



Remote Learning Policy

Written in-line with DfE Statutory Guidance

Online Safety Policy

Safeguarding & Child Protection Policy

Remote Learning Code of Conduct

Remote Learning Guidance for Parents

		Date
Reviewed by:	Staff & SLT	January 2025
Authorised by:	SLT & Governors	
Date for next review: (or earlier should legislation require it)	January 2027	

Change Log	



Our Christian Vision & Values

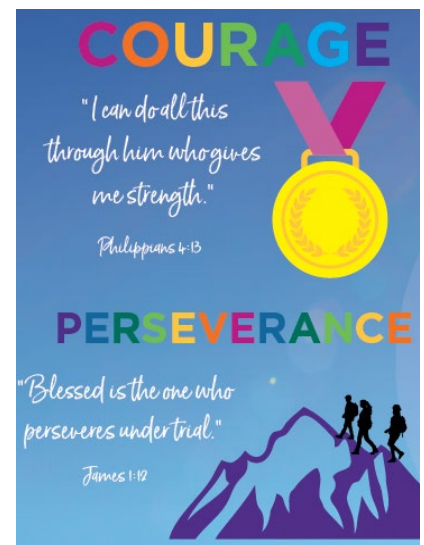
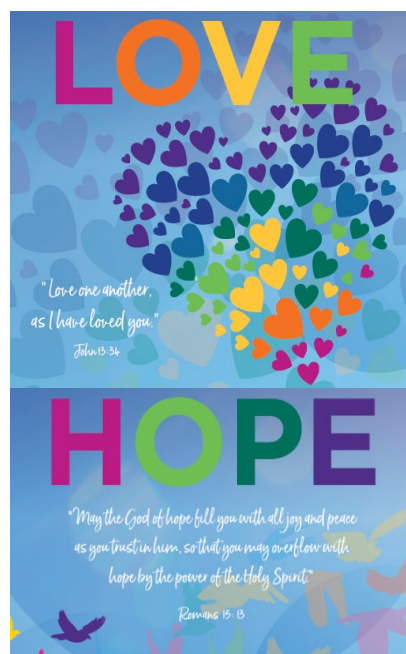


Our Christian vision states that we:

Clear a path for a lifelong journey of exploration and growth, through an innovative and challenging curriculum, inspiring all in our community to be courageous advocates and global citizens. Everyone can find their light and shine it brightly. Hand in hand, we love, learn and flourish together.

'In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.' 'Let your light shine' Matthew 5:16

Our core Christian values allow us to deliver the Christian vision:





Remote Learning Policy

DfE Context & Non-Statutory Guidance (August 2024)

Remote education should only ever be considered as a last resort where a decision has already been made that attendance at school is not possible, but pupils are able to continue learning. Attendance is essential for pupils to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances.

Remote education should not be viewed as an equal alternative to attendance in school. It is only considered as a last resort when the alternative would be no education, and only after it has been established that the pupil is, or will be, absent from school. In such cases, remote education can have the benefit of allowing absent pupils to keep on track with their education and stay connected to their teachers and peers.

Scenarios where remote education would be considered:

Circumstances where it might not be possible for pupils to receive in person education fit into two broad categories:

- School closures or restrictions on attendance, where school access for pupils is restricted
- Individual cases where a pupil is unable to attend school but is able to learn

School closures or restrictions on attendance:

Providing remote education does not change the imperative to remain open or to reopen as soon as possible. After exploring all options to ensure the school remains open to all pupils, there may still be some exceptional occasions when school leaders or the local authority decide it is not possible to open safely, or where opening would contradict guidance from local or central government. If restricting attendance for pupils is the only viable option, schools should consider providing remote education to help pupils stay on track with the education they would normally receive.

Remote education plans are particularly useful during emergency closures where the decision to close can often be made at short notice. Schools should consult [DfE emergency planning guidance](#) in the event of school closures or restrictions on attendance.

Individual cases where a pupil is unable to attend school but is able to learn:

There should only be limited circumstances where a pupil is unable to attend school but is able and well enough to continue their education remotely. These circumstances should only involve a short-term absence and might include pupils:

- Recovering from short-term infectious illnesses
- Preparing for or recovering from some operations
- Recovering from injuries where attendance might inhibit recovery

In some exceptional cases, these circumstances might also include pupils whose attendance has been affected by a special educational need or disability (SEND) or a mental health issue. In these circumstances, after the pupil's absence from school has been established, schools should consider providing pupils with remote education on a case-by-case basis. This should be part of a plan to reintegrate back to school, and only when it is judged that providing remote education would not adversely affect the pupil's return to school.

