Dormers Wells Primary School

Remote Learning Policy

Believe Aspire Flourish

Diversity, Opportunity, Resilience, Moral values, Excellence, Respect, Self-Belief

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1. General Statement of Policy

The purpose of this policy is to provide a framework for the safe, effective and consistent delivery of remote education at Dormers Wells Primary School.

The policy outlines the school's arrangements for providing remote education when pupils are unable to attend school in person but are well enough to continue learning.

This may include exceptional circumstances where the school is required to close temporarily, where attendance is restricted for some or all pupils, or where an individual pupil is unable to attend school for a period of time but is able to access education remotely.

The school recognises the importance of maintaining continuity of education and ensuring that pupils continue to receive a high-quality, broad and balanced curriculum wherever reasonably possible.

The school's main digital platforms for remote education are **Microsoft Teams and ClassDojo**.

Microsoft Teams is used to support online teaching, live lessons and communication with pupils. ClassDojo is used to share learning activities, resources, updates and information with pupils and parents or carers.

Remote education is not considered an equal alternative to attending school. The school places the highest priority on ensuring that pupils attend school regularly and benefit from face-to-face teaching, social interaction and the wider experiences that school life provides.

Remote education will only be considered when attendance in person is not possible or appropriate and where the pupil is well enough to continue learning.

This policy has been developed with reference to Department for Education guidance and is intended to protect pupils, parents and carers, and staff.

It applies to all teaching staff, teaching assistants, support staff and administrative staff involved in the planning, delivery and monitoring of remote education.

The policy should be read alongside the school's Safeguarding and Child Protection Policy, Online Safety Policy, Computing Policy, Behaviour Policy and Data Protection arrangements.

2. Responsible Staff

All members of staff are responsible for implementing this policy and ensuring that remote education is delivered safely and effectively.

The Senior Leadership Team (SLT) will monitor the implementation and quality of remote education provision.

It is the responsibility of all members of staff to:

- Be familiar with and adhere to this policy.

- Understand their responsibilities when delivering remote education.
- Ensure pupils are aware of appropriate online behaviour and expectations.
- Follow the school's safeguarding, online safety and data protection procedures.
- Raise any concerns about pupils' engagement, learning or wellbeing with the appropriate member of the Senior Leadership Team.
- Maintain professional standards when communicating with pupils and families online.

The school will endeavour to ensure that staff have access to suitable devices and resources to facilitate remote teaching and communication.

Where necessary and possible, school-owned laptops or other appropriate equipment may be made available to staff. Any equipment provided must be used in accordance with the school's ICT and acceptable use arrangements.

Staff may be required to work from school where appropriate, particularly where they do not have suitable facilities or equipment at home, or where there are safeguarding or practical considerations.

A member of the Senior Leadership Team will have overall responsibility for coordinating and monitoring the school's remote education provision.

3. Remote Teaching and Learning

The school will use a combination of digital and non-digital resources to ensure that pupils can continue their learning when they are unable to attend school.

Digital learning platforms

The school's main platforms for remote education are:

Microsoft Teams

Microsoft Teams will be used to support online teaching and learning. Teachers may use Teams to:

- Deliver live lessons and teaching sessions.
- Share presentations and learning resources.
- Provide explanations and instructions.
- Communicate with pupils about their learning.
- Set and share learning activities where appropriate.
- Answer questions and provide support.

ClassDojo

ClassDojo will be used to support communication between school and home and to share learning activities and information with families.

Teachers may use ClassDojo to:

- Share weekly or daily learning plans.
- Upload learning activities and resources.
- Share announcements and important information.
- Communicate with parents and carers.
- Share examples of pupils' learning.
- Provide updates about learning and school arrangements.

The school will ensure that pupils and parents or carers are provided with appropriate information about accessing these platforms.

Planning and delivery of learning

Where a whole-school or partial closure takes place, teachers will provide learning activities that reflect the curriculum pupils would normally follow in school.

Learning will be planned to ensure that it is meaningful, appropriately challenging and suitable for the age and stage of development of the pupils.

