

Remote learning policy Wigmore Academy Trust

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Statement of intent

At Wigmore Academy Trust, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure that there is a clear expectation about teaching and learning for teachers, pupils and parents.
- Ensure provision is in place so that all pupils have access to high quality learning resources. This continues seamlessly when it is necessary for pupils to access on-line, rather than school-based learning.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.
- Provide appropriate guidelines for data protection.

Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2025) 'Keeping children safe in education'
- DfE (2024) 'Working together to improve school attendance'
- DfE (2022) 'Health and safety: responsibilities and duties for schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2025) 'Children missing education'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2021) 'Get help with remote education'

Teaching and Learning

Overall intent

2.1. When teaching pupils who are working remotely, teachers will:

- Set tasks so that pupils have meaningful and ambitious work each day in an appropriate range of subjects.
- **In KS1 and EYFS** – Set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum, two hours a day, with less for children in the Nursery. This will be set using Seesaw.
- **In KS2** - Set work that is of equivalent length to the core teaching pupils would receive in school and, as a minimum, four hours a day. This will be set using Seesaw.
- **In KS3 and KS4** - Set work that is of equivalent length to the core teaching pupils would receive in school and, as a minimum, five hours a day, with support for pupils working towards formal qualifications this year. Expectations of teaching will follow school T&L policy and will be set as a homework assignment using Arbor Microsoft Teams
- Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
- Provide opportunities for interactivity, including questioning, eliciting and reflective discussion.
- Provide scaffolded practice and opportunities to apply new knowledge.
- Enable pupils to receive timely and frequent feedback on how to progress using digitally facilitated or whole-class feedback, where appropriate.
- Use assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.

Types of teaching

2.2. Each department or class may choose to employ a range of different teaching methods and resources during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the high school will endeavour to may make use of one or more of the following:

- Live teaching and feedback.
- Pre-recorded video input.
- Access to other high-quality curriculum videos.
- Personalised and appropriate independent learning resources to be shared online.

2.3. We will review the DfE's guidance on where schools can source educational resources to assist with the delivery of remote education, and utilise these as appropriate.

- 2.4. Teachers will ensure the programmes chosen for online learning have a range of appropriate adaptations to support pupils with SEND.
- 2.5. We recognise that interactive lessons are most effective in aiding pupils' motivation and academic progression, and to this effect, teachers will ensure they regularly recreate aspects of in-person interactivity, e.g. live classes with questioning, eliciting feedback and reflective discussion, to the best of their ability.
- 2.6. Teaching will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning, and that an ambitious, high-quality curriculum is delivered.
- 2.7. Curriculum progress should be ambitious, and where adaptations to normal curriculum sequencing are made, these adaptations should be rigorous and ambitious in their intent.
- 2.8. Reasonable adjustments to teaching and pastoral support will be made in order to ensure all pupils have access to remote learning, especially vulnerable pupils, those with SEND and the most able.
- 2.9. Teaching staff will support and oversee academic progression for the duration of the remote learning period.

Closure scenarios

- 3.1. Depending on local, regional and national circumstances, there may be a range of scenarios where face-to-face teaching is blended with remote learning. We will have the autonomy to organise our offer in the best interests of pupils, depending on pupil numbers and staffing availability.
- 3.2. Where individual pupils are unable to attend school for legitimate and authorised reasons, curriculum materials should be provided in order to allow them to keep up with the curriculum, however, these are likely to include less video content or live interaction.
- 3.3. Where there is a 'blended' scenario, and larger numbers of pupils in a class or year group are unable to attend school face-to face, high quality curriculum materials should be provided in order to allow them to keep up with the curriculum. However, this provision may include less video content or live interactions with teachers. Teachers should be protected from 'double teaching.'
- 3.4. Where whole classes, year groups, or cohorts are learning remotely, teachers should ensure that their remote learning mirrors the normal curriculum as closely as possible, and that live video teaching and personalised, high quality pre-recorded video content forms a significant part of the remote learning offer.
- 3.5. Where there is a cohort of pupils continuing to attend school during a period of closure (for example vulnerable pupils or the children of critical workers) efforts should be taken to ensure that provision between pupils learning in school and those learning remotely is fair and equal.

