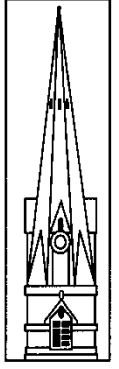# *Higher Walton C.E. Primary School*

Remote Learning Policy

Last reviewed: September 2025

Next review: September 2026

"Life in all its fullness" (John 10 v 10).

Our remote learning policy is based upon our **school core Christian values of friendship and forgiveness, courage and creativity, respect and responsibility, trust and tenacity** along with wider Christian values of love, peace, reconciliation and justice.

MISSION STATEMENT

Higher Walton CE Primary School aims to celebrate everyone's uniqueness, enabling our children to flourish and reach their true potential. We do this in a caring, supportive and stimulating environment, so that everyone has the very best opportunity to manifest, "Life in all its fullness" (John 10 v 10).

VISION

Our school vision is "Life in all its fullness" (John 10 v 10). Within this school each child is considered as a unique child of God. All members of our school family are welcomed into a safe and secure Christian environment where they are valued, included and accepted. Our Christian ethos promotes self-worth, self-respect and trust, so that everyone develops the confidence to ask questions, talk through problems and explore values and beliefs leading to responsible behaviour and citizenship.

Remote Learning Policy

Remote learning is designed to ensure that children who are required to stay at home can still access high quality lessons and continue their learning journey, reducing the risk of their progress being negatively impacted. This policy outlines those children who will receive remote learning, how it will be delivered and how staff and families can communicate to support children.

Our remote education plan aims to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, linked to the school's curriculum expectations
- give access to high quality remote education resources
- use online tools consistently across the school in order to allow interaction, assessment and feedback

- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so teachers will work with families to deliver a broad and ambitious curriculum.

When teaching pupils remotely using online tools we will:

- set assignments and tasks so that pupils have meaningful and ambitious work each day in a number of different subjects uploaded by 6pm the night before

- teach a planned and well-sequenced curriculum consisting of daily English, maths and foundation subjects linked to the topic - approximately three hours per day. These will be planned by subject leaders but determined by individual class teachers.

- provide frequent, clear explanations of new content, delivered by a teacher in the school or through uploading high quality curriculum resources and/or videos

- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and regularly respond to on-line work

- respond and adjust the pace or difficulty of what is being taught on-line in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

- provide an optional weekly arithmetic test (answers will be included to check once completed)

- provide an optional weekly reading comprehension (answers will be included to check once completed)

- have the opportunity for daily on-line contact with teachers

- daily pastoral 'video chat', ensuring regular contact with peers and teachers

- invite all KS1 and EYFS children to access story time twice a week

As a school we hope that the majority of pupils will be able to access their learning through online materials. With this, teachers are able to effectively teach by adding extra explanations, uploading tutorial clips and therefore enabling children to access their learning with greater independence. Work submitted will be commented on and children will be able to respond to this.

Where children do not access on-line home learning for a sustained period of time (3 days), the class teacher will make contact with parents/carers to establish the reason and put in place any additional support necessary.

When teaching pupils remotely via paper-based learning we will:

- set assignments and tasks so that pupils have meaningful and ambitious work – this pack will contain two weeks of English, maths and topic work and will be posted. If you have not received your pack after 5 days, please contact school

- provide appropriate planning/explanation of tasks to enable parents to facilitate the learning

We do understand that completing learning on-line may not be feasible for all. Where requests are made for the learning to be paper-based, these will be met. Paper-based learning does have some limitations in that it requires greater parental input to initially explain the tasks and will not be as interactive. It also means that children will not be able to access the activities uploaded by the class teacher. Children will still be invited to attend the daily 'video chat', ensuring they maintain regular contact with peers and teachers.

The expectations for completing on-line or paper-based learning are:

- children will complete the tasks set by the class teacher over the course of the week

- children will take pride in their learning and produce work which reflects their ability

Responsibilities

Teachers are responsible for:

- planning and delivering high quality learning activities
- ensuring that the skills being taught remotely, match those in class
- communicating with families to support learning at home and celebrate achievements
- responding to questions and monitoring progress
- 'mark' children's work, identifying strengths and next steps, if required
- identify those children not engaging and make contact to support home learning needs
- identify any children who consistently disengage with home learning and share this with the Headteacher

Children are responsible for:

- accessing learning sent home from school through
- completing all home learning set for each day
- being dressed appropriately when taking part in live sessions
- adhering to any deadlines set by class teachers
- sharing successes
- asking for help when needed

Parents/Carers are responsible for:

- ensuring that children have access to technology to support remote learning
- requesting technology support from school if required
- ensuring that children are monitored when using the internet
- encouraging children to complete daily learning tasks
- monitoring children's learning
- upload children's work or comments regarding remote learning daily
- sharing successes and meet deadlines set by teachers
- contacting teachers if they are need support
- ensuring that any images or videos uploaded, as evidence of learning, are appropriate; ensuring that children are dressed appropriately.