Continuity of Learning Policy

Wheelwright Lane Primary School

Learning For Life

Dates: February 2026

Review: Annually

Wheelwright Lane Primary School :Remote Learning Policy

1. Introduction

In line with Department for Education (DfE) guidance on Remote Education, Wheelwright Lane Primary School is committed to ensuring that pupils who are unable to attend school—including those with **medical or health needs**, or those experiencing **Emotionally Based School Avoidance (EBSA)**—continue to access high-quality learning from home. Our approach reflects DfE expectations for high-quality remote education and inclusion for all pupils.

2. Aims of Our Remote Learning Provision

We aim to:

- Ensure continuity of learning for pupils unable to attend school.
- Provide structured, age-appropriate learning aligned with the school curriculum.
- Maintain regular communication between home and school.
- Support the wellbeing of pupils experiencing EBSA through personalised contact.
- Ensure pupils with medical conditions can continue accessing learning safely.
- Offer digital and non-digital learning pathways to meet all pupils' needs.
- Promote safeguarding and online safety consistently in line with DfE guidance.

3. Pupils Who May Require Remote Learning

a. Children with medical or health needs

For pupils who cannot attend school due to illness, treatment, recovery, or medical advice, Remote Learning ensures continuity of education while they remain safely at home.

b. Children experiencing Emotionally Based School Avoidance (EBSA)

For pupils whose anxiety or emotional needs significantly affect attendance, Remote Learning may be part of a phased reintegration plan. Support will be coordinated with welfare, pastoral, SEND and external agencies where appropriate.

c. Other cases where remote education is suitable

DfE guidance states that remote education may be used **only as a last resort** when attendance is not possible but pupils are able to learn.

4. How We Deliver Remote Learning

Teachers provide weekly learning activities using the following core platforms:

- **Class Dojo** – schoolwide communication and learning tool.
- **Purple Mash** – through each pupil's *welearn* account.
- **Times Tables Rockstars** – for multiplication practice.
- **Spelling Shed** – pupil login avaialble

Our offer includes:

- Downloadable tasks accessible at any time
- Weekly learning set and reviewed by teachers
- Regular feedback and celebration of pupils' work
- Staff availability to support children and parents
- Adapted resources where appropriate for SEND, EBSA and medical needs

5. Support for Pupils Without Digital Access

- Printed work packs
- Additional physical resources (e.g., reading books)
- Collection or home delivery of packs where required

6. Technical Support

Families can contact the school office to access help from our IT technician for device setup, login issues and navigation of online learning platforms.

7. Additional Home-Learning Resources

Recommended external learning resources include:

- BBC Bitesize – https://www.bbc.co.uk/bitesize
- Oak National Academy – https://www.thenationalacademy/
- Topmarks – https://www.topmarks.co.uk
- Phonics Play – https://www.phonicsplay.co.uk
- White Rose Maths – https://whiteroseeducation.com/resources
- Oxford Owl Reading – https://www.oxfordowl.co.uk

8. Safeguarding and the Role of the Designated Safeguarding Lead (DSL)

Wheelwright Lane Primary School remains fully committed to its safeguarding responsibilities when pupils are learning remotely. Safeguarding, online safety and monitoring of engagement must underpin all aspects of remote education, in line with DfE guidance.

DSL Responsibilities During Remote Learning

To ensure pupil welfare, the DSL (or Deputy DSL) will:

a. Weekly Phone-Call Check-Ins

The DSL or a safeguarding-trained member of staff will carry out **weekly wellbeing phone calls** to pupils who are learning remotely due to EBSA, medical needs, or other authorised circumstances. Calls are to:

- Check on the child's emotional wellbeing
- Discuss engagement with remote work
- Identify any new or emerging safeguarding concerns
- Offer further support or signposting as needed

b. Home Visits for Wellbeing Checks

Where a pupil is considered vulnerable, or where weekly phone contact is insufficient or unsuccessful, a **home visit** will take place to carry out a wellbeing check. Visits will be:

- Pre-arranged with parents where appropriate
- Completed by safeguarding-trained staff
- Focused on safety, welfare and barriers to learning
  This reflects DfE emphasis on maintaining contact with pupils who are not attending and ensuring all safeguarding duties continue. [

c. Monitoring Engagement and Attendance

DfE guidance requires schools to check pupil engagement daily and follow up where pupils are not participating.
The DSL will work with class teachers to:

- Track engagement patterns
- Identify pupils at potential safeguarding risk
- Coordinate support, interventions or referrals if needed

d. Online Safety

All remote activity must comply with the school's safeguarding and online safety policies, in line with DfE expectations that online learning is delivered safely.
This includes:

- Ensuring platforms used by staff follow data protection and safety protocols
- Providing guidance to parents on online safety at home
- Monitoring communication via school-approved channels only

e. Multi-Agency Collaboration

The DSL will work closely with:

- Local authority attendance teams
- Health professionals
- Social care (where applicable)
- Educational psychologists / SEMH teams

This reflects DfE guidance that schools must collaborate with relevant agencies to remove barriers to attendance and ensure pupil safety.

9. DfE Safeguarding Requirements Relevant to Pupils Unable to Attend School

According to DfE remote education and safeguarding guidance:

- Schools must prioritise attendance wherever possible; remote education should only be used where in-person attendance is not an option.
- Remote education should allow pupils to stay connected to teachers and peers to support wellbeing.
- Safeguarding responsibilities **remain unchanged**, even when pupils are off site.
- Schools must follow up non-engagement promptly, as this may indicate safeguarding risk.
- Provision for vulnerable pupils must be proactive, ensuring regular contact and clear lines of communication.
- All remote activity must align with the school's safeguarding, behaviour and online safety policies. [

10. Monitoring and Review

This policy will be reviewed annually or sooner if DfE guidance changes. Feedback from pupils, families and staff will inform future updates.

Date agreed with staff: February 2025

Date ratified by Governors   February 2025

Reviewed annually.