Communicating with pupils and parents and carers

- 4.1. Where possible, pupils should be given the opportunity to understand the nature of the closure and be given reasonable opportunity to understand the provision that we will make for them if they are required to learn remotely, and to make clear expectations of them and the codes of conduct they are required to follow.
- 4.2. Parents and carers should be communicated with to allow them to understand how remote learning will be provided for their children. They should have clearly identified avenues for feedback and communication about remote learning.

- 4.3. Parents, carers and pupils should receive regular communication about remote learning and be informed of changes or updates.
- 4.4. Parents, carers and pupils should have clear lines of communication to inform the school about their remote learning or any changes in circumstances. For parents and carers this will involve contacting the school directly either by phone or by email. For pupils this can be done via their class teacher within each of their subject teams using Outlook.

Teaching and Learning Support staff

- 5.1. Where possible, TAs and teaching and learning support staff should have access to remote learning platforms and work to continue to support pupil learning.
- 5.2. TAs will be added to the relevant Microsoft Team and Seesaw class account, and where necessary Microsoft class team, so that they are fully abreast of all of the lesson objectives and teacher requirements that need to be carried out.
- 5.3. TAs should work with their team leader to access any support, advice or training that is necessary.

Online safety

- 6.1. This section is written in conjunction with our safeguarding, staff code of conduct, e-safety and pupil code of conduct policies.

Conduct -Teachers

- 6.2. When teaching from home, dress in a professionally appropriate way. At the High school, teachers are also expected to follow the Wigmore guide for online teaching. This includes expectations such as the use of a starter slide for pupils and teachers when teaching live using Microsoft Teams.

(Note: 6.3 – 6.6 apply to KS3 and KS4 pupils only when teaching live using Microsoft Teams:)

- 6.3. Admit pupils who are using their school email addresses. Be mindful of pupils from other schools trying to enter.
- 6.4. It is recommended that teachers practise their delivery and appearance to the camera before the class starts. Check the angle of the camera and the background. The background should be as plain as possible, and ideally the class should take place from a still and fixed point. Blur the background if possible.
- 6.5. Try to find a quiet space where you won't be interrupted.
- 6.6. If you are video teaching from home, avoid sharing personal details about where you live and those who live with you. Video lessons may be hosted from school on some occasions.
- 6.7. Teachers should be reminded that codes of conduct in relation to professional standards and behaviour apply equally to online teaching as they would to classroom teaching.

Conduct - Pupils

- 6.8. Pupils should only log into Microsoft Teams using their approved email address or Seesaw using their unique QR code. If they try to log in using another personal address, they should expect to be denied entry.

- 6.9. When being asked to join a live lesson on Microsoft Teams, pupils should do their best to find a quiet space where they won't be interrupted, blurring their background where possible.
- 6.10. Where possible, an adult should be available nearby.
- 6.11. Pupils should have their cameras off during all remote sessions.
- 6.12. Pupils should wear appropriate clothing – the kind of thing that might be worn on a non-uniform school trip. Pyjamas or similar would not be appropriate.
- 6.13. During a live lesson on Microsoft Teams, pupils should follow shared protocols for the class on taking turns, contributing and muting microphones as decided by the teacher.
- 6.14. Pupils should behave appropriately, taking normal school conduct expectations as a guide.

If things go wrong while teaching a live lesson

- 6.15. Teachers should plan beforehand how to manage if something goes wrong. If a pupil is disruptive or displays challenging or inappropriate behaviour, the usual sanctions such as issuing an R1 Teacher Detention should be adopted. If the behaviour persists, to explain clearly that they will be removed from the class. Contact should be made with parents as soon as possible afterwards, and advice should be sought from a line manager.
- 6.16. If there is a serious incident or a serious safeguarding concern, the teacher should calmly explain that the lesson will be finishing immediately and contact the Designated Safeguarding Lead (DSL), and their line manager.

