



Whingate Primary School

Remote Learning Policy

Ratified by the Governing Body Committee on: February 2026

Next Review Date February 2027

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1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Use of remote learning

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when we decide that opening our school is either:
 - Not possible to do safely
 - Contradictory to guidance from local or central government
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
 - They have an infectious illness (chicken pox)
 - They are preparing for or recovering from some types of operation
 - They are recovering from injury (broken bone etc)
 - Their attendance has been affected by a special need or disability or mental health issue

It is not for children with general illnesses.

Whingate will consider providing pupils with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision

- Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available between 8:40am and 3:10pm

Teachers will:

- Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners
- Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely

They are also responsible for setting work

- 3 hours a day on average across Foundation and Key Stage
- 4 hours a day for KS2
- The work will be set by 9am if staff know about the absence in advance. If staff are not aware children will have access to Numbots/Doodle maths, TT Rockstars, Spelling Shed, Purple Mash, Lexia (if appropriate), Reading plus (if appropriate) by 9am and other learning set as soon as it can be organised
- A 'Sway' will be provided that has clear intended learning, explanations and tasks for all subjects planned for the day
- Teaching will be delivered through a variety of methods including through: online material (such as White Rose Maths and Oak Academy) and through written explanations
- Work will be differentiated and children will be directed to the learning that is appropriate to their level
- Children working significantly below age related expectations will have their work differentiated via the 'Sway' and/or through being provided with a personalised learning pack
- Paper packs of the daily 'Sways' will be available for collection from the school office
- Children will also have work set through Purple Mash
- Children will have access to a variety of online learning sites including: Purple Mash, Times Table Rockstars, Lexia, Reading Plus, Doodle Maths, Numbots and Spelling Shed (not all children have access to all of these apps)

Feedback

- Checking their work against provided answers

- Watching teacher instructional videos, which will also include feedback from previous learning
- Submitting their work on to the year group Classdojo and getting feedback
- When work is submitted onto the Purple Mash account. Will receive individual feedback from here
- Online platforms that provide instant feedback

Communication

- Updates will be provided on Class Dojo
- The Purple Mash platform enables children to safely interact with each other and with school staff
- Children and parents can contact teachers using Class Dojo between the hours of 8:55am and 3:10pm
- Work sent to Class Dojo will be acknowledged by staff and feedback will be given in an age-appropriate way where needed

Class and School Closures

- Daily suggested learning timetables will be provided on each year group page on the school website
- A daily 'Sway' will be provided that has clear intended learning, explanations and tasks for all subjects planned for the day
- Teaching will be delivered through a variety of methods as stated above as well as through: live teaching on Zoom; pre-recorded live teaching and audio recordings
- Work will be differentiated and children will be directed to the learning that is appropriate to their level
- A daily register on Forms will be on each year group page for children to register their attendance
- Parents can contact teachers using the email addresses listed below which will be checked between the hours of 8:40am and 3:10pm

early.years@whingate.com

reception.class@whingate.com

year.one@whingate.com

year.two@whingate.com

year.three@whingate.com

year.four@whingate.com

year.five@whingate.com

year.six@whingate.com

- Parents can also contact teachers during school hours on Class Dojo
- Daily virtual 'lessons' will be arranged for children in Y2-Y6 and a weekly 'lesson' with Y1. Initially this will be via the Zoom platform and eventually will be via the Microsoft Teams platform
- The timings of these sessions will be shared via Class Dojo. Sessions will be staggered across the school day to enable all families with children in multiple year groups to access the Zoom with parental supervision and to support any families sharing devices

- All parents who have given consent for their child to take part in the lessons will receive an email invitation. These will give staff the chance to set clear expectations for the day's learning, review and provide feedback and answer the children's questions, as well as allowing the children an opportunity to socialize
- Children will be expected to be dressed when on virtual lessons.

Engagement

Teachers will monitor the child's engagement through work submitted. There will be an expectation that children who are being provided with work at home will complete what has been set.

If there is a class or school closure teachers will monitor children's engagement in remote learning daily through:

- Monitoring daily attendance registers
- Work submitted
- Children's work on other platforms
- Attendance and engagement in Zoom sessions
- Communications with children and parents through the email address or Class Dojo, Purple Mash and calls

3.2 Teaching assistants

When assisting with remote learning, teaching assistants will be available between 8:55am-3:10pm when appropriate. Teaching assistants will support mainly if there is a whole school or class closure rather than individual instances.

3.3 Subject leads

The SENDCO will support the teachers when providing work for children with complex SEND or activities specific for individual children with SEND.

Alongside their teaching responsibilities, subject leaders will be responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

3.4 Senior leaders

Senior management and Senior Leaders have an overarching responsibility for the quality and delivery of remote education.

Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and confident in its use.

They should continue to overcome barriers to digital access where possible for pupils by, for example:

- › Distributing school-owned laptops accompanied by a user agreement or contract
- › Securing appropriate internet connectivity solutions where possible
- › Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- › Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern
- › Co-ordinating the remote learning approach across the school
- › Monitoring the effectiveness of remote learning- explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents/carers
- › Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- › Ensuring staff remain trained and confident in their use of online education platforms
- › Training staff on relevant accessibility features that your chosen digital platform is available
- › Providing information to parents/carers and pupils about remote education

3.5 Safeguarding

Any safeguarding concerns which arise during a period of remote learning will be passed to our Designated Safeguarding Leads in line with our Safeguarding Policies.

3.6 Pupils and parents

Staff can expect pupils learning remotely to:

- › Be contactable during the school day – although consider they may not always be in front of a device the entire time
- › Complete work to the deadline set by teachers
- › Seek help if they need it, from teachers or teaching assistants
- › Alert teachers if they're not able to complete work
- › Follow the behaviour expectations of Whingate Primary

Staff can expect parents with children learning remotely to:

- › Engage with the school and support their children's learning and to establish a routine that reflects the normal school day as far as reasonably possible
- › Make the school aware if their child is sick or otherwise can't complete work
- › Seek help from the school if they need it. Staff will direct parents towards resources
- › Be respectful when making any complaints or concerns known to staff

3.7 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains of as high a quality as possible
- Ensuring that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

4. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

- Issues in setting work – talk to the relevant subject lead or SENDCO
- Issues with behaviour – talk to SMT
- Issues with IT – report to Schools ICT
- Issues with their own workload or wellbeing – talk to their line manager/SMT
- Concerns about data protection – talk to Business manager/SMT
- Concerns about safeguarding – talk to the DSL/Safeguarding Team

5. Data protection

5.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Have access to SIMs
- Use the Sharepoint for access to Excel documents

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses, telephone numbers as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. The school will follow its data protection policy / privacy notice in terms of handling data.

However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

5.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

6. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- KCSIE
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy