

Remote Learning Policy

Woodlands Federation



Dallington CE School

Punnetts Town CP & Nursery School

Approved by:	Monica Pell	Date	September 2025
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Introduction

This policy covers the support for pupils in the event of a blended- learning/remote learning being implemented.

Blended learning is a style of education in which pupils learn via electronic and online media as well as traditional face to face meetings.

Remote learning is whereby pupils access all learning through electronic and online media.

All learning will be communicated via Google Classrooms, the school's website or Arbor. This will allow staff to keep in frequent contact in a professional and confidential manner with their class. Teachers will be able to schedule learning in a manner that does not overwhelm our children. Teaching and learning can be tailored, changed and updated as time progresses, allowing for replication of classroom activity to the best of our ability. In all communications we will prioritise the wellbeing of our children.

Purpose

The purpose of this policy is to ensure there are procedures in place to ensure all pupils are supported effectively in the event they are unable to be taught within the grounds of the Federation schools.

In the event that the school or classes are closed due to the need to isolate, the policy will identify the steps in place to ensure all pupils are able to access learning whilst at home.

The need for equity will be identified, and support for both parents and pupils in accessing effective teaching will be addressed.

Format

Both Federation schools use Google Classroom as a Learning Platform. All work will be set and monitored through this platform. All pupils have personal logins and there is a video on the school website providing a guide and support demonstrating how to use this platform for remote learning.

Both Federation schools utilise Tapestry to support the teaching and learning in the Early Years Foundation stage. This allows good lines of communication between teacher and parent and can be used to set and monitor work.

Flexibility of Learning

We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:-

- parents may be trying to work from home so access to technology as a family may be limited;
- Parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation;
- teachers may be trying to manage their home situation and the learning of their own children;
- systems may not always function as they should.

An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

Expectation Management

We believe that it is in the best interests of our children that we continue to provide structured support to the best of our ability. It must be noted that the work children engage in during a period of closure will be part of our current planning and so cannot be considered as optional. Children and parents should consider the arrangements as set out in this document as highly recommended.

Teaching Staff will:-

- Share teaching and activities with their class through Google Classroom, Tapestry and the school website
- Continue teaching in line with current, extensive planning that is already in place throughout the school
- Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this
- Set 3 tasks per day- 1x English, 1x maths and 1x topic this will take EYFS children 2/3 hours, KS1 children 3 hours and KS2 children 4 hours
- Keep in contact with children through message board on Google classroom, Tapestry (EYFS), Arbor and phone if necessary
- Reply to messages, set work and give feedback on activities during the normal teaching hours 9.00 am – 3.15 pm
- Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways
- Take regular breaks away from the computer or other electronic device to engage in other professional duties as much as circumstances allow e.g. Continuous Professional Development activities
- If talking 'live' to their class, ensure they are joined by another member of staff for Safeguarding reasons
- An additional member of staff will join 'live' sessions if staff are working from home
- If unwell themselves, be covered by another staff member for the sharing of activities wherever possible e.g. through a job share
- Follow up messages via email or phone during this time
- Occasionally create hard copies of activities to be picked up from school by parents (socially distancing themselves) at appointed times if necessary
- attend virtual meetings with staff or outside agencies as appropriate

Children will:-

- Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities
- Login to Google Classroom to receive their work and to meet with staff through Google Meet
- Work through tasks set by the class teacher and send in so the teacher can offer feedback
- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that
- Read daily, either independently or with an adult
- Consider using the school closure time to learn a new skill, follow their own interests to discover more about the world around us or just be creative

Parents will:-

- Support their child when accessing work from Google Classroom and joining the Google Classroom Meet
- Support their child's learning to the best of their ability
- Encourage their child to access and engage with the learning activities set by their teacher;
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of the class newsletter or school website
- Know they can continue to contact their class teacher as normal through Arbor if they require support of any kind, or request a phone call;

- Check their child's completed work each day and encourage the progress that is being made;
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax;

N.B.

The school encourages parents to take responsibility for any breach of Copyright Law if they are printing material out at home.

Class teachers have been instructed to withhold their caller ID when phoning parents. A phone call may be made by staff members, who will leave a voice mail if the call is not answered. Alternatively, a phone call can be booked at a specific time through the class teacher's email but only if necessary. Please respect the hour's teachers work and respect their privacy. Occasionally a member of staff may call in response to direction from ESCC to monitor the welfare and wellbeing of particular pupils. This is a statutory duty.

Governors will:-

- Monitor this policy and the school's approach to providing remote learning
- Ensure that staff are sure systems are secure
- Ensure that senior leaders are monitoring staff well-being and are not having their workload increased by any of the activities outlined above

Safeguarding

The use of all the platforms mentioned within this document conform to GDPR regulations in terms of data protection and sharing of data.

Data protection

Staff ensure that data is kept secure by:-

- Accessing data on a secure laptop, cloud service or network
- Sharing as little personal data as possible online
- Keeping devices safe, e.g. making sure they're password protected and encrypted, and have antivirus software
- Working in an area which is not overlooked by any one who is not a staff member
- Preventing storage of information on any device that is not a school device

References to other policies including safeguarding

This policy should be read in conjunction with other Woodlands Federation policies, including:-

- Child protection and safeguarding policy and the addendum
- Positive Behaviour policy
- Data protection and information security policy
- ICT and internet acceptable use policy
- Online safety policy