Provision of remote education should be made as a short-term solution allowing absent pupils to keep on track with their education and stay connected to their teachers and peers. Pupils with long-term medical conditions or

any other physical or mental health needs which affect attendance may need more support to continue their education.

Our School Aims

This is an adaptable Remote Learning Strategy for staff which aims to clarify expectations and safeguards for any staff who are required to provide remote working. In-line with advice and guidance from the DFE, classroom work will be planned with remote learning in mind, so that if the occasion arises due to any of the scenarios outlined above, a high-quality remote learning provision that mirrors in-school learning can be easily implemented. Work available might include tasks that can be completed both online and offline and takes into account the class teachers' knowledge of the children's ability; live sessions via Google Meet - as well as our knowledge that not every child will have access to technology at this time. We also, recognise that parents cannot be expected to become teachers, particularly when many have their own work to undertake.

This Remote Learning Policy for staff aims to:

- ☆ Ensure consistency in the approach to remote learning for pupils who are not in school
- ☆ Set out expectations for all members of the school community with regards to remote learning
- ☆ Provide appropriate guidelines for data protection
- ☆ Ensure pupils unable to attend school remain fully included within the school community
- ☆ Continue to ensure that every child receives the best education the school can provide them
- ☆ Ensure that remote education is integrated into the curriculum, so that it is an essential part of the school curriculum, alongside classroom teaching, or in the case of a local lockdown

Roles & Responsibilities

Senior Leaders - Alongside any teaching responsibilities, Senior Leaders are responsible for:

- ☆ Co-ordinating the remote learning approach across the school
- ☆ Monitoring the effectiveness of remote learning including:
 - Ensuring work that goes out to parents contains high levels of grammar and punctuation as well as appropriateness of work
 - Monitoring emails and feedback from parents regarding home learning and responding as appropriate
 - Ensuring that the home learning links on the website are updated and reflect current guidance
- ☆ Monitoring the security of remote learning systems, including data protection and safeguarding considerations (with support from 123ICT Technical Team)
- ☆ Ensuring that all pupils including PP and SEND pupils can access learning set and that arrangements are in place to oversee and monitor equality of opportunity. All queries regarding SEND pupils or pupils in receipt of Pupil Premium should be addressed to our Inclusion Lead, Anne Hipwell.
- ☆ If the class teacher is unwell and unable to lead remote learning, then the Senior Leadership Team will take direct responsibility for coordinating the appropriate approach to take, including working with phase groups to plan continuous provision.

Designated Safeguarding Lead - The DSL is responsible for:

- ☆ Ensuring that all within the school follow our school's Child Protection and Safeguarding Policy, including any updates
- ☆ Ensuring that all staff have read the updated policy and aware of the implications of home learning.
- ☆ Safeguarding concerns, including those related to Remote Learning. Please refer to our school's Child Protection and Safeguarding Policy.

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

Teachers

In the event of remote learning being required, high-quality curriculum provision that mirrors in-school planned learning via the Google Classroom will be available daily. This will take the form of a minimum of three key tasks and reflect the time children spend on learning throughout the normal school day: English, Maths and one to two other; and will include 'live remote sessions' (at least two daily). Google Classroom Expectation Guidance can be found at the end of this document.

When providing remote learning, teachers are responsible for:

Setting Work:

- ☆ Setting high-quality, appropriate work for the class/phase as well as providing a tailored home-learning package for any children in receipt of an EHCP
- ☆ Ensuring that there is a range of work set to include reading, writing, maths as well as a range of foundation subjects that pupils can choose from to extend their learning
- ☆ Work is set via the Google Classroom. This should be coordinated within the phase so that a consistent approach is achieved. Equity of provision is paramount – no child should be disadvantaged in any way. It may be necessary to provide paper copies to identified families.
- ☆ The amount of work that should be provided daily is a minimum of one Maths and English lesson, plus another subject area within the Foundation Subjects. It may be necessary to include additional sessions to ensure daily phonics continues within Early Years and Key Stage 1.
- ☆ Teachers can supplement their daily provision with resources identified by the DfE; these include Oak National Academy, White Rose Maths and BBC Bitesize, as well as other resources identified by the school.

Providing Pupil Feedback:

- ☆ Pupils are expected to submit any work via the Google Classroom. This can be a photograph or scan of their work.
- ☆ All work submitted will be acknowledged by the class teacher. Feedback will be given for English and Maths on an individual basis. Feedback will be age appropriate.

