

“A cord of three strands is not easily broken”

Ecclesiastes 4:12



Weeting Primary School Remote Learning Policy



**Agreed: January 2026
Reviewed: January 2027**



Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for all children, including those with identified Special Educational Needs and Disabilities, who are not in school using quality online and teaching resources.
- Provide clear expectations of the school community to the delivery of high quality interactive remote learning.
- Include the continuous delivery of the school curriculum, as well as support for children's mental health and well being, and support for families.
- Support effective communication between the school and families to support engagement, attendance and learning.
- Provides appropriate guidelines for data protection.

Who is the policy applicable to?

Remote learning will be shared with families when their children are absent from school when:

- A child's whole bubble is not permitted to attend school because they, or another member of the bubble, have tested positive for an illness identified in Department of Health and Department of Education guidelines.
- The school is closed due to a local lockdown.
- A child is on an agreed fixed term, part time timetable.
- A child is preparing for or recovering from an operation.
- A child is recovering from an injury and attendance may inhibit such recovery.

We will consider providing children with remote learning on a case by case basis. In the limited circumstances where remote learning is used, we will:

Put formal arrangements in place to regularly review it and identify how to reintegrate the child back into school.

Identify what other support can be put in place to help reintegrate the child back into school at the earliest opportunity.

Set a time limit with an aim that the child returns to in-person education with appropriate support.

Content and tools to deliver remote learning

Resources to deliver remote learning can include all or some of the following:

- Online tools for EYFS, Key Stage 1 and Key Stage (via Class Dojo or MCAS).
- Use of Teams or Zoom for live teaching (recorded if unable to join), assemblies or story times.
- Phone calls home to speak with child and family.
- Printed learning packs.
- Packs of materials such as reading texts, books, writing tools, support materials (word banks, number squares).
- Weekly learning grid uploaded to Class Dojo or MCAS.

Home and school partnership

Weeting Primary 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 meet their individual needs.

Where possible, it is beneficial for children to maintain a regular and familiar routine. We would recommend that each 'school day' at home maintains a similar structure to the one that children would experience in school.

We would encourage parents to support their children's work, including finding an appropriate place to work, support children with work and encourage 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, families should contact the school and alternative solutions will be organised. These will be discussed on a case by case basis.

The school's 'ICT Acceptable Use' policy applies when supporting children and families during periods of remote learning.

Roles and responsibilities

Teachers

When providing remote learning, teachers are responsible for:

Setting work

- Teachers will set work for the children in their class.
- The work should follow the usual timetable for children had they been in school, wherever possible.
- Producing a weekly learning grid for their classes (which follows the class homework menu of choice).
- Daily/weekly work will be shared ahead of time either via Class Dojo or MCAS, or in paper form.

In the event of a class bubble or whole school closure, teachers will deliver live lessons (20 minutes). Teachers will endeavour to timetable these at the same time for their class each day to have a consistent routine, but also spaced throughout the day in liaison with other classes, as appropriate, to try to avoid overlap for siblings. In addition these sessions will be recorded and made available for future viewing.

Live teaching sessions will include:

Daily: EYFS – Phonics, Maths, Communication and Language (linked to core texts); KS1 and KS2 - Phonics/Reading, Maths and English.

Weekly: EYFS – Primary Knowledge Curriculum (1 session); KS1 and KS2 Primary Knowledge Curriculum (3 sessions); Physical activity (EYFS to KS2 2 sessions); PSHE (EYFS to KS2 1 session).

Live sessions should have opportunities built in for children to ask and answer questions live, either verbally through the lesson itself or through the live chat feature.

Sessions should reflect the structure of classroom lessons and provide opportunities for the children to actively develop their memory and retrieval skills to support them in retaining key content and concepts.

Teachers should be mindful to ensure that the amount of work set remotely is appropriate. Children should have enough productive learning for the lesson timing indicated, but be aware that it may take children longer to complete tasks remotely than would be the case in school.

