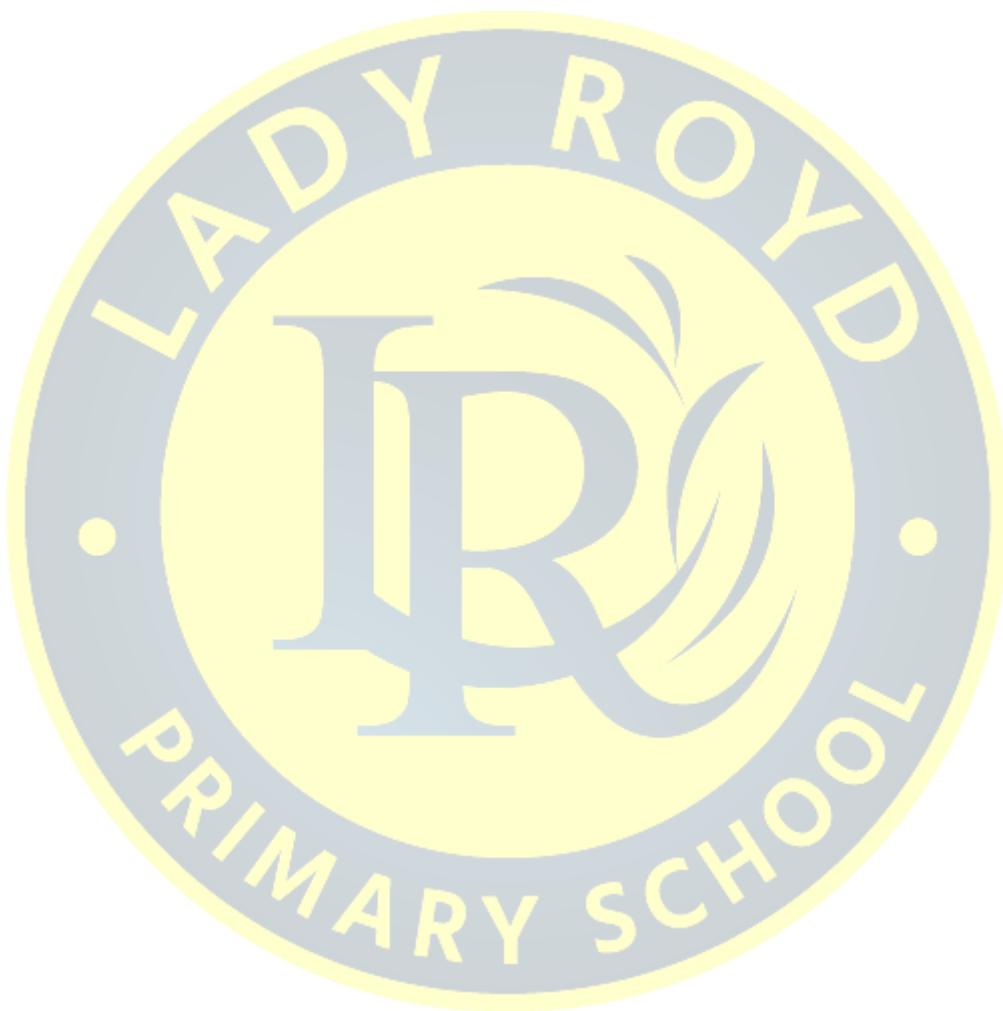


Lady Royd Primary School

Remote Learning Policy



Issued: December 2024

Reviewed: November 2025

Next Review Due: November 2026

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 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 page.

At Lady Royd Primary we pride ourselves on being able to offer the best remote learning we can to support children and families. We recognise that all our pupils have an equal curriculum entitlement and using EEF research report in late 2020, our aims have been to ensure:

- Teaching quality is more important than how lessons are delivered
- Access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes.
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils

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. Our commitment to our families is as follows:

1. As you will see in our Remote learning plan we will be continuing to teach the national curriculum and use our long and medium term plans.
2. Pupils at home and in school will receive equally balanced work so pupils are supported when they return to school and do not fall behind.
3. All subjects will be taught to all pupils regardless as to whether they are at home or in school. Crucially we will also ensure that when pupils come back we support them in retaining the key knowledge from these time period.
4. Pupils will have access to PE at home through a live session and we also set 2 afternoons of physical activity and enrichment to support pupil and staff well-being.
5. Pupils will be supported to log in, keep safe and support each other using our online platform.