Keeping in Touch with Pupils who are not in School and their Parents:

- ☆ Children should communicate with class teachers via the Google Classroom. If any urgent issues arise, parents must communicate through the usual channels via the school office so that teachers can be alerted at the soonest possible point.
- ☆ Teachers will make regular contact with pupils who are remote learning – this will be through daily live meets.
- ☆ Any concerns should be raised immediately to DSLs and recorded via MyConcern. Please ensure you check actions have been taken by DSLs.
- ☆ If there has been no communication from either a parent or child by the end of day 1, the class teacher will contact parents to discuss. If child absence online continues or the class teacher is unable to get hold of parents, they should immediately inform a member of SLT so that appropriate action can be implemented.
- ☆ Vulnerable pupils will be called at least twice weekly if they are not attending provision in-school (or more often if appropriate): CP/EHCP/identified pupils, this will be done by SENCO/DSL/PP Champion as well as the class teacher.
- ☆ Communications via Google Classroom received from parents and pupils are to be checked between 8.45am and 3.30pm on designated working days, Mon- Fri. Teachers will respond to pupil/parent emails within 48 working hours.

Attending Virtual Meetings with Staff and External Agencies, Parents, and Pupils:

- ☆ Dress Code: All staff attending meetings virtually should dress appropriately and comfortably. It is not expected for staff to dress formally as for school, but consideration should be given to the audience and participants of the meetings to ensure that professional standards are always maintained.
- ☆ When attending professional meetings, staff must be aware of their surroundings, ensuring that, where possible, they are in a suitable location (not in bed), and that conversations are in a suitably private area where they cannot be overheard.

Teaching Assistants

Teaching assistants are responsible for:

- ☆ Providing support for pupils who are learning remotely, guided by the class teacher. This could include:
 - Contacting identified children and their families at least once a week, to 'check in' with them and offer support
 - Small group directed interventions via break-out rooms, for example, phonics, maths, pre-teaching
 - Providing Google Classroom feedback to children for submitted work

Attending Virtual Meetings with Staff and External Agencies, Parents, and Pupils:

- ☆ Guidance as for Teachers (see above)

Pupils and Parents

Staff can expect pupils to:

- ☆ Seek help if they need it, from teachers or teaching assistants through the Google Classroom. Urgent matters can go through the school office email office@woodstock.oxon.sch.uk

Staff can Expect Parents to:

- ☆ Make the school aware if their child is poorly, particularly if the child was due to come into school
- ☆ Make the school aware if there are any changes to the welfare or circumstances of the child or family that the school need to be aware of
- ☆ Be respectful when making any complaints or concerns known to staff
- ☆ Seek help from the school if they need it with regards to work or any other support. There is a wealth of information on the school website including information about Online-Safety and Mental Health & Wellbeing. Parents are reminded to communicate via the school office if they need to speak with the class teacher.

Other Resources for Early Help include:

- ☆ Family Support
- ☆ Access to food bank vouchers
- ☆ Advice with family circumstances.
- ☆ Referrals to other agencies

School will ensure that parents are kept updated with the DFE guidance and advice for supporting remote learning.

Governors - Governors at our school are responsible for:

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

Provision of Devices for Remote Learning

We are committed to ensuring that all children have equal access to remote learning. If families do not have access to suitable devices at home, the school will provide a device for use during the remote learning period. Parents or guardians should contact the school office to request a device, and arrangements will be made for its collection or delivery.

The school will ensure:

- ☆ Devices are pre-configured with the necessary software and access to the school's Google Classroom.
- ☆ Families receive instructions on how to use the devices and access the online learning platform.
- ☆ Support is available for any technical issues families encounter while using the provided devices.

Families are expected to take reasonable care of the devices and return them in good condition when requested or at the end of the remote learning period. Any issues with the devices should be reported to the school immediately

Who to contact?

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

- ☆ Issues with setting work: Staff should liaise with colleagues in the first instance. If this cannot be resolved, discuss matters with the SLT. In the case of children with SEND or in receipt of Pupil Premium, queries should be addressed to the Inclusion Lead, Janey Velasquez.
- ☆ Issues with Behaviour: Staff should address concerns to the Senior Leadership Team
- ☆ Issues with their own Workload or Wellbeing: Staff should address their concerns to the Headteacher
- ☆ Concerns about Data Protection: Staff should address their concerns to the Headteacher
- ☆ Concerns about Safeguarding: Staff should address their concerns to the Designated Safeguarding Lead (Headteacher) or the Deputy Designated Safeguarding Lead (DHT/AHT)
- ☆ Concerns about Online Safety: Staff should address their concerns to the Headteacher or Deputy Headteacher
- ☆ Issues with IT: Contact Colin directly 123ICT colin.paice@123ict.co.uk

Data Protection

Accessing Personal Data

When accessing personal data, all staff members will:

- ☆ Ensure that they access data from known sources SCOMIS
- ☆ Where staff need access to personal data they must comply with Data Protection policies and ensure that the data is being accessed in a safe environment and is not being left around to be viewed by people who are not allowed to look at this sensitive data.
- ☆ Staff should only access personal data on their school laptop or iPad.

