



Whiteheath Junior School

Remote Learning Policy

Updated by:	Updated on:	To be reviewed
Hannah Wells – Deputy Headteacher	October 2025	As needed

1. Philosophy

Whiteheath Junior School has always strived to support our children in the best way possible to make learning purposeful and ensure that effective partnerships are maintained between children, parents/carers and staff. Our strategy for remote learning should continue this.

Remote learning will be categorised in two ways:

1. Whole class home learning
2. Part class or individual home learning

The policy below applies to both types of home learning however, it should be understood that when a teacher is teaching for the full day in school, contact with remote learners may be more challenging to achieve. Contact may be made by a member of school staff including: SLT, teaching staff, office and admin staff or teaching assistants.

2. Aims

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 clear expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

3. Guidance

This policy applies when:

- there are 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

NOTE This policy is not applicable to children remaining home due to illness during the school year.

4. Home and School Partnership Approaches

Whiteheath Junior School is committed to working in close partnership with families and recognises each family is unique. Because of this, remote learning will look different for different families in order to suit their individual needs. Where possible, it is beneficial for young people to maintain a regular and familiar routine. We would recommend that each 'school day' maintains a consistent structure.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work, encouraging them to work with good levels of concentration. Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school as soon as possible and alternative solutions may be available. These will be discussed on a case-to-case basis.

5. Roles and responsibilities

5.1 Teachers

When providing remote learning, teachers must be available within their usual working hours taking breaks and lunch break as they would normally do during the working day.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

- A. **Setting work**
 - B. **Providing feedback on work submitted**
 - C. **Staying in touch with children and parents**
 - D. **Ensuring their SEN children are provided with appropriate work**
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A. **Setting and submitting work**

Whole class home learning

Teachers should provide:

- Daily work during whole class isolation should include a range of subjects including English, Maths and Foundation subjects (based on MTP where possible). The core teaching should be of equivalent length to the teaching that they would receive in school. The work set should not rely heavily on internet research.
- If the whole class is isolating, the teacher should provide some pre-recorded Maths and English lessons via Google Classroom or Oak Academy. Instructional videos for foundation lessons should also be pre-recorded using Google Classroom or taken from Oak Academy and posted for children to access throughout the day.
- Work should be set using Google Classroom.
- Whenever possible, work should include use of online and offline resources to ensure children receive a range of work and learning experiences which the child is motivated to complete.
- Teachers should check with SLT to find out what access the child/children have to electronic devices to ensure pupils with limited access can still complete the work.
- Teachers should provide work which their SEN children can access. Differentiation may be via scaffolding, task or outcome but should be structured such that the child can work independently.
- Work packs (paper copies) will be available for children who do not have internet access and who do not qualify for school laptop loans. These may be picked up from the school office or in some cases delivered in an alternate way should it be necessary.

Individual or part class home learning

Teachers should provide:

- Daily work should include a range of subjects including English, Maths and Foundation subjects (this may not be based on the MTPs if the availability of pre-recorded foundation subject teaching is not readily available but it will be in line with the skills required for that year group). The core teaching should be of an equivalent length to the teaching that the children would receive in school. The work set should not rely heavily on internet research but can be reliant on internet for delivery.
- The amount of work set for children should be equivalent to the teaching/ independent learning time they would receive at school.
- The work set must be of an appropriate level – the children should be able to complete tasks independently or with little adult guidance.
- The teacher **may** provide some pre-recorded lessons via Google Classroom or Oak Academy.

- Work should be set using Google Classroom as an 'assignment'. This way, children can 'submit the assignment' to notify you that they have completed the work.
 - Whenever possible, work should include use of online and offline resources to ensure children receive a range of work and learning experiences which the child is motivated to complete.
 - Teachers should check with SLT to find out what access the child/children have to electronic devices to ensure pupils with limited access can still complete the work.
 - Teachers should provide work which their SEN children can access. Differentiation may be via scaffolding, task or outcome but should be structured such that the child can work independently.
 - Work packs (paper copies) will be available for children who do not have internet access and who do not qualify for school laptop loans. These may be picked up from the school office or in some cases delivered in an alternate way should it be necessary.
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B. Providing feedback on work

Whole class home learning

- Teachers should check that children have completed the work set
- Teachers should give feedback for work completed. This may be verbal (on phone/ google classroom), written (via google classroom).
- Teachers should adjust pace or difficulty of work set, responding to questions and attainment of each child in the same way that they would do in class.
- Teachers may give individual feedback or group feedback (depending on the task) but a child must receive personal feedback of some sort during the week.

Individual or part class home learning

- Teachers should check that children have completed the work set – this could be:
 - by sending a message to the child on Google Classroom
 - via telephone call to the parent/ carer
 - via email to the parent/ carer

If a parent notifies a teacher that their child is too unwell to complete the home-learning, the teacher will not set any further tasks until the child is well enough to start completing work again. This will avoid the child feeling overwhelmed.