Remote education may include:

- Live or recorded teaching.
- Lesson presentations and explanations.
- Independent learning activities.
- Reading, writing and mathematics activities.
- Wider curriculum subjects.
- Research and creative activities.
- Educational videos and online resources.
- Assignments and activities shared through Microsoft Teams or ClassDojo.
- Printed learning packs where digital access is not available.

The school recognises that some practical subjects and activities may be more difficult to deliver remotely. Teachers will consider suitable alternatives to ensure pupils continue to experience a broad and balanced curriculum.

Amount of learning

The school will aim to provide remote education that is appropriate to the length of the absence and reflects the core teaching pupils would normally receive in school, as far as reasonably possible.

The amount and type of learning will take account of:

- The age and developmental stage of pupils.
- Pupils' ability to work independently.
- Individual learning needs and SEND.
- Access to technology and internet connectivity.
- The home learning environment.
- The importance of regular breaks and limiting excessive screen time.

The school will not expect pupils to spend the entire school day working online.

Feedback and assessment

Teachers will monitor pupils' engagement and progress through the work submitted and interactions taking place through Microsoft Teams and ClassDojo.

Feedback may include:

- Written comments on submitted work.
- Verbal feedback during online lessons.
- Guidance and explanations to support understanding.
- Whole-class feedback where appropriate.
- Follow-up activities to address misconceptions.

Teachers will endeavour to provide regular feedback, taking account of the volume of work submitted and the circumstances of the remote learning period.

Access to technology

The school recognises that some families may not have access to suitable devices or reliable internet connectivity.

Parents and carers should contact the school if they experience difficulties accessing Microsoft Teams or ClassDojo.

Where possible, the school will consider appropriate support, which may include:

- Access to a school-owned device, subject to availability.
- Advice and guidance on accessing online platforms.
- Printed learning resources.
- Alternative methods of communication and submitting work.

The school will make reasonable efforts to ensure that a lack of digital access does not prevent pupils from continuing their education.

4. Expectations and Responsibilities

Senior Leadership Team

The Senior Leadership Team will:

- Oversee the planning, organisation and implementation of remote education.
- Ensure that staff are familiar with this policy and understand their responsibilities.
- Monitor the quality and consistency of remote education across year groups.
- Ensure that appropriate systems are in place to monitor pupil engagement and wellbeing.
- Support staff with any issues relating to remote teaching and learning.
- Ensure that safeguarding arrangements remain effective during remote education.
- Review provision regularly and make improvements where necessary.
- Communicate relevant information to parents and carers.
- Liaise with the local authority and other relevant professionals where necessary.

Teachers

Teachers are responsible for planning and delivering appropriate learning activities for pupils in their class or year group.

Teachers will:

- Provide learning that reflects the curriculum pupils would normally follow in school.
- Use Microsoft Teams and ClassDojo appropriately to share resources, assignments, teaching materials and information.
- Provide clear instructions so pupils and parents understand the activities set.
- Ensure that learning activities are appropriate for pupils' age, ability and individual needs.
- Provide opportunities for pupils to ask questions and receive support.
- Monitor the engagement and completion of learning activities.
- Provide feedback on pupils' work in a reasonable and timely manner.
- Maintain appropriate communication with parents and carers.
- Raise concerns about pupils' welfare, safeguarding or lack of engagement with the appropriate member of SLT.
- Maintain professional boundaries when communicating online.
- Follow the school's safeguarding and online safety procedures at all times.

Teachers will maintain regular communication with colleagues, year leaders and line managers during periods of remote education.

Staff are expected to remain contactable during their normal working arrangements and undertake their responsibilities in accordance with school procedures and reasonable management instructions.

Year Leaders

Year Leaders will:

- Fulfil the responsibilities of a classroom teacher in relation to their own class.
- Coordinate and support the planning of remote learning across their year group.
- Ensure consistency in the quality and delivery of learning activities.
- Support colleagues with the use of Microsoft Teams and ClassDojo.
- Regularly check in with their teams to identify any concerns or difficulties.
- Monitor the engagement of pupils across the year group.
- Escalate any concerns regarding safeguarding, pupil wellbeing or access to learning to SLT.
- Ensure that appropriate learning activities are provided for all pupils within their year group.

Teaching Assistants and Support Staff

Teaching Assistants and support staff will support remote education as directed by the class teacher or Senior Leadership Team.

