school can reopen or

pupils can return to the site. Reopening for in-person education remains the priority.

3.2 Individual cases where a pupil cannot attend school but can learn

There are limited circumstances where an individual pupil may be unable to attend school but may still be well enough and able to continue learning. These may include short-term absence linked to:

- recovery from an infectious illness where the pupil is well enough to learn;
- preparation for, or recovery from, an operation;
- recovery from an injury where attending school could inhibit recovery;
- exceptional cases where attendance has been affected by SEND, a medical need or a mental health issue, and where remote education forms part of a carefully reviewed plan.

Remote education for an individual pupil will be considered on a case-by-case basis. It will not automatically be provided for every absence. The school will consider the pupil's age, stage, health, wellbeing, access to technology, SEND, safeguarding context and whether remote education may support or hinder a timely return to school.

4. When remote education will not normally be used

Remote education will not normally be provided:

- where a child is too unwell to learn;
- for routine short-term illness where rest and recovery are needed;
- for unauthorised absence, including holidays in term time;
- as an alternative to attending school where attendance is possible;
- as a replacement for agreed attendance support, medical support, pastoral support or reintegration work;
- to manage behaviour or as an informal exclusion;
- where providing remote education is likely to make attendance difficulties worse.

Where a pupil has a long-term medical or mental health need that prevents attendance, the school will work with parents/carers, the local authority, health professionals and any other relevant agencies. The local authority has responsibilities under section 19 of the Education Act 1996 where a child of compulsory school age would otherwise not receive suitable education because of health or other reasons.

5. Our remote education offer, access routes and online platforms

The exact offer will depend on the circumstances, the length of the absence or closure, the pupil's age and needs, and staff capacity. Remote education at Woodsetts is designed to be accessible, consistent, flexible and supportive, while recognising that every family's circumstances are different.

- work linked to the class curriculum and current learning sequence;

- tasks shared through Google Drive, Google Classroom, Arbor, ClassDojo or another approved school platform;
- school-created lesson slides, explanations, worksheets, knowledge organisers or retrieval activities;
- recorded teacher input or audio/video modelling where appropriate;
- trusted external lessons or resources, such as Oak National Academy, White Rose Maths, Little Wandle phonics and reading materials, Times Tables Rock Stars, Spelling Shed, BBC Bitesize or other curriculum-aligned resources;
- reading tasks, phonics practice, spelling, number facts, times tables and retrieval practice;
- quizzes or forms to check understanding;
- paper packs where digital access is not possible or where this is more appropriate for the pupil.

The school will aim to provide remote education that is accessible and manageable for families. We recognise that primary-aged pupils, particularly younger children, may need adult support to access tasks, understand instructions and maintain routines. We will work in partnership with families to provide what each child needs to stay engaged and make progress when remote education is required.

5.1 Our approach

Remote learning at Woodsetts is designed to be:

- Accessible – easy to find, clear to follow and achievable with minimal resources;
- Consistent – following the same routines and expectations as class learning where this is appropriate;
- Flexible – allowing families to complete learning at times that work best for them, particularly during emergency closures or family disruption;
- Supportive – ensuring children and parents/carers know how to get help if needed.

5.2 Where learning can be accessed

Remote learning materials are stored on the school's Google Drive, which is linked through the school website. The Google Drive offer may include:

- daily learning activities that mirror or connect to class curriculum content where appropriate;
- clear instructions and guidance for children and parents/carers;
- resources such as worksheets, videos, reading materials, presentations and retrieval activities;
- upload points for submitting completed work where appropriate.

Children are familiar with accessing these folders because Google Drive is used regularly in class to share resources and learning. Where a child or family has difficulty accessing Google Drive, they should contact the school office so that support or alternative arrangements can be considered.

5.3 Online learning tools and platforms

To support learning at home, the school may use the same high-quality online platforms that children use in school. These include:

- White Rose Maths resources;
- Little Wandle phonics and reading materials;
- Times Tables Rock Stars;
- Spelling Shed;
- Oak National Academy video lessons when appropriate;
- other school-approved curriculum resources that match pupils' age, stage and needs.

These tools allow children to practise key skills at an appropriate pace. Staff will select resources carefully so that remote education remains purposeful and does not simply become a list of unrelated online tasks.

5.4 Communication and support

If a child is absent but well enough to complete learning and remote education is appropriate, class teachers or school staff will direct families to the correct Google Drive learning folder or relevant platform. Staff may check in to offer support where needed. Completed tasks may be brought back into school or shared online, depending on the circumstances and the agreed arrangements.

