

# Remote Learning Strategy

At Westhoughton High School, we are committed to ensuring that all pupils continue to receive a high-quality education, even when they are unable to attend school in person.

Remote education will be provided in the event of:

- A full or partial school closure,
- Individual pupils being unable to attend but who are well enough to learn from home.

## Remote Learning Resources We Provide

During periods of remote learning, pupils are expected to follow their normal school timetable and use the resources provided to complete their work independently. This includes:

- Reviewing the knowledge organisers for the subjects timetabled each day.
- Making revision notes, flashcards, or completing self-quizzing using knowledge organiser content.
- Accessing and completing tasks set on the school's online platforms.
- Using online revision tools routinely used in school to apply and strengthen their knowledge.
- Accessing SharePoint to find lessons and additional revision materials that support their learning.

In addition to these resources, we provide regular online check-ins with Maths, English, and Science teachers. These sessions give learners the opportunity to review key topics, check their understanding, and discuss the work they have completed. Check-ins take place on Microsoft Teams and enable core subject teachers to share feedback with the Learning Lead (LOL), SSL, and SPL.

This ensures that, when learners return to school, they receive the appropriate support needed to reintegrate successfully into mainstream education.

## Resources to support learners learning

[KS3 Knowledge organisers](#)

### **KS4 subjects**

[Art and Photography](#)

[Business Studies](#)

[Computing](#)

[English](#)

[Geography](#)

[Health and social care](#)

[History](#)

[Mathematics](#)

[Modern Foreign Languages](#)

[Drama](#)

[Music](#)

[PE](#)

[Life skills](#)

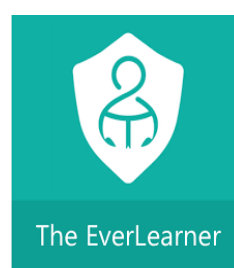
[Psychology](#)

[Religious education](#)

[Science](#)

[Technology](#)

Learners have access to online learning platforms, enabling them to apply their subject knowledge through structured practice and interactive tasks. These are listed with direct links below:



# Safeguarding & Online Safety

At Westhoughton High School, safeguarding remains our highest priority, including during any period of remote or online learning. We are committed to ensuring pupils are protected, supervised, and supported when accessing education beyond the classroom.

## Safety Measures

To ensure pupils remain safe online, the following measures are in place during remote education:

- **Teacher-led live sessions** where staff supervise attendance, interaction, and behaviour in line with school expectations.
- **Secure log-ins and controlled access** to ensure that only authorised pupils and staff can join online learning environments.
- **Filtered and monitored content** through school-approved platforms, ensuring pupils only access age-appropriate educational resources.
- **Regular safeguarding oversight**, with staff trained to recognise concerns and follow established safeguarding procedures promptly.

## Camera Use and Welfare Checks

We **strongly encourage learners to register using their camera** at the beginning of each live session. This acts as a standard '**check-in**' and forms part of our usual expectations and routine to ensure pupils are safe and present.

If a learner is **not visible on camera** during registration:

- The pupil **must receive a routine face-to-face welfare check** from the SSL, DSL, or their key worker, to complement the online provision.
- Online teaching staff are required to **flag any learner who is not seen on camera**, so the appropriate safeguarding follow-up can take place without delay.

These procedures help ensure pupils are safe, supported, and fully accessing their learning.

## Parental Guidance

We encourage parents and carers to remain engaged with their child's online safety. The following trusted resources provide practical advice on keeping children safe online:

- **ThinkUKnow (CEOP)** – Online safety advice for children and families: <https://www.thinkuknow.co.uk/>
- **NSPCC Online Safety** – Guidance for keeping children safe online: <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>
- **UK Safer Internet Centre** – Tips, guides, and reporting tools: <https://saferinternet.org.uk/>

## Frequently asked Questions

### **If my child does not have digital or online access at home, how will you support them to access remote education?**

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education: We have made our activities as digitally friendly as possible to enable tablet and mobile phone use, as well as access through gaming devices such as X-Box. As a school we undertake surveys to establish the home-learning access at home for students and use this to operate a loan-based system for laptops. • If your IT provision has changed at home, if printed copies are required or support with access to internet connections then please contact your child's SSL or SPL who will ensure your child's needs are best met. • Work can be submitted to teachers via a range of mediums: photos taken of work and sent via Chat, assignment submission within Teams that allows for photographs of work or an Arbor message to send work. If there are any issues with this then please contact your child's pastoral team who will ensure your child's needs are best met.

### **Engagement and feedback What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

Teachers complete an engagement tracker each day, outlining the level of student engagement within the work/lesson.

Students who persistently do not engage will be a priority for our pastoral teams to provide adequate support whilst we reward active engagement via social media acknowledgements and postcards of praise. We expect:

- Students to access live lessons set, contributing to questions raised and submitting work when outlined by the teacher

- Parents to ensure children are aware of their timetabled lessons at the start of the day, ensuring children are ready and equipped to learn, contacting the pastoral team for your child to notify of any issues (or illness).

### **How will you assess my child's work and progress?**

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others.

### **Additional support for pupils with needs**

#### **How will you work with me to help my child who needs additional support from adults at home to access remote education?**

We recognise that some pupils, particularly those with special educational needs and disabilities (SEND), may require additional support to access remote education. We understand the challenges this can create for families, and we will work closely with parents and carers to ensure pupils are fully supported. This includes:

- **Using breakout rooms** to enable smaller group discussions and provide more focused, manageable learning activities.
- **Adapting activities and scaffolding tasks**, drawing on teachers' knowledge of each learner's prior attainment to tailor learning appropriately.
- Ensuring that learners accessing this provision have a **personalised curriculum plan** to meet their individual needs