

Rickleton Primary School



Remote Learning Policy

Dates of previous revisions:	January 2024 January 2025
Latest revision:	January 2026
Approved by Governors:	January 2026
To be reviewed:	January 2027

Review Date	Changes made
January 2023	<p>Aim changed to not just reflect home learning linked to COVID, but in the case of non-school attendance in a wider set of circumstances</p> <p>All explicit references to COVID have been changed to link to circumstances where pupils are unable to attend school</p> <p>Reference made to the DfE Guidance ‘ Providing remote education: guidance for schools’</p>
January 2022	<p>Update to the ‘aim’ of the policy to reflect most recent isolation guidance</p> <p>Remote education guidance updated to reflect when an individual isolates, rather than the whole school or cohort</p>
January 2024	No changes
January 2025	No changes
January 2026	No changes

School Vision

Our vision is that every child at Rickleton Primary School feels happy and has a passion for learning. This is the result of a rich and varied curriculum driven by excellent teaching and access to a wealth of exciting, challenging and motivating opportunities. All children will come to a safe and inclusive school, where everyone is celebrated for who they are.

We believe that children should be curious about their learning. Through our engaging curriculum, we ensure that children can foster a passion for learning that will help to develop high aspirations and a lifetime of memories. We believe in ensuring that children receive a well-rounded curriculum; where individual talents can be spotted and nurtured to ensure that all children experience success and reach their full potential.

Aim

The aim of this policy is to describe the use of home learning by Rickleton Primary School.

Home learning will be used in circumstances when in-person attendance at school is either not possible or contrary to government guidance.

This might include:

- occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government
- occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, for example pupils with an infectious illness

In these instances, work must be undertaken remotely at home. This policy will explain the application we as a school have chosen, how it will be used safely and the expectations of all those who use the application will also be made clear.

Introduction

We have produced this policy guidance in continuing to provide education via remote learning for our children where they are unable to attend school in person.

This policy should be read in conjunction with the DfE Guidance on providing remote education for children:

<https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools/providing-remote-education-guidance-for-schools>

Our expectations of pupils, staff and parents are clearly described in the detail below in order to ensure that everyone understands that the safeguarding and well-being of our children in receiving a full and thorough education remains paramount.

Remote Educational Provision

In the event that a cohort or the whole school are unable to attend school in person due to government guidance, class teachers will provide access to a daily timetable of, remote learning activities. This will be shared through Class Dojo. Teachers will complete a welfare call to each child during each week of their self-isolation.

This timetable will, as much as possible, link to our long-term curriculum plans and the learning those in school will be doing, while remaining manageable for staff to prepare on top of their usual weekly workload. The daily tasks will include English, Maths, Topic and a well-being activity

We appreciate that some families will not be able to engage with the full timetable, and in this case suggest they focus on key learning priorities to try to reduce the impact on children's core Maths and English skills.

Other optional events and enrichment activity ideas will be spread throughout the week to help keep the children engaged and enthusiastic, as well as supporting their social interaction and physical and emotional wellbeing at this time.

Staff will endeavor to view and feedback on as much of pupil's work as they are able, whilst balancing their workload inside of school. Staff will also carry out welfare calls during this period of time away from school to offer support, address any concerns and to ensure the pupils well-being is being looked after.

Where an individual child is isolating due to an infectious illness, but they themselves are negative, a streamlined version of daily work will be uploaded via home learning. Where a child is isolating due to having an infectious illness, staff will be led by parents who identify whether their child feels well enough to work.

School Expectations

Class teachers will upload work for the day by 9.00am to their Class Dojo Class Story, or individual Dojo pages depending on the circumstances. Class teachers will try and minimise

the amount of Dojo posts so parents and pupils do not feel overwhelmed. Therefore, where a whole cohort is not in school, an overview sheet will be used to summarise the learning for the day. This document can also include any relevant worksheets so that it is uploaded as one file.

