

Woodend Farm Primary & Secondary Through School

Remote Learning Policy (Unified)

RECORD OF POLICY AMENDMENT / HISTORY

Version / Issue	Author	Date	Reviewed/ Approved By Directors	Reason for Change
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.