During longer closures, such as severe weather or an emergency school closure, the school will:

- communicate clearly via Arbor, the school website, ClassDojo and social media as appropriate;
- ensure children have access to meaningful learning activities for the duration of the closure as soon as reasonably practicable;
- provide phone or online support if families require help accessing or understanding learning tasks;
- identify whether any pupil requires printed resources or additional access support.

5.5 Progress, wellbeing and screen balance

Remote education is not just about keeping up with lessons. The school will encourage regular reading, creative and physical activities, routine, connection with school and regular breaks away from screens. Children's wellbeing remains at the centre of the school's approach. Learning at home should feel manageable, supportive and purposeful.

6. Curriculum, teaching and learning expectations

Remote education should help pupils keep on track with the education they would normally receive. It should be planned with the same curriculum intent as in-school learning, while recognising that remote education cannot replicate every aspect of classroom teaching, discussion, practical work, adult support or peer interaction.

When remote education is required, teachers will aim to:

- set work that is appropriately sequenced and linked to the class curriculum;
- give clear instructions so that pupils and families understand what to do;
- prioritise key learning in English, mathematics, reading and the wider curriculum;
- include retrieval practice and opportunities for pupils to apply learning;
- adapt tasks for pupils who need additional scaffolding or challenge;
- avoid unnecessary workload for pupils, families and staff;
- use remote approaches that suit the age and stage of primary pupils.

For younger pupils, remote education may include shorter tasks, practical activities, story sharing, phonics, number work, fine motor activities and guidance for parents/carers. For older pupils, provision may include more independent tasks, written outcomes, online quizzes, research, reading and opportunities to submit learning.

7. Feedback, assessment and monitoring

Feedback during remote education will be proportionate and manageable. It may include:

- whole-class feedback or messages addressing common misconceptions;
- individual comments where appropriate;
- self-marking quizzes or forms;
- answers for pupils to check their own learning;
- follow-up teaching when pupils return to school;
- phone calls, messages or check-ins where engagement is a concern.

Teachers will not be expected to mark every piece of remote learning in the same way as in-school books. The purpose of feedback is to support learning, identify gaps and maintain connection with school. Staff will monitor engagement where remote education is in place and will share concerns with senior leaders, the SENDCO or DSL as appropriate.

8. Supporting pupils with SEND, medical needs and other vulnerabilities

The school's legal duties to pupils with SEND continue when remote education is provided. Teachers, supported by the SENDCO, will consider how pupils' needs can be met as effectively as possible in the circumstances. This may include:

- adapted tasks, reduced cognitive load or smaller steps;
- visual supports, worked examples, sentence stems, vocabulary support or practical resources;
- paper-based resources where online access is not suitable;
- parent/carer guidance for activities that require adult support;
- regular check-ins where appropriate;
- liaison with external professionals, the local authority or health services where required;

- reviewing whether remote education is helping or hindering reintegration.

For pupils with an Education, Health and Care Plan, the school will work with the local authority and parents/carers to ensure relevant duties continue to be considered and met. If provision cannot be delivered remotely in the same way as in school, the school will consider alternative reasonable approaches and will record key decisions.

Vulnerable pupils, including pupils with a social worker, pupils subject to child protection or child in need arrangements, looked-after children, previously looked-after children, young carers or pupils known to require additional pastoral support, will be considered carefully. The DSL will decide what contact, welfare checks and multi-agency communication are needed.

9. Safeguarding, online safety and live/recorded lessons

Safeguarding remains paramount during any period of remote education. This policy should be read alongside the Child Protection and Safeguarding Policy and the Online Safety Policy. Staff must follow the school's safeguarding procedures at all times and report concerns immediately to the DSL or a deputy DSL.

9.1 Online safety

The school will only use approved platforms and systems for remote education. Pupils and families will be reminded of online safety expectations, including how to report concerns such as harmful content, cyberbullying, inappropriate contact or technical issues. The school will provide or signpost parent/carer advice on online safety where remote education is in place.

School-owned devices and systems will be managed in line with trust/school filtering and monitoring arrangements. Families remain responsible for supervision, parental controls and internet safety on home-owned devices and home internet connections, although the school will offer guidance where possible.

9.2 Live sessions and video/audio communication

Live sessions are not required in every circumstance and may not be the most appropriate way to teach primary-aged pupils remotely. Where live or recorded video/audio is used, it will be planned carefully, risk assessed where appropriate and delivered through approved school systems.

Staff and pupils must:

- use approved school accounts and platforms only;
- communicate respectfully and use appropriate language;
- wear suitable clothing;
- use an appropriate location/background wherever possible;

- not record, capture, screenshot or share sessions unless this has been authorised by the school;
- follow the same high expectations for behaviour as in school;
- report any safeguarding or behaviour concerns immediately.

