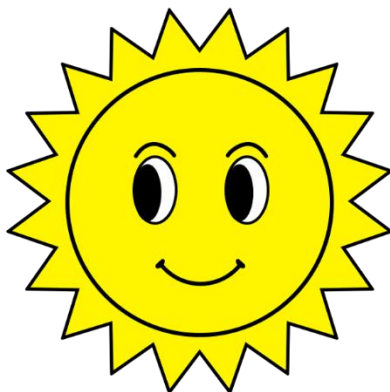




Remote Learning Policy

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Approved	23/10/2024	Review Period	Every two years
Approver(s)	Governing Body	Review Due	October 2026



Remote Learning Policy

In developing our Remote Learning Strategy, we have considered the individual needs of our families including the age and stage of development that our pupils are at. We have also utilised the EEF evidence regarding remote learning (<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>) in addition to advice published by Ofsted (<https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education>).

Digital Platform Access

Our Reception, Year 1 and Year 2 children all have access to Reading Stars Phonics Book which is a digital platform for reading. This platform carefully matches the texts to sounds learned in phonics lessons enabling children to read every word in a book and ensures that they aren't encountering unfamiliar phonemes and common exception words before they have been taught. Our remote learning videos and work set do not require access to digital platforms.

Immediate provision

In the event of a lockdown or isolation period, children will be sent home with a pack of learning. If they are already isolating, materials will be posted to you in person or by postal service as soon as possible. Each activity will have a help guide or an associated video which will be sent out via our text messaging service. For the small proportion of our parents that do not have a smart phone, a device will be provided. The videos are then emailed directly to the device.

The School Community

It is our aim that all of our children still feel that they belong and are part of the school community during periods of lockdown or isolation. In order to achieve this, we will try and keep as much of the school day as possible through our remote learning. For example, video assemblies will be uploaded to our website at least twice a week. During the assemblies we will celebrate learning efforts and important events such as birthdays of staff or children. We also set tasks that are whole school projects and post updates to our website via learning videos. This enables children to contribute to the school project and also to see the contribution of their peers.

Planned Remote Curriculum

Our remote curriculum is based on the Medium-Term Plans of the individual year group. Any children based in school will be completing the same work as the children working from home. In line with the government guidance our remote curriculum will require a minimum of 3 hours of work time a day in KS1. This time includes the learning/teaching videos and the follow up tasks. On the majority of days, children will need 3 and a half to 4 hours to complete remote learning.



Sun Hill

Infant and Preschool

Love to learn

The Foundation Stage

For our youngest pupils we understand that quality interactions provide the most important means to learn. Although our learning videos can provide a means to support this through singing together and sharing stories, for example, we are aware that it may be challenging to replicate questioning and language extension that pupils would be experiencing at school. We will provide daily vocabulary and possible open ended questions to support parents at home as they learn and play alongside their children.

SEN Provision

Those children with SEND needs will be provided with remote learning in the same manner. However, this work is bespoke to the individual needs of the child aligning to their Personalised Learning Plan, with the video's featuring a familiar staff member,

Online Resources

Teachers set learning tasks on a weekly basis.

Our online learning videos are put on the school's website. We also have other resources such as the online learning platform and specific websites that support learning in mathematics and other subjects. These are all accessible with a smart phone and will be sent out to support the learning that of that week. They may also use it to revisit learning providing children with important practise. Progress on the platforms is closely monitored by each class teacher.

Other Resources

Paper based resources are posted or hand delivered to parents.

These resources support the tasks that usually relate to one of the learning videos that has been sent out and will direct parents to the accompanying learning video and with instructions of what pupils will need to complete afterwards.

It is important to note that due to the age and stage of development, often tasks set may not be paper based. For example, teachers may ask children to use items from home for counting or grouping. Any resources required will make use of what is readily available at home or provided in the pupil's pack.

How pupils without a device will be taught

Our remote learning strategy has been specifically designed to meet the needs of our families. We are mindful of the fact sometimes pupils may not have access to a device, especially when their parents are working from home. Therefore, to access our home learning, the only device required is a smart phone and a router for internet access if families do not have a data plan. The vast majority are able to access the home learning in this manner. For any pupil that do not have access to a smartphone we have provided a iPad that can be borrowed for the needed period. Parents are required to sign a user agreement before taking possession of these items. Once the children have



the device and router, the work is sent to them via email and they are able access the same learning videos from our website.

Engagement

We recognise that periods of isolation can cause pupils and their families challenges. With each unique circumstance, we are committed to working with parents to support them to meet the emotional, social and academic needs of each child and foster the best possible engagement with our school. Our Family Liaison Lead Dominique Defelice is available to talk on the phone, as is Mrs Wilson, our Headteacher.

We check engagement with learning in several ways. Learning emailed by parents into school is one indicator of engagement and parents are also able to drop learning into the foyer at school if that's preferable.

We encourage pupils to use 'Seesaw' to send us photos of their learning and voice notes to tell us how they are progressing

Telephone calls to parents by class teachers provides a good indicator of engagement and will be carried out as frequently as possible, but at least fortnightly. During these calls we can also support pupils and parents with any issues that are being experienced at home. Twice a week, feedback is provided via email and more frequently to support pupils with additional needs or who are vulnerable in other ways.

