

**Warren Wood School:**

**Date: January 2026**

**Review Date: January 2027**

**Approved by: Headteacher**

### 1. Purpose and Principles

This Remote Learning Plan sets out how the school will provide high-quality education when pupils are not able to attend school in person.

Principles

- Remote learning is not a replacement for in-school education, but a contingency.
- Provision will be ambitious, inclusive, and adapted to pupils' needs.
- Safeguarding, wellbeing, and accessibility are prioritised.
- Remote learning will mirror classroom learning as far as is reasonably possible.

### 2. Circumstances for Remote Learning

Remote education may be implemented when:

- Individual pupils are unable to attend due to illness or medical needs
- Groups/classes are unable to attend due to staffing or site issues
- Temporary closures or restrictions are in place
- A blended approach is required for reintegration or part-time timetables

### 3. Roles and Responsibilities

Senior Leaders

- Ensure quality and consistency of remote provision
- Monitor engagement, attendance, and safeguarding
- Allocate resources and oversee staff workload

Teachers

- Plan and deliver remote learning aligned to curriculum intent
- Provide clear instructions and feedback
- Adapt learning for SEND and vulnerable pupils

Support Staff

- Support delivery, check-ins, and differentiated resources
- Support communication with families

Parents/Carers

- Support routines and engagement
- Communicate concerns promptly

Pupils

- Engage with learning as best they can
- Follow online behaviour expectations

### 4. Platforms and Technology

Primary platforms used

- Microsoft Teams / Class Dojo
- Email and phone contact where appropriate

Access arrangements for long term remote learning

- Paper packs provided where digital access is limited
- Loaned devices / printed resources where required
- Flexible expectations for pupils with additional needs

### 5. Curriculum and Learning Expectations

Daily Learning Expectations

#### Phase Suggested Daily Learning Time

EYFS Play-based activities (flexible)

KS1 2–3 hours

KS2 3–4 hours

Curriculum Approach

- Core subjects prioritised
- Foundation subjects delivered on a rolling programme
- Learning broken into small, manageable steps
- Clear success criteria and modelling provided

### 6. SEND and Vulnerable Pupils

Remote learning will be adapted through:

- Individualised learning plans
- Reduced cognitive load
- Visual supports, now/next boards, task chunking
- Regular adult check-ins
- Therapy-informed or sensory activities where appropriate

EHCP provision will be reviewed on a case-by-case basis in line with statutory guidance.

### 7. Teaching Methods

Remote learning may include:

- Practical, offline activities
- Reading, phonics, or maths practice
- Play-based or experiential learning (EYFS/SEND)

Live lessons are short, purposeful, and optional where appropriate.

### 8. Assessment and Feedback

- Teachers will provide feedback that is manageable and meaningful
- Assessment focuses on:
  - Engagement
  - Understanding
  - Progress over time
- Feedback may be:
  - Written comments
  - Whole-class feedback
  - Phone or video check-ins

### 9. Engagement and Attendance Monitoring

- Daily engagement monitored via platform activity or contact
- Non-engagement followed up sensitively
- Barriers identified and addressed
- Attendance codes used in line with current guidance

### 10. Safeguarding and Online Safety

- Staff follow existing safeguarding and child protection policies
- Concerns are logged and followed up promptly
- Pupils and parents are reminded of online safety expectations

### 11. Staff Wellbeing and Workload

- Expectations are proportionate and sustainable
- Planning is collaborative where possible
- Staff are supported with training and guidance
- Workload is regularly reviewed by leaders

### 12. Communication with Families

- Clear weekly communication about learning expectations
- Guidance provided on how to support learning at home
- Signposting to wellbeing and support services

### 13. Review and Evaluation

- Remote learning effectiveness reviewed regularly
- Pupil, parent, and staff feedback considered
- Adjustments made based on:
  - Engagement data
  - Pupil progress
  - Wellbeing indicators

We will work in partnership with families to agree an appropriate balance of learning for each child, informed by ongoing discussion and a thorough understanding of individual pupil needs.