

Online Learning Policy



Danesholme Academies

Approved by:	Sonia Kendal (Executive Principal)	Date: 1 st December 2025
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1. Statement of School Philosophy

At Danesholme Academies, we are committed to creativity, innovation, and supporting our pupils and families to make learning purposeful and engaging. Our remote learning strategy reflects this ethos, ensuring that high-quality education continues whenever pupils are unable to attend school physically.

2. Curriculum Intent

At Danesholme Academies, our curriculum is designed so that every child will **'Be Ready'**:



Ready to Learn — We deliver an engaging, knowledge-rich online curriculum that sparks curiosity and builds strong foundations. Through interactive digital lessons and virtual exploration, we nurture children's readiness to question, discover, and grow both academically and personally



Ready for Life — Our remote learning experience goes beyond academic achievement. We support children in developing resilience, confidence, independence, and self-awareness—skills essential for navigating both online environments and the wider world.



Ready to Contribute — We cultivate a strong sense of digital community and kindness. Children learn to collaborate effectively in virtual spaces, respect others in online interactions, and contribute positively to their class, their community, and the global digital world.



Ready to Succeed — With high expectations, tailored online support, and clear progression through skills and knowledge, every child is empowered to reach their full potential and move confidently to the next stage of their education—wherever learning takes place.

3. Implementation

Our curriculum is delivered through a thematic, enquiry-based approach, ensuring all pupils cover the full breadth of the National Curriculum. Remote learning mirrors this approach, maintaining breadth, balance, and engagement even when pupils are learning from home.

4. Aims

This Remote Learning Policy aims to:

- Ensure consistency in remote learning for all pupils (including SEND) through quality online and offline resources.
- Provide clear expectations for staff, pupils, and parents regarding the delivery of interactive remote learning.

- Maintain continuous delivery of the school curriculum alongside support for pupil wellbeing.
- Support ongoing professional development for staff and guidance for parents.
- Strengthen communication between school and families to encourage engagement and attendance.

5. Applicability

This policy applies to pupils who are learning remotely for any reason, including:

- Short-term illness or recovery.
- Extended absence due to family circumstances.
- Situations where attendance at school is not possible but learning can continue at home.

6. Access to Learning - Content and Tools

Remote education may be delivered through a range of digital platforms including Microsoft Teams, OneNote and Tapestry, as well as through other appropriate online resources. Learning materials will be shared by the class teacher and may include recorded lessons, live teaching, assignments, practical activities and independent learning tasks.

Resources used to deliver remote learning include:

- **Online platforms:** Tapestry, Microsoft Teams, OneNote (EYFS–KS2, staff CPD, parent sessions).
- **Instructional videos:** Recorded or live through Microsoft Teams.
- **Communication:** Phone calls home.
- **Printed learning packs** and physical materials (storybooks, writing tools).
- **Educational resources:** BBC Bitesize, Oak National Academy, Tackling Tables, Lexia, IDL (maths) Maths Frame, Top Marks.

7. Home and School Partnership

Danesholme Academies values strong collaboration with families, recognising that each family's circumstances are unique.

- Parents will receive refresher training on Microsoft Teams and Tapestry.
- Pupils are encouraged to maintain a structured daily routine.

- Parents should provide a suitable workspace and encourage concentration.
- Staff will set work promptly; parents should contact school if access is an issue.
- All pupils must follow the school's **Acceptable Use Policy** and e-safety rules when learning online.

8. Roles and Responsibilities

Teachers

- **Availability:** 8:45–3:20 (report absence via normal procedures).
- **Setting work:**
 - EYFS : via Tapestry.
 - Years 1–6: via Microsoft Teams which could include Assignments
 - Work should follow the class timetable; shared daily/weekly in the morning.
- **Feedback:**
 - Core subjects (reading, writing, maths): work submitted by set time → feedback by next day.
 - Curriculum tasks: submitted by 3:30pm → feedback by end of week.
- **Communication:**
 - Contact parents if engagement is low.
 - All emails via admin@danesholmeinfantacademy.org/admin@danesholmejunioracademy.org
 - Report complaints/concerns to SLT; safeguarding concerns to DSL immediately.

Teaching Assistants

- **Availability:** 8:45–3:15 (report absence via normal procedures).
- **Responsibilities:** Support teachers with resourcing, communication via Teams, SEND provision, and tasks assigned by SLT.

Senior Leaders

- Coordinate remote learning across the school.
- Monitor effectiveness through meetings, reviewing work, and gathering feedback.
- Ensure security of systems, data protection, and safeguarding compliance.

Designated Safeguarding Lead (DSL/DDSL)

- Manage and respond to all safeguarding concerns.
- Refer to the Safeguarding and Child Protection Policy.

SENDCO

- Ensure pupils with EHC plans have needs met remotely.

- Liaise with headteacher and external agencies for alternate arrangements.
- Communicate support levels with teachers and TAs.

9. Expectations

Pupils

- Complete work by deadlines.
- Seek help from teachers when needed.
- Inform teachers if unable to complete work.

Parents

- Notify school if child is sick or unable to complete work.
- Seek help from school if struggling with resources.
- Communicate respectfully when raising concerns.
- Pupils are expected to engage with remote learning activities to the best of their ability and complete work within the timescales provided by their teacher. They should communicate respectfully when using online platforms and follow the academy's expectations for behaviour and online safety.
- Parents and carers are encouraged to support their child in accessing learning, maintaining routines and communicating with the academy if assistance is required. We recognise that home circumstances vary and will work collaboratively with families to provide reasonable support where needed.

10. Contacting the Academy for Support

If a pupil or parent requires support with remote learning, including access to learning platforms, resources or wellbeing concerns, they should contact the academy office in the first instance. Queries will be directed to the appropriate member of staff who will provide guidance and support. We encourage parents and carers to contact the academy as soon as possible if circumstances arise that may affect a child's ability to engage with remote education so that appropriate support can be put in place.

11. Monitoring Engagement and Progress

Teaching staff will monitor pupils' engagement with remote learning through the completion of assigned tasks, participation in online activities and communication with families. Regular feedback will be provided where appropriate to support learning and celebrate success.

Where a pupil is not engaging with remote learning, staff will work with parents and carers to identify and remove barriers to participation. Senior leaders will monitor the effectiveness of remote education through reviews of pupil engagement, work completed and feedback from pupils, parents and staff to ensure high standards of provision are maintained.

12. Supporting Pupils with SEND

Danesholme Academies are committed to ensuring that pupils with Special Educational Needs and Disabilities (SEND) can access remote learning successfully. Learning activities may be adapted to

meet individual needs and, where appropriate, additional resources, guidance or support will be provided.

Teachers, teaching assistants and the SENDCo will work together to ensure that remote education remains accessible and inclusive. The academy will continue to work in partnership with families and external professionals, where appropriate, to support pupils in making progress and remaining engaged with learning.