



SHANKLEA PRIMARY SCHOOL

Remote Learning Policy and Guidelines

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Shanklea Primary School: Remote Learning Policy and Guidelines

Remote education provision

This policy is designed to provide clarity and transparency to pupils and their parents/carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this policy.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

In the first few days teachers will provide pupils with some learning in the core subjects which is easy to access and will provide them with reinforcement of previous learning.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We will teach the same curriculum remotely as we do in school wherever it is possible and appropriate to do so. Lessons will be well planned and sequential to ensure learning is focussed and effective.

However, adaptations in some subjects may be needed. For example, where subjects are practical in nature there may be alternative provision made to the teaching styles used to cover a subject e.g. a video rather than a practical investigation in Science.

It may also be that, in the case of lockdown of school, the curriculum may be rearranged to allow for topics to be covered which are easier to support at home e.g. listening and appreciation in music rather than practical lessons where instruments would be required.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education will take pupils broadly 3-4 hours per day. For our younger pupils this will not be in the way of formal education but through activity or game-based learning.

Accessing remote education

How will my child access any online remote education you are providing?

In EYFS your child will be informed of their work through the Tapestry system. In KS1 and KS2 the work will be set on Google Classroom.

Resources and links to other online education will be placed on the Google Classroom or Tapestry weekly.

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:

- Regular weekly communication between teachers and parents will identify any additional needs
- Support will be provided with technical issues to enable pupils to access online learning where possible
- The Head Teacher will seek funding for additional costs for internet use or additional hardware where it is required from Government schemes
- Arrangements can be made with class teachers where alternative resources are needed.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

Some examples of remote teaching approaches:

- Use of teaching platforms such as Purple Mash, Busy Things, My Maths to set and feedback on work

- Use of recorded lessons from sites such as BBC Bitesize and White Rose
- Teacher made resources linked to the Google Classroom
- Some project work as extensions
- Worksheets only where other approaches cannot be accessed

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?

- Pupils are expected to complete most tasks to the best of their ability.
- Parents/carers are asked to support pupils learning by providing them with the structure and place to do this.
- Parents/carers are asked to clearly communicate any barriers to meeting these expectations.
- School is aware of the stresses that families may be under with other commitments and will communicate regularly to support with any difficulties with meeting these expectations.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Work will be set on Monday mornings for the week
- Teachers will monitor work as it is completed and will provide feedback weekly
- Teachers will communicate with parents weekly

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. Our approach to feeding back on pupil work is as follows:

- Many of the platforms used by Shanklea Primary School provide children with immediate feedback to their learning.
- Other work will be submitted to the teacher who will provide regular responses – either in form of encouragement and praise or in setting further challenges.

Additional support for pupils with particular 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, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Teachers of pupils with SEND will contact parents to discuss the most appropriate and effective method of setting learning for these pupils.
- Adaptations to learning will be put in place where necessary.
- Teachers will ensure the work provided is easily accessible for the learner.
- Teachers will ensure that the work is appropriately differentiated in order for the learner to be able to complete it at home.
- Teachers will monitor progress in learning.
- Teachers will deliver the DfE required hours of teaching.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote education will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

When individual pupils are self –isolating it may not always be possible to provide identical learning to that in class, although every effort will be made to do so. When it is not possible, alternative work will be set to allow the pupils to reinforce previously learnt skills or to extend their learning through research or investigative tasks that they can complete at home.