This may include:

- Supporting the preparation and adaptation of learning resources.
- Providing appropriate support to pupils with additional learning needs.
- Supporting communication with pupils and families where required.
- Assisting with monitoring pupils' engagement.
- Providing feedback or guidance where appropriate and agreed with the class teacher.

All support staff must follow the school's safeguarding, confidentiality and online safety requirements.

Pupils

Pupils are expected to approach remote learning positively and understand that it is an important part of continuing their education.

Pupils should:

- Access learning activities using their school-approved accounts and platforms.
- Follow instructions provided by their teachers.
- Complete assigned work to the best of their ability.
- Ask their teacher for help if they do not understand an activity.
- Behave respectfully and responsibly when communicating online.
- Use appropriate language in online lessons and messages.
- Keep their passwords private and never share them with others.
- Follow the school's online safety expectations.
- Tell a parent, carer or teacher if they come across anything online that makes them feel uncomfortable or unsafe.
- Respect the privacy of other pupils and members of staff.

Pupils must not:

- Share inappropriate content or messages.
- Attempt to access other pupils' accounts.
- Record, photograph or share images or video of teachers or other pupils during online lessons without permission.

- Share meeting links or access details with anyone outside the intended group.
- Distribute recordings, screenshots or lesson materials publicly without the school's permission.

The school expects pupils to follow the same standards of respect and behaviour online as they would in the classroom.

Where expectations are not followed, the school will respond in accordance with its Behaviour and Online Safety policies, involving parents or carers where appropriate.

Parents and Carers

Parents and carers play an important role in supporting children during periods of remote education.

We ask parents and carers to:

- Encourage children to engage with the learning activities provided.
- Help children establish a suitable routine for learning at home.
- Provide an appropriate space for learning where possible.
- Support younger children with accessing Microsoft Teams and ClassDojo.
- Encourage children to complete work to the best of their ability.
- Contact the school if there are difficulties accessing technology or learning resources.
- Contact the class teacher or school office if they have concerns about their child's learning or wellbeing.
- Support children to follow online safety expectations.

We recognise that families have different circumstances and that younger pupils may require considerable adult support. The school will work with parents and carers to make remote learning as manageable and accessible as possible.

Parents and carers should not record or share online lessons or images of other pupils or members of staff without permission.

Pupils with Special Educational Needs and Disabilities (SEND)

The school recognises that pupils with SEND may require additional support to access remote education.

Teachers will consider pupils' individual needs and make reasonable adjustments to learning activities and resources wherever possible.

Where appropriate, the school will:

- Adapt learning activities to meet individual needs.
- Provide differentiated resources and instructions.
- Maintain communication with parents and carers.
- Work with the SENCO and relevant professionals to identify suitable support.
- Consider alternative ways of delivering learning where online provision is not appropriate.
- Review arrangements regularly to ensure that pupils can access meaningful learning.

Where a pupil has an Education, Health and Care Plan (EHCP), the school will work with the local authority and parents or carers to ensure that the pupil's needs continue to be considered and that the relevant statutory duties are met.

The school's duty to use its best endeavours to secure the special educational provision called for by a pupil's needs continues during periods of remote education.

Where remote education cannot provide the support a pupil requires, the school will consider alternative arrangements in partnership with parents, carers and the local authority as appropriate.

5. Video Conferencing

The school may use Microsoft Teams to deliver live lessons, provide explanations, hold virtual meetings and maintain contact with pupils during periods of remote education.

Video conferencing will be used where it is considered appropriate and beneficial to pupils' learning and wellbeing.

The school recognises that live video lessons are not always the most suitable method of teaching, particularly for younger pupils. Teachers may therefore use a combination of live teaching, recorded explanations, presentations and independent learning activities.

Arrangements for online lessons

When conducting online lessons, staff must:

- Use their school-approved Microsoft Teams accounts.
- Use meeting links and arrangements authorised by the school.
- Ensure that lessons are planned and appropriate for the pupils involved.
- Use suitable and professional backgrounds and surroundings.
- Ensure that online sessions are conducted in a way that protects pupils' privacy and dignity.
- Maintain appropriate professional boundaries.
- Follow the school's safeguarding and online safety procedures.
- Ensure that any concerns arising during a session are reported appropriately.