If teachers are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedures.

Providing feedback on work

- For children on part time timetables, work should be brought into school on their next day of attendance. Verbal feedback will be given to the child during early morning work.
- Feedback should be given to children through Teams or Zoom, as would happen in normal classroom practice. Teachers should be clear which pieces of work they will give feedback on and may choose to use individual feedback and whole class feedback.
- Children engaging fully with the work should be acknowledged and positively rewarded using Dojo points in line with the school's Behaviour Policy.

Keeping in touch with children and their families

If there is a concern around the level of engagement of a child, families should be contacted via phone to access further school support.

Parents can message class teachers via Class Dojo or MCAS with any concerns or queries.

Class teachers must report any complaints or concerns shared by families or children to the Headteacher.

Any safeguarding concerns should be referred immediately to the Designated Safeguarding Lead.

Headteacher

Alongside any teaching responsibilities, the headteacher is responsible for:

- Co-ordinating the remote learning approach across the school, including weekly monitoring of engagement.
- Monitoring the effectiveness of remote learning, including children on part time timetables, through regular meetings with class teachers, reviewing work set and gaining feedback from children and families.
- Monitoring the security of remote learning systems, including data protection, e-safety and safeguarding procedures.

Designated Safeguarding Lead

The Designated Safeguarding Leads are responsible for managing and dealing with all safeguarding concerns raised by children, families or staff.

Where children are remote learning and the child and family have been identified as vulnerable, on the edge of Children's Services support, or are receiving support from Children's Services, the DSL team will ensure that a robust communication plan is in place for them. The communication plan can include Teams or Zoom calls, phone contact or door step visits. Other individualised contact methods should be considered and recorded. Details of the plan and records of contact must be recorded on CPOMs.

SENDCo

The SENDCo will:

- Liaise with class teachers to identify the level of support, and adaptations that will support remote learning, for each child on the SEND register.
- Support teaching assistants with the delivery of online intervention groups.
- Ensure that children with EHCPs continue to have their needs met whilst learning remotely, liaising with the headteacher and other organisations to make any alternate arrangements.
- Liaise with the Central IT team to ensure that the technology used for remote learning is accessible to all children.

Support Staff

In the event of a class bubble or whole school lockdown, support staff must be available between their normal contracted hours.

Teaching assistants with responsibilities for delivering intervention groups in school, will continue to deliver these remotely.

If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedures.

During the school day, support staff must complete tasks as directed by their class teacher or the headteacher (for non class based support staff).

Office Co-ordinator/Central Finance Assistant

Ensuring value for money when arranging the procurement of equipment.

Ensuring that the school has adequate insurance to cover all remote working arrangements.

Central IT team

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work.
- Supporting staff with any technical issues they experience.
- Setting up school devices to loan to families.
- Assisting children and families with accessing the internet or devices, loaned to them by the school.
- Reviewing the security of remote learning systems and flag any data protection breaches to the Trust Data Protection Officer.

Children and families

Staff can expect children learning remotely to:

- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers.
- Bring completed work into school on their next expected day or submitted online (if in class bubble or whole school lockdown).

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick and is unable to complete their work.
- Inform the school of their child's non attendance at live lessons, due to medical appointments, in line with the school's leave of absence procedures.
- Seek help from the school if they need it in order to best support their child.
- Ensure that completed work is brought into school on their next expected day or submitted online (if in class bubble or whole school lockdown).

Data Protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff will use school owned laptops or iPads.

Processing personal data

Staff may need to collect and/or share personal data such as email addresses as part of remote

learning. As long as this processing is necessary for the purpose of supporting children's education, individuals will not need to give permission for this to happen. 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 'ICT Acceptable Use' policy.

Keeping devices secure

All staff will take appropriate steps to ensure their devices remain secure. This includes:

- Keeping the device password protected.
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device amongst family or friends.
- Keeping operating systems up to date, in line with Trust requirements.