

Remote Education Policy
Last reviewed: January 2026
Next review: January 2028



Remote Education Policy

1. Statement of School Philosophy

Wisbech St Mary CE Academy 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

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality online and offline resources and teaching videos
- Provide clear expectations members of the school community with regards to delivery high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support of Motivation, Health and Wellbeing and parent/carer support
- Consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher)
- Support effective communication between the school and families and support attendance

3. Who is this policy applicable to?

Remote learning will be shared with families when they are absent due to Covid related reasons and not to all who absent.

- A child (*and their siblings, if they are also attending WSM Academy*) is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- The school is closed due to a local lockdown.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 (Tapestry/Class Dojo), as well as for staff CPD and parents sessions.
- Use of Zoom for live instructional videos (videos recorded if unable to join) and assemblies
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of TT Rockstars and Planet Reading
- BBC Bitesize and Oak Academy shared with parents who want to supplement offer from school
- Weekly learning grid uploaded to learning platform (e.g. Tapestry/Dojo)

5. Home and School Partnership

WSM Academy is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

WSM Academy will provide a refresher online training session and induction for parents on how to use Tapestry and Class Dojo as appropriate and, where possible, provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. WSM Academy would recommend that each 'school day' maintains 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 promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

6. Roles and responsibilities

Teachers/Key Workers

*NB: the responsibilities below relate to where a **whole class/bubble is isolating** and would be reduced when it is fewer children isolating and the majority of the class are in school.*

WSM Academy will provide a refresher training session and induction for new staff on how to use Tapestry and Class Dojo.

When providing remote learning, teachers must be available to parents/carers and pupils between 9:00am-4:30pm. As per a 'normal' working day, teachers must also be available to complete other school-related tasks, at the direction of the Headteacher, as per contractual hours.

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

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers will produce a weekly learning grid for their classes using the whole-school template.
 - Teachers will produce a 'Get Active, Get Creative, Get Outside' grid (9x9) using the whole-school template.
 - Teachers will set work for the pupils in their classes.
 - The work set should follow the usual timetable for the class had they been in school, wherever possible
 - Weekly/daily work will be shared ahead of time
 - Teachers/Key Workers in Pre-School and Reception will be setting work on Tapestry.
 - Teachers in Years 1 – Year 6 will be setting work on Class Dojo
 - In the event of a whole bubble/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

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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: Maths, English, Phonics
 - Powerful Words (3x weekly)
 - Wider curriculum (3x weekly)
- Providing feedback on work:
 - Reading, writing and maths work, all completed work submitted by 1pm to be guaranteed teacher response and comments by 4:30pm.
 - All curriculum tasks submitted by 3.30pm and teachers will comment at the end of the week.
 - Keeping in touch with pupils who aren't in school and their parents:
 - If there is a concern around the level of engagement of a pupil, parents/carers should be contacted via phone to assess whether school intervention can assist engagement.
 - All parent/carer emails should come through the school office account: office@wsacademy.cambs.sch.uk. Alternatively, parents can message teachers via the online learning platforms (Tapestry/Dojo).
 - Teachers must report any complaints or concerns shared by parents/carers or pupils to a member of SLT— for any safeguarding concerns, refer immediately to the DSL

Teaching Assistants

Teaching assistants must be available between their normal contracted 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.

During the school day, teaching assistant must complete tasks as directed by a member of the SLT.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school including weekly monitoring of engagement.
- Monitoring the effectiveness of remote learning such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents/carers.
- 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.

IT Technician/Teacher

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

The SENCO

Liaising with the ICT technician 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 while learning remotely, and liaising with the Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support needed for each pupil on the SEN register

The Finance Officer

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

Pupils and parents

Staff can expect pupils learning remotely 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 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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

Governing Board

The governing board 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 reasons

7. Links with other policies and development plans

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- End User Agreements for Tapestry and Class Dojo

This policy will be reviewed April 2024