Where appropriate, parents and carers will be informed about the arrangements for live lessons and how pupils are expected to participate.

Expectations during video conferencing

Pupils should:

- Join lessons using their school-approved accounts.
- Follow their teacher's instructions.
- Use respectful and appropriate language.
- Keep their microphones muted unless invited to speak.
- Avoid sharing personal information.
- Not record, photograph or share the session without permission.

Parents and carers should support younger children with accessing online lessons and help ensure that pupils participate appropriately.

Recording of lessons

Online lessons will not routinely be recorded.

Any recording required for an educational or safeguarding purpose must be authorised by the school and managed in accordance with its safeguarding, data protection and information security procedures.

Pupils and parents or carers must not independently record, photograph, screenshot or distribute online lessons without the school's permission.

External video conferencing platforms

Where an external agency or professional uses another video conferencing platform, such as Zoom or Google Meet, this must be agreed through the school.

Staff must ensure that appropriate safeguarding, data protection and security arrangements are in place before pupils participate.

6. Safeguarding

Safeguarding remains a priority during all periods of remote education.

The school's Safeguarding and Child Protection Policy and online safety procedures apply whether pupils are learning in school or at home.

All staff have a responsibility to safeguard and promote the welfare of children and must follow the school's usual procedures for reporting concerns.

Staff responsibilities

Staff must:

- Maintain the same professional safeguarding standards during remote education as they would in school.
- Use school-approved accounts and platforms when communicating with pupils.
- Ensure that communication with pupils takes place through authorised school channels.
- Avoid private or inappropriate one-to-one communication with pupils.
- Never use personal social media accounts to communicate with pupils.
- Never arrange private video calls with pupils outside authorised school arrangements.
- Ensure that any online meetings are appropriate, planned and professionally conducted.
- Report safeguarding concerns immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL.
- Record concerns using the school's designated safeguarding recording system, Safeguard, in accordance with school procedures.

Staff must not ignore concerns simply because they arise during remote education.

If a member of staff has any safeguarding concerns about conducting a live lesson from home, they should discuss this with a member of SLT. Alternative arrangements, including working from school where appropriate, should be considered.

Safeguarding during live lessons

Teachers must ensure that online lessons are conducted in a safe and appropriate environment.

Staff should:

- Use authorised meeting links.
- Ensure that only intended participants can access sessions.
- Use appropriate meeting controls, including managing microphones and participant access.
- End sessions appropriately.
- Be aware of the possibility of inappropriate behaviour or disclosures during online sessions.
- Report any concerns through the school's usual safeguarding procedures.

Staff must not engage in private calls or personal messaging with pupils outside authorised school communication arrangements.

Pupil safety and online behaviour

Pupils must be reminded that the school's online safety expectations apply when learning remotely.

Parents and carers are encouraged to supervise younger children when using online platforms and to discuss safe internet use with them.

Any inappropriate online behaviour, bullying, harmful content or safeguarding concern must be reported to the school.

The school will respond to concerns in accordance with its safeguarding and behaviour procedures.

Monitoring pupil wellbeing

During periods of remote education, the school will make reasonable efforts to monitor pupils' engagement and wellbeing.

Where a pupil is not engaging with remote learning or there are concerns about their safety or welfare, the school will consider appropriate contact with the pupil and their parents or carers.

Any safeguarding concerns will be referred to the DSL in accordance with the school's established procedures.

The school will ensure that its online safeguarding arrangements remain consistent with the latest edition of Keeping Children Safe in Education.

7. Additional Information and Related Policies

This policy should be read alongside the following school policies and guidance:

- Safeguarding and Child Protection Policy.
- Online Safety Policy.
- Computing Policy.
- Acceptable Use Policy.
- Behaviour Policy.
- Attendance Policy.
- Data Protection and Information Security Policies.
- Special Educational Needs and Disabilities (SEND) Policy.
- Staff Code of Conduct.

Department for Education guidance

The policy has been developed with reference to the following guidance:

- Providing Remote Education: Guidance for Schools – Department for Education.
- Keeping Children Safe in Education 2026 – Department for Education.
- Working Together to Improve School Attendance – Department for Education.
- Safeguarding and Remote Education – Department for Education.