- Teachers should give daily, written feedback on work completed. This should be done through Google Classroom (if the task was submitted on Google Classroom) or via email using the class email address (if the work was sent in by a parent/ carer via email).
 - Teachers should adjust pace or difficulty of work set where necessary.
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C. Keeping in touch with pupils who are not in school and their parents:

Whole class home learning

- School will endeavour to have frequent contact with children who are not in school when the whole class are isolating.
- During this contact, it should be established as to whether there are barriers for a child to completing work on a daily basis and expectations should be adjusted if needed.

- Parents should be given opportunity to be flexible regarding submission times of completed work but mathematics and English work (as a minimum) must be completed and submitted via google classroom by the end of the week.
- Children who are using home learning packs (paper copies) should submit their work to the school office in a sealed envelope by the end of each week. Alternatively, they can send photographs of the work via email.
- Any complaints or concerns shared by parents and pupils should be passed on to a member of the Senior Leadership Team – for any safeguarding concerns, teachers should refer to the school safeguarding policy
- Teachers should send email reminders to parents if their child is not completing the work set. If this continues, teacher should inform SLT/DSL

Individual or part class home learning

- School will make weekly contact with children who are isolating as part of a small group or as an individual. This could be through Google Classroom or a telephone call.
- During this contact, it should be established as to whether there are barriers for a child to completing work on a daily basis and expectations should be adjusted if needed.
- Parents should be given opportunity to be flexible regarding submission times of completed work but mathematics and English work (as a minimum) must be completed and submitted via google classroom by the end of the week.
- Children who are using home learning packs (paper copies) should submit their work to the school office in a sealed envelope by the end of each week. Alternatively, they can send photographs of the work via email.
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Attending virtual lessons/meetings with staff, parents and pupils

- Staff and children must wear suitable clothing, as should anyone else in the household
 - Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred or plain
 - Live lessons/meetings should be recorded so that if any issues were to arise, the video can be reviewed.
 - Pre-recorded lessons should be kept to a reasonable length of time
 - Language must be professional and appropriate, including any family members in the background
 - Staff must only use platforms provided or approved by Whiteheath Junior School to communicate with pupils (Google Classroom)
 - Staff should record, the length, time, date and attendance of any live sessions held
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5.2 Teaching Assistants

Teaching Assistants will use remote learning time for professional development. They will be given a CPD schedule to follow to develop high quality practice in order to better meet the needs of learners with SEND when they return.

5.3 Subject leaders

Alongside their teaching responsibilities, subject leads are responsible for:

- A. Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- B. Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- C. Monitoring the remote work set by teachers in their subject through regular meetings with teachers
- D. Alerting teachers to resources they can use to teach their subject remotely

5.4 The SENDCo

Alongside any teaching responsibilities, the SENDCo is responsible for:

- Co-ordinating remote learning approach for children with SEND across the school
 - Working with teachers to support children with SEND and make sure work set is appropriate
 - Monitoring the remote work set by teachers) through regular contact with teachers
 - Alerting teachers to resources they can use to support the children in their class
 - Be made aware of any feedback from parents of SEND children regarding home learning
- Senior leaders

5.5 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 through regular virtual meetings with teachers and subject leaders and taking in to account feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Consider parental feedback to remote learning provision and adapting the policy when appropriate

5.6 Pupils and parents/carers

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
- Try to complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

Staff can expect **parents/carers** with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

5.7 Governing body

The governing body is 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 remote learning systems are appropriately secure, for both data protection and safeguarding reason

5.8 Who to contact:

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

- Issues in setting work – talk to the relevant subject lead, SENDCO or Assistant Head
- Issues with behaviour – talk to year leader, then SLT
- Issues with IT – log on the IT help desk
- Issues with their own workload or well-being – talk to a member of SLT
- Concerns about data protection – talk to a member of SLT
- Concerns about safeguarding – talk to the DSL

7. Inclusion

The principles of this Remote Education Policy apply to all pupils, including those with special educational needs or disabilities (SEND). We have the same high expectations of all pupils with regards to the effort they put into their remote learning. However, as with classroom learning, we are aware that not all children will produce the same outcomes.

8. Data protection

Accessing personal data

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

- Access the data using remote access

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)
- 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

9. Safeguarding

Keeping children and teachers safe during remote education is essential. Teachers delivering remote education online should be aware that the same principles set out in the school's code of conduct apply. In the event of whole classes or part school reversion to remote learning, the safeguarding policy would be reviewed and updated to reflect the face children are working both online and in the classroom. If staff were to have any concerns about a child's welfare whilst delivering remote education, this would be communicated to the DSL/ DDSL using the known route.

10. Links with other policies

This policy is linked to our:

- Curriculum policy
- Safeguarding policy
- Data protection policy and privacy notices
- Acceptable use policy (AUP)
- Online safety policy
- Teaching and learning policy