One-to-one live video sessions with pupils will not normally take place. If an exceptional one-to-one remote contact is required, it must be agreed by a senior leader, recorded appropriately and conducted in line with safeguarding procedures.

10. Attendance, absence and reintegration

Remote education does not change the school's legal attendance responsibilities. Pupils who are absent from school and receiving remote education will still be marked absent in the attendance register using the most appropriate code, in line with current attendance regulations and guidance. Where remote education is provided for an individual pupil, the school will continue to work with the pupil and family to remove barriers to attendance.

The aim will be to return to in-person education as soon as this is possible and appropriate. For pupils with more complex needs, a reintegration plan may include:

- regular review dates;
- named staff contact;
- reasonable adjustments;
- pastoral support;
- SEND or medical planning;
- agency involvement where appropriate;
- clear steps towards increased attendance.

11. Roles and responsibilities

11.1 Governors / Trust Board

- Ensure the school has appropriate plans for remote education as part of wider emergency and business continuity arrangements.
- Hold leaders to account for the quality, safety and proportionality of remote education.
- Ensure safeguarding, online safety and data protection responsibilities are reflected in school policies.

11.2 Headteacher and senior leaders

- Prioritise keeping the school open for in-person education wherever possible.
- Decide when remote education is appropriate, using this policy and current guidance.
- Communicate remote education arrangements clearly to staff and families.
- Ensure provision is monitored and reviewed.
- Consider workload and wellbeing for staff and families.

- Ensure safeguarding, attendance and SEND procedures are followed.

11.3 Class teachers

- Provide or direct pupils to appropriate remote learning when asked to do so by leaders.
- Ensure learning is linked to the curriculum wherever possible.
- Give clear instructions and proportionate feedback.
- Monitor engagement and raise concerns with SLT, SENDCO or DSL.
- Consider pupils' individual needs and adapt learning where appropriate.
- Use only approved platforms and follow safeguarding and data protection procedures.

11.4 SENDCO

- Advise staff on reasonable adjustments and support for pupils with SEND.
- Liaise with parents/carers, staff, external professionals and the local authority where appropriate.
- Support planning and review for pupils with EHCPs or complex needs.
- Consider whether remote education supports or hinders reintegration.

11.5 Designated Safeguarding Lead and safeguarding team

- Identify safeguarding considerations for pupils receiving remote education.
- Arrange welfare checks and agency liaison where required.
- Ensure safeguarding concerns are recorded and acted upon promptly.
- Support staff with online safety or child protection concerns arising from remote education.

11.6 Parents and carers

- Support their child to access remote education where possible.
- Inform school of any barriers such as illness, device access, internet access or family circumstances.
- Encourage routines, breaks and safe online behaviour.
- Supervise younger children and support them to use online platforms safely.
- Contact school promptly if they have concerns about learning, wellbeing, safeguarding or online safety.
- Remember that remote education is not a substitute for attendance where attendance is possible.

11.7 Pupils

- Engage with remote education to the best of their ability when they are well enough.
- Follow the school's behaviour and online safety expectations.
- Ask for help when they are stuck or worried.
- Complete work honestly and return it as requested where possible.
- Tell a trusted adult if they see or experience anything online that worries them.

12. Data protection and information security

All staff must follow the school/trust Data Protection Policy and relevant Acceptable Use Agreements when providing remote education. Staff must:

- use approved school systems and accounts;
- keep personal data secure and share it only where necessary and lawful;
- avoid storing pupil personal data on personal devices;
- report any suspected data breach immediately using school procedures;
- ensure that any shared resources, links or files are appropriate and do not expose personal information;
- use school communication systems rather than personal social media or personal messaging accounts.

Parents/carers and pupils must not record, screenshot, copy or share remote education materials, staff communications, live sessions or pupil images without school permission.

13. Health, wellbeing and screen use

Remote education should be manageable and should not require pupils to spend the full school day on a screen. Staff will consider age-appropriate screen time and will include offline tasks where possible. Pupils should be encouraged to take breaks, move regularly, read, complete practical tasks and balance online work with wellbeing activities.

Where remote education continues for more than a very short period, staff will consider pupil wellbeing and engagement. Concerns about wellbeing, isolation, anxiety, family pressure or safeguarding will be shared with the appropriate member of staff.

14. Communication with families

The school will communicate remote education arrangements through appropriate channels such as Arbor, the school website, Google Drive, Google Classroom, ClassDojo, telephone calls and social media, depending on the circumstances. The school recognises that families may have different levels of digital access, confidence, availability and home circumstances. Parents/carers should contact the school office if they require help accessing Google Drive, using online platforms or obtaining printed resources.

15. Monitoring and review

This policy will be reviewed annually, or sooner if national guidance, trust requirements or school circumstances change.