

## REMOTE LEARNING POLICY

**Jesus said, 'Let your light shine' Matthew 5:16**

**At Westcott Church of England School, we strive to enable everyone to let their light shine brightly. All are welcomed here. We want all to persevere to be the best they can be. Together we will love and trust one another.**

### **Rationale**

This policy is intended to provide clarity and transparency to pupils, parents and carers about what to expect from remote education.

*Circumstances where it might not be possible for pupils to receive in person education fit into two broad categories:*

- *School closures or restrictions on attendance, where school access for pupils is restricted*
- *Individual cases where a pupil is unable to attend school but is able to learn\**

### **The Remote Curriculum**

*Work provided during periods of remote education should aim to be high quality, meaningful, ambitious, and cover an appropriate range of subjects to enable pupils to keep on track with their education.\**

The Remote Curriculum at Westcott mirrors that which would be delivered in school, as much as is possible, in term of the objectives covered. The *activities* may not be the same as in would have been planned in class, but teachers will ensure the same *learning objectives* are covered.

**Day 1** – on the first full day of Remote Learning, children are provided with a range of generic learning opportunities to continue their learning on the Remote Learning page of the website:

This includes a catalogue of ideas, advice and inspiration together with links to a range of websites that contain a wealth of learning for across the curriculum.

There is also a page on our website provided with learning activities specifically linked to snow in the event of the school site being closed due to snow:

[Westcott CE School - Snow Day Learning!](#)

**Day 2 onwards** – From the second full day of school site closure, teachers will provide class-specific Remote Learning. There is an expectation for children to complete the class-specific Remote Learning provided, as stipulated by the Department for Education:

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's minimum expectation is 3 hours. We aim to provide approximately 4 and a half hours to replicate the school day provision.
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Key Stage 2	Government's minimum expectation is 4 hours. We aim to provide approximately 4 and a half hours to replicate the school day provision.
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The advice is for children to attempt each lesson for approximately as long as that lesson would take in school. Generally, this means about an hour for subjects such as Maths, English and humanities and half an hour for subjects such as PSHE, French and Phonics. In some cases, the teacher may specify an amount of time for an activity to be attempted.

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

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.

The Special Needs and Disabilities Co-ordinator liaises with the class teacher to provide additional support for children with SEND and their families on a case by case basis.

### **Remote Learning for a class or school closure after the first day**

- Learning reflects the learning objectives the child would have experienced in school.
- New concepts, knowledge and skills is taught explicitly. This could be through a teaching video, a voiceover of a PowerPoint or other explicit teaching from another source.
- Activities include clear instructions to parents on how to teach each activity and exactly what work is expected to be submitted, if any.
- A range of resources are provided in order to give children a varied experience.
- Feedback given for each piece of work submitted.

For longer school closures:

- Weekly phone calls to every family whose children are not in school (for instance, children of key workers); teachers & LSAs allocated families to contact.
- Individual pupil engagement monitored.

### **Engagement**

There is an expectation that children attempt all the activities provided by their teacher each day. However, we maintain that the emotional wellbeing and mental health of the school community is our highest priority and children and parents are encouraged to 'do what they can'.

Parents have the responsibility to:

- Support and motivate their child to attempt all the learning set each day.

The school website has a dedicated Remote Learning page which includes this policy.

### **Safeguarding**

Teachers check children's learning daily in order to monitor their engagement and safety.

### **Feedback**

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. Feedback is provided for each piece of work submitted before the next lesson in that subject.

The Headteacher is responsible for the quality of Remote Learning.

J Butler January 2024

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