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

We ensure pupils are ready for home learning by:

1. Providing a work pack where appropriate which would cover up to a week of learning. These need to be requested in advance.
2. Ensure pupils were comfortable using Google Classroom and ClassDojo
3. Ensure all log in details and support documents are ready for parents
4. Support families with stationery and equipment.
5. Continue to provide welfare support in terms of food and a weekend hunger pantry
6. We will aim to begin live lessons from day 1. Pupils from Year 1 to 6 will receive a minimum of 3 live sessions. EYFS will receive a minimum of 1 lesson plus a story time.

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?

Our aim and ethos is to teach exactly the same curriculum to pupils in school as at home. However, we have needed to make some adaptations in some subjects. For example, in science some of practical aspects are more difficult to teach. In Electricity it is difficult to teach insulators and conductors but we are still teaching the key knowledge and skills using a combination of videos, live teaching and modelling whilst at the same time providing opportunities for improving memory and recall.

In PE the pupils in school will access physical education on site. The pupils at home will have access to live PE once a week.

Each team are planning every subject to ensure that pupils are getting the best offer and each subject leader is supporting the team. Your child will get access to every subject at home as we strive to ensure that all pupils whether at school or at home get the best possible teaching available.

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:

EYFS – will continue to access play based learning with one short phonics live session and one story session per day.

KS1 – approximately 3 hours of learning per day including 3 live sessions. This will include phonics.

KS2 – appropriately 4 hours of learning per day including 3 live sessions.

Accessing remote education

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

Children will be using a mixture of ClassDojo and Google Classroom to access live learning. All parents and children have been sent their child's log in details – these are the MyLogin emoji passwords.

We are supporting pupils struggling to access online by:

- Providing a chrome book to eligible families
- Supporting parents with phone advice or home visits where necessary.

If my child does not have digital or online access at home, how will you support them to access remote education?

As a school, 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:

- All parents and children were asked whether they required support with accessing work online though the use of an online survey which was shared with families.
- Parents can contact the school if they need to borrow a Chromebook. If you need any help with this, please contact the school office, however these resources are limited and families in receipt of Free School Meals or other means tested benefits will take priority.
- All work that is completed online should be submitted through Google Classroom or ClassDojo.
- Printed work packs must be requested in advance and can be picked up from the school office each Monday morning (new work packs will be available at these times). Completed work must be returned to school prior to a new work pack being taken.
- Printed work can be either brought into school or photographs can be taken and uploaded to ClassDojo.

How will my child be taught remotely?

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

- Live teaching using Google Classroom / Google Meets;
- Use of Oak Academy and BBC Teach lessons;
- printed paper packs produced by teachers;
- reading books pupils have at home
- Use of additional online resources such as Times Table Rockstars, Spelling Shed and j2e.

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?

- All children should take an active role in as much learning as they can.
- We expect that all children attempt to complete work daily.
- If parents or children, are struggling with the work, please contact your child's class teacher in the first instance.
- Parents are invited to attend one of the drop-in question and answer sessions, which are being held by the head teacher – this will enable you to ask any questions.
- Parents can contact any member of the school staff on ClassDojo or through the school office – 01274 905 102.
- We expect all parents to support their child in the best way possible.

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

- The teaching staff have been split into 2 teams per year group. Staff will check daily which children have engaged in any home learning.
- Feedback will be given to children regarding their work throughout that day – there is a team of staff online ready to mark work that comes in.
- It will be expected that children complete any mistakes or respond to online feedback as directed by the class teacher.
- Parents will be contacted if staff are concerned about either the lack of work that is being submitted or the quality of the work that is coming in.
- SLT and team leaders will keep daily registers of who has accessed work either online, through a live lesson or through a work pack.
- We produce a weekly report to discuss as a team and look at where people may need help and what kind of support it is.

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

- Children will receive feedback on the majority of work that is submitted – this will be from one of the members of the year group team and may not come directly from their class teacher.
- On Google Classroom there are functions where staff can comment, record their feedback and mark the work once pupils have turned it in.
- On ClassDojo each child can upload work on their portfolio where staff can give feedback and support with future work.
- If pupils log into live lessons pupils will receive support immediately from the home learning team where staff are modelling, giving verbal feedback and providing support through worked examples
- Staff are also building in opportunities for memory and retrieval which builds on previous learning through our work using EEF research
- Quizzes and regular opportunities for recall have been built into home learning.

