



WOODTHORPE INFANT SCHOOL

Remote Education Policy

Updated September 2025

Signed: E Bowler (Head Teacher)

Signed: L Kay (Chair of C & P Committee)

1. Statement of school philosophy

Woodthorpe Infant School has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

2. Aims

The following shows the aims of this Remote Education Policy:

- Ensure consistency in the approach to remote learning for all pupils, including children with SEND, who are not in school through use of quality online resources and teaching videos.
- Provide clear expectations to members of the school community with regards to the delivery of high quality interactive remote learning.
- Include continuous delivery of the school curriculum, as well as support of motivation, health, well-being and parent support.
- Consider continued education for staff and parents.
- Support effective communication between the school and families and encourage engagement in learning.

3. Who is this policy applicable to?

- A child who is absent because they are required to self-isolate.
- A child who is unable to attend school due to health needs.

Remote learning will be made available via Microsoft Teams for the entire class, but families will be instructed when to access it. Remote learning should not be accessed unless the family has been instructed to do so by the school.

4. Content and tools to deliver this Remote Education Plan

The areas and focus of learning will broadly be the same for remote learning as it will be for in-school learning, although specific activities and contexts may differ to ensure work is not duplicated. Resources to deliver this Remote Education Plan include the following:

- Microsoft Teams and Class Dojo.
- Use of recorded video, instructional videos and assemblies (for whole class bubbles that are self-isolating).
- Physical materials such as reading books.
- Use of BBC Bitesize, Oak National Academy, Teach Computing, Teach Your Monster to Read, and Letter and Sounds home learning website.

5. Home and school partnership

Woodthorpe Infant 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 to suit their individual needs, such as not having a suitable device available to access the remote learning via Microsoft Teams. For any queries or to discuss individual circumstances, please email office@arnoldwoodthorpe.notts.sch.uk or call the school on 0115 9263820.

Woodthorpe Infant School will provide instructional videos and information for parents on how to use Microsoft Teams and Class Notebook. For some children, they may access remote learning that is different to the rest of their class, which would be the case if they were attending school.

Woodthorpe Infant School recommend that each 'school day' has a consistent structure and routine that works for each individual family. We encourage parents to support their children by finding an appropriate place to work and by encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should there be a barrier to accessing the work, parents/carers should contact school promptly so that any issues can be resolved and a suitable solution can be agreed.

In line with Woodthorpe Infant School's 'Healthy Habits', we would encourage parents to adopt the key features of Healthy Habits which provides practical steps to support a healthy and balanced digital diet. Further information can be found at the Online Safety section of our school website: <https://arnold-woodthorpe-infant-school.secure-primariesite.net/online-safety/>.

6. Roles and responsibilities

Woodthorpe Infant School will provide regular training sessions and support for staff on how to use Microsoft Teams and Class Notebook.

Teachers

When providing remote learning, teachers must be available during school hours.

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 the following:

Setting work:

- Teachers will set work for the pupils in their classes.
- The work set should match the relevant learning intentions for that term.
- Work will be set at the beginning of each term.
- A week's worth of work will include the following lessons: 3 x literacy; 3 x maths; 1 x well-being; 1 x foundation subject; 5 x phonics lessons linked with Letters and Sounds online.

Providing feedback on work:

- A piece of feedback will be given for the week's literacy work, maths work, well-being work and foundation subject work, totalling four pieces of feedback each week.

Keeping in touch with pupils who are not in school and their parents:

- If there is a concern around the level of engagement of a pupil, parents/carers will be contacted by school to assess whether a school intervention can assist engagement.
- All parent/carer emails relating to remote learning should come through office@arnoldwoodthorpe.notts.sch.uk. Emails sent to the email addresses used by staff to set work will not be responded to.
- Any complaints or concerns shared by parents/carers or pupils, including safeguarding concerns, should be reported to the Head Teacher.

Teaching Assistants

If self-isolating, teaching assistants must be available during school hours to complete tasks set remotely as directed by a member of the Senior Leadership Team. 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.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for the following:

- Co-ordinating the remote learning approach across the school, including monitoring of engagement and evaluating the provision.
- Monitoring the effectiveness of remote learning through regular meetings with teachers, reviewing work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated Safeguarding Lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

SENDCO

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met whilst learning remotely.
- Liaising with class teachers, the Head Teacher and other organisations where necessary to make any alternate arrangements for pupils with SEND.

- Identifying the level of support.

Pupils and parents

Staff can expect the following from pupils learning remotely:

- Complete work to the deadline set by teachers.
- Seek help from teachers if they need it.
- Alert teachers if they are not able to complete work.

Staff can expect the following from parents/carers with children learning remotely:

- Make the school aware if their child is sick or otherwise cannot complete work.
- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff.
- If needed, parents may use the chat function within teams to communicate and seek support from other parents regarding home learning with the understanding this will not be used as a method of communication with class teachers.

We have listed some of our expectations for home learning below but please adapt these and make them work for you and your family.

- Each day, we would encourage you to read with your child for 5-10 minutes, practise some spellings, complete some of the activities as well as a phonics lesson.
- Over the week, we would expect pupils to complete all the lessons provided for that week (3 x maths, 3 x literacy, 1 x well-being and 1 x foundation subject). It does not matter when they are completed within that week.
- You can be flexible in your approach to lessons; doing these in smaller chunks or all in one go (if your child is feeling resilient).
- We would expect each lesson to take between 15 minutes – 1 hour, depending on the year group your child is in and the activity – some of the teaching videos are longer than others. This time includes how long it will take for your child to carry out the activity.

Governing Board

The governing board is responsible for the following:

- 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 reasons

7. Links with other policies and development plans

This policy is linked to the following policies:

- Child Protection and Safeguarding Policy
- Positive Relationships and Behaviour Policy
- Data Protection Policy and Privacy Notices
- Online Safety Policy

8. How it Works