Recording Video Learning

- 6.17. There are safeguarding risks and benefits of recording and risks and benefits from prohibiting recording. As a rule, interactions with pupils should not be recorded.
- 6.18. Detailed guidance on protocols and procedures to keep teachers safe online can be found in Section 7 HR policies of the Academy drive.

Safeguarding

- 7.1. This section is written in conjunction with the school's Child Protection and Safeguarding Policy.
- 7.2. The DSL and headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessments prior to the period of remote learning and take reasonable steps to help them to keep engaged with learning and wider life of the school.
- 7.3. The DSL and/or Pastoral Lead will arrange for regular contact to be made with vulnerable pupils, prior, during and after the period of remote learning.

Quality Assurance

- 8.1. Wigmore Academy Trust are ambitious about the quality and quantity of the remote learning curriculum provision that it will make and will expect high standards to be achieved during the duration of the remote learning period.
- 8.2. SLT will take steps to measure and understand the type, frequency and quality of remote teaching and provision.

- 8.3. We recognise that while it is reasonable to work on the basis that sound pedagogical principles which work in the classroom may be transferrable to remote teaching, currently not enough is known about whole class remote teaching so will not be included as a measure of performance.
- 8.4. Any systematic observation of remote teaching will be done in the spirit of development and planning next steps.
- 8.5. Where it is discovered that remote teaching practice is poor, or causes concern, further support may be put in place, including observations, as part of a Teaching and Learning Support Plan.

Data protection

- 9.1. This section is written in conjunction with the school's Data Protection Policy.
- 9.2. Staff members will be responsible for adhering to the GDPR when teaching remotely and will always ensure the confidentiality and integrity of their devices. This includes the locking of PC terminals when not in use.

Teacher feedback and pupil engagement

- 10.1. The school expects pupils and staff to maintain a good work ethic during the period of remote learning.
- 10.2. Marking and feedback should be timely and consistent.
- 10.3. Feedback is not expected from teachers for every task that pupils are set. For clarity, teachers should indicate when tasks do or do not require submission. As a basic principle, if teachers are asking pupils to submit work, they should offer some sort of feedback in response to this.
- 10.4. Feedback might be bespoke but can also take the form of feedback given to the whole class. Pupils should routinely receive some personalised feedback if they are working remotely and their independent learning should reflect development because of this feedback.
- 10.5. Pupils are responsible for the completion of their work. Teachers and pastoral staff will offer support to help every pupil to engage.
- 10.6. Teaching staff will take steps to understand the academic progress of pupils with and without access to the online learning resources, including those with additional needs.
- 10.7. Teaching and learning leaders and pastoral leaders will take reasonable steps to monitor pupil engagement and intervene with extra support where necessary.

Assessment

- 11.1. Pupils should be supported to understand their progress through a variety of formative assessment and feedback methods, especially those suited to remote learning e.g. through quizzes and other digital tools.
- 11.2. Assessment and marking should be adapted where necessary to ensure that it remains meaningful and supports pupil learning and progress. This would include scheduled internal assessments and may include more formal assessment like mock exams and data collection or progress update points.

Wellbeing

- 12.1. This section is written in conjunction with the school's Health and Safety Policy.

- 12.2. Teachers should have adequate provision by the school to undertake remote teaching comfortably and safely, and to be provided with tools and training to support this.
- 12.3. Teachers and pupils should be given clear guidance on the expectations of remote working, supported by advice on wellbeing, for example, taking regular screen breaks, and having a daily schedule which allows them to plan their work manageably and have clear points where their work for the day ends.

Staff absence

- 13.1. This should be read in conjunction with the school absence policy.
- 13.2. During a period of remote learning, teachers are expected to be present and be online available following their normal timetable. If a teacher is unwell or have a planned authorised absence which makes this impossible, the school absence procedures should be followed to ensure that there are high quality teaching and learning materials available for pupils each day.

Person Responsible	Daniel Jones
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