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:

Our approach for supporting pupils with specific SEND needs are as follows:

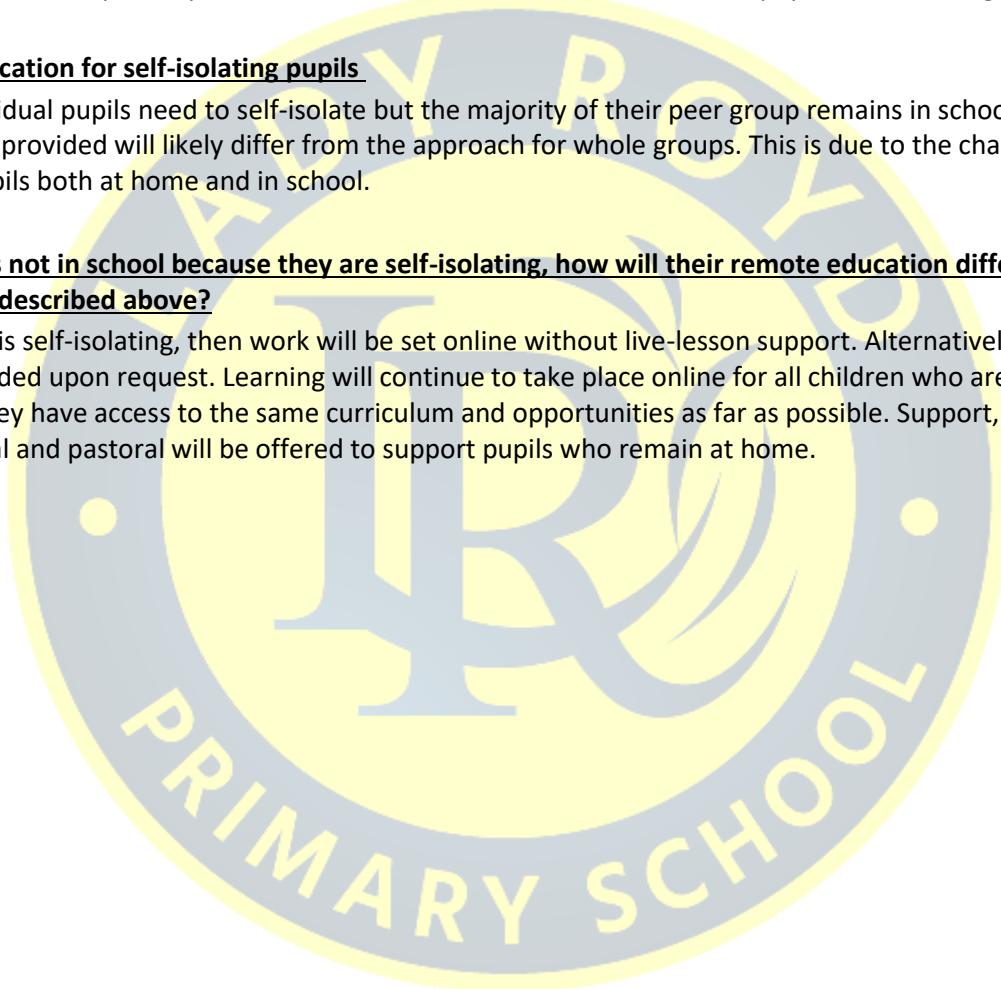
- Children with specific SEND needs have all been offered a place in school. If you are struggling to access the work for your child, please contact your child's class teacher and/or the school SENDCO.
- Children who are experiencing problems in accessing remote learning will be discussed on an individual basis.
- Practical and play-based learning opportunities will be set for pupils in EYFS and in Year 1.
- Children with an EHCP will have an individual plan of work set which will enable them to access work that is right for the needs of the young person.
- Feedback and parent phone calls are made to see to check in on how pupils are accessing their work.

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?

If your child is self-isolating, then work will be set online without live-lesson support. Alternatively, work packs can be provided upon request. Learning will continue to take place online for all children who are self-isolating to ensure they have access to the same curriculum and opportunities as far as possible. Support, both technological and pastoral will be offered to support pupils who remain at home.



APPENDIX

Remote Learning Expectations

The purpose of this document is to provide a clear set of expectations, with examples, for how you need to be preparing and presenting your assignments and other work via Google Classroom. It is also designed to provide a clear and consistent approach to support pupils, parents, colleagues and subject leaders.