Sharing Personal Data

- ☆ Staff members may need to collect and/or share personal data such as [such as names, dates of birth and email addresses] as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions.
- ☆ While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

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. Use of One Drive is our school's recommended cloud-based storage.
- ☆ Making sure the device locks if left inactive
- ☆ Not sharing the device among family or friends
- ☆ Installing antivirus and anti-spyware software (123ICT lead this)
- ☆ Keeping operating systems up to date: always install the latest updates

Please contact Richard Graham (SBM) or Colin Paice if you require any support with your device.

Free school meals and remote education

Where pupils eligible for benefits-related free school meals are receiving remote education, we would work with our school catering team either to provide good quality lunch parcels or to issue a food voucher if available. This will ensure that eligible pupils continue to be supported for the period they are unable to attend school.

Provision for pupils with SEND

If pupils with SEND are not able to attend school and require remote education, their teachers are best placed to know how their needs can most effectively be met to ensure they continue to access the curriculum. We will ensure an appropriate curriculum, teaching and support that will enable the pupil to continue learning effectively is put in place.

Some pupils with SEND may not be able to access remote education without adult support. We will work collaboratively with families and put arrangements in place that allow pupils with SEND to access remote education successfully. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely.

Safeguarding

Please refer to our school's Child Protection and Safeguarding Policy.

*Should you have any Safeguarding concerns or require assistance from school in an emergency, then please contact the school office on 01993 812209 or email safeguarding@woodstock.oxon.sch.uk, if you are unable to get in touch with the school and are concerned about the wellbeing of a child then please contact the MASH (Multi-Agency Safeguarding Hub) directly by calling **0345 050 7666**.*

Monitoring Arrangements

This is a dynamic document therefore our approaches to this strategy will be reviewed regularly and reflect ongoing guidance provided by the DfE for Remote Learning.

Links with other Policies & Guidance

This Strategy is linked to our:

- ☆ Child Protection & Safeguarding Policy
- ☆ Behaviour Policy
- ☆ Data Protection Policy and Privacy Notices
- ☆ ICT and Internet Acceptable Use Policy
- ☆ Online Safety Policy
- ☆ Staff Code of Conduct

Remote Learning Details

Your child should have their login details because they have been using them to submit homework last term. Please contact us if you are unsure of what your child's login details are as soon as possible.

We understand that the children may be disappointed by not being able to come to school, especially not seeing their friends and joining in the activities however, our 'live' approach will hopefully ensure the children can feel more connected with their teacher and peers as it will allow them to be together and work together (virtually).

It would also help if you child has their homework book, pencil, rubber, ruler (and any other equipment you feel they may require). If you do not have the appropriate resources, please do get in touch so we can help at the soonest possible time. We can make exercise books and stationery available to collect from school.

We will try to balance the amount the children are on screen with opportunities to go off to complete independent activities, as we recognise that too much screen time could be a concern. This improvement to our approach is new to us all and we appreciate your support and patience – of course we will continue to review our provision daily to identify what is working well and what changes might be needed. Please let the office know if you have difficulties accessing our Remote Learning.

Remote Learning Communication

All communications on your child's Google Classroom should be between children and their class teacher only please. If you would like to get in touch with your child's class teacher, please communicate by email via the school office.

Pupils Use of Google Meet

Our Code of Conduct for Google Meet is as follows:

- When working remotely the same standard of behaviour as expected in school should be demonstrated by pupils.
- During 'live' meets pupils should be in a communal area of the home, supervised by a parent/carer, where possible; and fully dressed.

- Protocols should be agreed in advance to ensure that 'live' meets are effective e.g., microphones off unless the teacher requires them unmuted.
- Pupils should understand that any contribution they make to the live sessions should be sensible and appropriate
- Work submission deadlines will be set that allow families to access learning flexibly. Pupils should submit work online once they have completed it.
- Pupils should understand what to do if they have any concerns related to online safety.