

# **Woodend Farm Primary & Secondary Through School**

## **Remote Learning Policy (Unified)**

### **RECORD OF POLICY AMENDMENT / HISTORY**

<b>Version / Issue</b>	<b>Author</b>	<b>Date</b>	<b>Reviewed/ Approved By Directors</b>	<b>Reason for Change</b>
V1.0	Umut Baskal	08/12/25		New Policy

## 1. Purpose and scope

This unified Remote Learning Policy sets out how Woodend Farm Primary and Secondary phases will provide high-quality remote education when in-person attendance is not possible or is contrary to government guidance. It applies to all pupils, parents/carers, staff and governors, and aligns with Department for Education (DfE) non-statutory guidance on remote education. Remote education is a short-term, last-resort solution to ensure continuity of learning and connection with school.

## 2. Our values and vision

Woodend Farm's remote education reflects our values: Kindness, Belonging, Believing and Achieving. Our vision is to help pupils grow from survivors, to strivers, to thrivers through a nurturing, sensory-aware, value-based education. Remote learning will uphold these principles across both phases.

## 3. Principles for remote education

**We will:**

- Provide immediate access to remote education when required and proportionate to the duration and nature of absence.
- Maintain a broad and balanced curriculum, adapting delivery for age and need, including SEND.
- Prioritise attendance: remote education is not an equal alternative to attending school and is used only when attendance is not possible.
- Safeguard pupils and staff online and protect personal data.
- Support families with access, guidance and troubleshooting.

## 4. Provision and platforms

- Core platform: **Microsoft Teams** for live lessons, assignments, announcements and messaging.
- Supplementary resources: approved curriculum websites and school-created materials; printed packs where online access is not appropriate.
- Timetabling: Primary will follow a simplified daily structure (phonics/English, maths, topic/creative, wellbeing/PE). Secondary will follow subject timetables with age-appropriate expectations. Laptops may be provided in an individual case by case basis.
- Feedback: timely feedback via Teams (Assignments/Posts), or phone/email for printed work.
- Attendance and engagement: registers will record absence; engagement monitored via lesson participation/assignment submission and followed up by staff.

## 5. Roles and responsibilities

### Senior Leadership Team (SLT)

Coordinate provision, ensure safeguarding and data protection, monitor effectiveness across phases, and oversee training and resources.

### Teachers

- Plan and deliver remote lessons aligned to in-school curriculum; differentiate for need.
- Set clear instructions, success criteria and deadlines in Teams; share materials in accessible formats.
- Provide feedback before the next learning session where possible; address misconceptions.
- Maintain contact with remote learners/families; escalate concerns to phase leads/DSL.

### Teaching Assistants (TAs)

- Support pupils during live sessions; run small-group interventions as directed.
- Prepare/adapt resources; assist with feedback and recording progress.
- Attend virtual meetings and CPD; liaise with families as appropriate.

### Designated Safeguarding Lead (DSL)

Manage and respond to safeguarding concerns; ensure online safety measures are followed; liaise with external agencies as required.

### SENDCo

Ensure pupils with SEND have bespoke, reasonable adjustments and access arrangements; coordinate multi-agency support and review plans.

### IT Support (IT Immersive)

- Resolve technical issues with Microsoft Teams and devices.
- Maintain security and raise data protection concerns with the class teacher.
- Support families and staff; ticket requests must include the device name (PC name).

### Parents/Carers

- Establish routines, provide a suitable space and encourage engagement.
- Communicate challenges promptly; request printed packs where online access is not suitable.
- Support online safety; supervise younger pupils.

### Pupils

- Join live lessons on time; participate respectfully and complete assignments.
- Follow the Acceptable Use Policy and behave safely online.
- Ask for help when needed and submit work by deadlines.

## 6. Safeguarding and data protection

- All communication with pupils and families will take place through school-approved channels (Teams, school email, phone via office).
- Staff will not store personal data on personal devices; use strong passwords, device encryption, and keep software updated.
- Live lessons will follow professional standards (dress, neutral background, appropriate location).

## 7. Attendance, engagement and wellbeing

- Remote learners will be recorded as absent in statutory registers; engagement is tracked separately.
- Staff will monitor participation and follow up concerns; wellbeing check-ins will be scheduled for remote learners.
- Where remote education is used, it will be part of a plan to reintegrate pupils back to school as soon as possible.

## 8. Phase expectations

### Primary Phase

- Daily structure: phonics/English, maths, topic/creative, reading, and PE/wellbeing.
- Use short, clear videos and interactive tasks; include off-screen activities (e.g., practical science, art, PE).
- Parents receive simple daily/weekly overviews and printed packs if needed.

### Secondary Phase

- Follow subject timetables; publish lesson links and assignments via Teams Class Notebook/Assignments.
- Combine live teaching with independent study; include project-based work and assessment checkpoints.
- Ensure access to qualifications content where applicable; adapt for low-arousal environments where appropriate.

## 9. Linked policies

- Online Safety Policy
- Data Protection Policy
- Promoting Positive Behaviour for Learning
- Safeguarding and Child Protection Policy
- Curriculum Policy (with secondary phase)

- SEND Policy

## 10. Monitoring and review

The Governing Body and SLT will monitor the effectiveness of this policy through engagement data, pupil/parent feedback, and staff review. The policy will be reviewed biennially or sooner if guidance changes.

## Appendix A: Practical guidance for parents/carers and staff

### A1. Joining Microsoft Teams

- Pupils sign in using their school Microsoft 365 account.
- Open Teams > Calendar > select the lesson > Join.
- Use mute when not speaking; use chat respectfully; follow teacher instructions.

### A2. Submitting work

- Open the Assignment in Teams, read instructions, complete work and click Submit.
- If using paper packs, return via photo upload to Teams or arrange drop-off as directed by school.

### A3. Finding your device name (PC name) for IT support

- On Windows, click the Start/Windows button.
- Type "PC name" or "About your PC" and open the result.
- Find \*\*Device name\*\* and include it in your support request to your teacher.

### A4. Troubleshooting basics

- Restart the device and ensure updates are installed.
- Check internet connection; move closer to the router if possible.
- If audio/video issues occur, leave and rejoin the meeting or switch to the Teams mobile app.
- Contact IT Immersive via school channels with device name and a brief description of the issue.

### A5. Online safety at home

- Keep webcams in shared family spaces; avoid sharing personal information.
- Parents should supervise younger pupils during live sessions.
- Report concerns to the school immediately; follow the Online Safety Policy.