During a whole cohort isolation, a supporting PowerPoint will also be uploaded which will contain the full day's learning, rather than separate PowerPoints per subject. Slides will also be inserted for 'break times' so that pupils know where to take a break. For SEN pupils, an adjusted PowerPoint and overview sheet might need to be provided via individual Class Dojo pages.

The learning tasks for Maths, English and Topic will, where possible, match what the pupils would have been doing if they were in school. Therefore, topic activities may change daily depending on what would usually be taught. The expectation is that home and school learning tasks are as similar as possible. If school is having a themed day or week then home learning should replicate this.

It is our duty to ensure that pupils are being 'taught' concepts and are not just completing tasks. Therefore, class teachers must include a teaching element within the PowerPoints. This can be done in a variety of ways, such as voice notes, pre-recorded videos or screen recording. These teaching points should replicate what would be said to the pupils and not just reading the words on the slide.

Videos can also be uploaded to provide extra communication from class teachers, such as reading a story to the children or modelling how to carry out an experiment.

Equipment

Where a family are unable to access the online home learning, there is the possibility that school can loan a device to support the pupil's home learning.

In the event that this is not possible, school may be able to provide printed resources where pupils do not have suitable online access. Please note that printed resources will likely not be able to receive written feedback from the teacher.

All pupils have received a home learning book to facilitate the recording of their home learning, should an isolation occur.

Expectations

At Rickleton Primary School, the following expectations are in place. It is important that pupils engage with home learning and keep to their timetable as much as possible. However, we understand that everyone's circumstances at home will be different. Some families have one child to support while others have several. Some families have one device to share while others may have more, and some things may work differently on different devices. Some parents will have plenty of time to help their children learn, while others will be working from home and may have much less time and some children will be able to work more independently than others.

It is our duty of care to ensure that all pupils are accessing learning and therefore, all parents/carers will receive a weekly phone call to touch base with the families. If pupils are not engaged with the learning, we will contact the parent/carer to understand circumstances and provide support that is appropriate for the child.

Parental Engagement

Parents/Carers are expected to ensure pupils complete daily school work and upload their work to their Class Dojo portfolio when completed so it can be checked by the class teacher. Class teachers will keep records of pupil engagement where a whole-class isolation occurs. Where parents do not engage, we will do our best to try to re-engage as much as possible and support where necessary.

In order to track the pupils and keep a record, class teachers will complete a tracking grid to monitor who is engaging with the home learning. Additionally, it is expected that each pupil and parent has at least one welfare call per week. This can also be logged using the tracking grid. Only calls where issues or concerns arise [or children who cannot be contacted] needs to be recorded on CPOMS. It is important to remember that children may be being looked after by different people and some working parents might upload work at different points through the day or week.

Feedback

Class teachers must monitor the progress of all pupils in their class whilst teaching remotely. Pupils not accessing or completing work will be contacted by school to follow up.

Class teachers will provide feedback on Maths and English work daily by adding comments to work uploaded to pupil's Class Dojo portfolios. All work will be commented on by the teacher for motivational purposes, general improvement and to ensure that pupils can make as much progress as possible whilst accessing remote learning. Class teachers should ensure they provide feedback to the pupils when they upload work. Detailed comments do not need to be provided for everything uploaded and so it is the judgement of class teachers to decide.

Providing this feedback is a way of class teachers identifying where children have or have not grasped concepts. Therefore, annotations can be written on planning and then addressed when the pupils return to school. It is not necessary for pupils to upload photos of their improved work.

Safeguarding & Remote Learning

With the increased use of digital technologies that comes with remote learning, safeguarding implications need careful consideration. Parents are advised to spend time speaking with their child(ren) about online safety and reminding them of the important of reporting to an adult anything that makes them feel uncomfortable online. While we will be doing our best to ensure links shared are appropriate, there may be tailored advertising which displays differently in your household or other changes beyond our control. Online safety concerns should still be reported to school at info@rickletonprimary.co.uk