Every assignment needs to be titled using the following format:

Short Date – Subject – Learning Objective 11/02/2021 – ART – To use shading when sketching
(ALL lessons need to have the subject name in the title)

Every assignment needs suitable and appropriate task explanations

Task explanations are for ALL pupils, but MUST enable those who miss the live sessions to access the work. You might need to refer to previous learning, prompt pupils to look back at a previous assignment or guide them to a video resource for further support.

A lesson sequence could also be included to further support those who miss a live input.

“Watch the video and answer the questions” is not an appropriate level of instruction.

Every assignment needs to be scheduled to become visible to pupils at XX:50

In scheduling assignments to be live at ten to the hour, it gives pupils an opportunity to read through the task explanation provided to help them understand what the lesson will be about. It also gives them something to do whilst waiting for other pupils to join the live sessions.

Live Meet links should be made visible to pupils no later than XX:00 to have a prompt start. The teacher must open the Live Meet first, then make the Meet link visible to pupils to retain host controls of the session.

Teachers are to use standard written English and SPaG at all times

ALL written communication from class teachers needs to be written using the correct spellings, punctuation and grammar. This includes (but is not limited to):

- Learning Objectives
- Task explanations / assignment support
- Written feedback
- Comments to pupils in chat boxes or assignment comments
- Emails to parents
- Teachers should also promote the correct use of English when pupils register their name for each session

Teachers are to use resources which are editable and can be submitted online

When preparing assignments, teachers should aim to use editable resources as much as possible and ensure that resources are shared with one copy for each pupil. All of the Google apps (Docs, Sheets, Slides, Jamboard etc) are editable online and can be submitted online. The use of MS Office and PDFs make it more challenging for families to complete and submit.

Availability of class teachers during Live Meet sessions

Teachers are to be available for online pupil feedback for the entire duration of the following sessions:

09:00 – 09:50 10:00 – 10:50 11:00 – 11:50 13:00 – 13:50

This does not mean that class teachers deliver live input for the duration of every session, however class teachers are not to leave a Live Meet until the end of each session.

Class teachers must be available to respond to spoken or written questions from pupils, as well as providing in-lesson feedback and support.

Pupils are to complete their work whilst remaining in the Live Meet session.

On rare occasions, some sessions may not have live teacher input. (This should be kept to an absolute minimum). If there is no live input, this needs to be clearly explained in the assignment instructions for all pupils to read, and the level of detail in these instructions should reflect the fact that the class teacher is not available.

Marking & Feedback to pupils

There are a number of ways in which you can provide marking & feedback. This is an essential part of our roles but is also more difficult to do in remote learning conditions. Any feedback you provide needs to be manageable, relevant and focused on pupil progress. A suggested list of marking and feedback methods can be found below:

- Use of 'Raise hand' to ask for help and receive verbal feedback to a direct question from a pupil
- Asking questions of class and receiving responses in the chat box of the live session (or verbally with mics turned on)
- Use of whiteboard.fi resource from Tim Bleazard's training
- Pink / Green Sticky Notes in Jamboard
- Text boxes / written comments in Jamboard
- Comments attached to Google Docs
- Use of Google Forms for quizzes
- Teachers going into pupil's work 'live' and providing feedback
- Peer to peer feedback during live Meet sessions
- Comments to pupils when returning submitted work

Class teachers need to provide a variety of feedback methods throughout the week. This does include written / recorded feedback, but there is no stipulation for the regularity of this kind of feedback.

Feedback to parents

If you receive emails and requests from parents for updates on their child's progress, you could adopt the following simple approach:

- Comment on their lesson attendance. If it is inconsistent, you can say this will have an impact on their progress. If it is consistently high, this will help in their progress.
- Comment on the regularity of their work submission. If work is not submitted regularly, it is difficult for you to comment on their progress.
- Ask the parent if they ever sit with their child and discuss their remote learning.

Final reminders:

- Make sure each Google Classroom's settings are as such that pupils can only comment on assignments or teachers' posts. They must not be able to 'Post & comment'.
- The use of the comment boxes is primarily for registration – pupils should be typing their name in the comment box and that is it, unless they are asking the class teacher a direct question.
- Think carefully about how you are scaffolding / differentiating for pupils in each session. One way to assist with this is to provide additional resources in your assignment, such as word mats, 100 squares, place value grids, stem sentences or multiplication grids.
- Make sure your timetables are explicit to show the teaching of RE & PSHE and MfL & Music on alternate weeks.