



Remote learning policy

Loxwood Primary School

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Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or 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 page.

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?

Children will be able to access the homework books, apps and homework grids already provided on school website. Work can be submitted via Teams (KS2) and Tapestry (Reception and KS1).

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 teach the same curriculum remotely as we do in school wherever possible and appropriate. This curriculum differs from provision during normal school operating, however, the provision for those children on site or at home is the same.

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 (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 1	Government legislation stipulates an average of 3 hours per day adjusted according to the age of the child
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Key Stage 2	Government legislation stipulates 4 hours per day adjusted according to the age of the child
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Accessing remote education

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

Reception and Key Stage 1 pupils will access their learning via Tapestry (adult led)

Key Stage 2 pupils will access their learning via Teams (this can be done independently)

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:

- Were a parent has identified a lack of technology the school will endeavour to provide either a tablet (PTA funded. 6 units) or laptop (Government provision. 2 Units)
- Devices loaned will have a loan agreement signed by parent
- Any parent can request worksheets to be printed and collected from the school
- Phone support for using either platform can be provided by teacher or SLT
- Work can be emailed direct to school at messages@loxwoodschool.com
- Hard copies can be left at the front desk

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:

- Live check ins and feedback sessions twice a day (KS2)
- Recorded teaching (e.g. Oak National Academy lessons,
- Video/audio recordings made by teachers
- Live story times
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Textbooks and reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Long-term project work and/or internet research activities

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?

In this section, please set out briefly:

Key Stage 2

- Children are expected to attend morning and afternoon check in (if technology allows)
- Children are expected to complete the assignments set on a daily basis
- Parents are expected to support their children in completing assignments and returning work

Reception and Key Stage 1

- There is an expectation that ALL children take part in Home Learning in KS 1 and Reception.
- The tasks are a mixture of practical, creative, active, focused and fun. In some tasks there is flexibility to make them more personal to the child
- At points in the week we encourage some free-range style learning to enable the children some choice and creativity in how they show their learning and skills developed so far

All

- Parents are expected to communicate issues and difficulties to the class teacher so that individual circumstances can be considered

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

- Teachers monitor which pupils are handing in work and participating in the check ins (age appropriate)

If pupils are not engaging;

- In the first instance a phone call/email from the class teacher offering support, technology, print out's or alternative work
- If it continues a call from the DHT or Headteacher to investigate the difficulties and provide appropriate support
- SLT determine whether lack of engagement is safeguarding, domestic circumstances etc. and refer/support as necessary

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:

Key Stage 2

- English work will receive feedback daily from the Teaching staff
- Maths will be marked together at the end of day check-in meeting
- All other subjects will be read, monitored and acknowledged

Key Stage 1

- English and maths will receive daily feedback on Tapestry
- All other subjects will be read, monitored and acknowledged in a timely manner

All

- In order to provide planning and upload time there will be no morning check-in or online feedback on Friday mornings
- Teachers will provide feedback until 4:30 each day and it may be that some work is not marked until the following morning

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:

In this section, please set out briefly:

- Some families will be provided a place in school if this is appropriate (assessed by SENDCo and SLT)
- Additional resources will be provided, these may be paper based or electronic
- Additional phone calls will be made to these families by the SENDCo and class teacher
- The children's ILPs are given to parents to provide them with their child's specific learning targets and teaching strategies that are used in school and are specific to their child's barrier to learning

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided 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?

Teachers prepare planning each week that is specifically developed for individual children who are self-isolating. This learning is linked to the class learning (the skills covered) but will use Oak Academy and White Rose for the live learning.

This learning will be uploaded onto Teams (KS2) and Tapestry (KS1)