

# Shustoke C of E Primary School Remote Learning Policy

## Information for Parents

Updated 2026

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

In response to the COVID 19 lockdown in 2020 experience, we have all learnt a great deal about the importance and difficulties related to children learning at home. The policy below outlines the expectations here at Shustoke, and should be read in conjunction with the school's Safeguarding and Child Protection Policy and the Protocol for TEAMs sessions.

### **In the event of a National Lockdown**

#### **What should my child expect from immediate remote education in the first day or two of pupils being sent 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. We will appreciate your patience, particularly if the announcement of a national lockdown is made with no prior notice.

Activities and a Blog will be posted on the Class Page of the School's website on the first day of lockdown.

We will also endeavor to contact you all by email and by individual telephone call to explain arrangements and offer support during the first week.

#### **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?**

During a National Lockdown period or Bubble closure, we will teach broadly the same curriculum remotely as we do in school, and which has been previously planned, however some subjects such as Design Technology or Science may be modified because we are aware that families may not have the resources we have in school.

The curriculum for the children attending school (Children of Critical Workers and those with particular needs agreed with the school) will be aligned to the remote learning.

Some of the curriculum may be adapted so that children may engage with some degree of independence (according to age and ability).

Teachers will prioritise subjects and content based on assessment.

#### **How long will my child be expected to study when at home?**

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Reception and Key Stage 1	An average of three hours each day
Key Stage 2	An average of four hours each day

Within the first two weeks, you will receive a curriculum newsletter from your child's Class Teacher. This will offer a suggested daily structure and a brief overview of the subjects that will be covered over the following few weeks.

It may be that due to your own work commitments, and family access to devices, you may need to modify that timetable to suit your family circumstances.

## Accessing remote education

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

We recognise that some pupils may not have suitable online access at home.

Please let us know if your child does not have online access at home so that we can discuss how best to support you. It may be that we have a device or data which we can lend to you – this can be arranged via the school office.

You will be provided with a workbook on which the children can write. Staff will endeavour to design activities which are not over reliant on printing. Please telephone school if you would like paper copies of materials, these can be made available for collection by appointment.

Work can be submitted on line if you have access to the internet. If this is not possible, paper copies can be delivered to school by appointment.

### How will my child be taught remotely?

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

- live tutorials
- Recorded sessions using Loom
- Collective Worship
- recorded teaching made by other sources (e.g. Oak National Academy lessons, video/audio)
- Activities prepared by the teacher with written instructions
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities with detailed criteria
- Well-being calls and email support.

## 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 are expected to engage with the learning provided and to give their best effort.
- Parental support will be needed for the children to fully engage with the materials, particularly for the youngest children. Primary age children cannot concentrate for extended periods without support.
- It is preferable that children have a space where they are able to work and materials such as pencils, crayons etc.
- Teachers will inform parents which two pieces of work need to be submitted each day on [shustokelearning@welearn365.com](mailto:shustokelearning@welearn365.com) on a word document or clear photograph/scan or via Purple Mash.
- Parents may email teachers if they have questions using the [shustokelearning@welearn365.com](mailto:shustokelearning@welearn365.com) account.

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

Class teachers are keeping a spreadsheet on which they are monitoring pupil engagement. This could be through:

- Submitted work;
- The daily tutorial.
- Telephone calls.

If there is a concern about engagement, parents will be contacted by email or telephone to discuss how this can be resolved.

### 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. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Individual responses to work completed;
- Monitoring of online programs e.g. Times Table Rock Stars, Spelling Shed, 2Simple;
- Discussions during Class Tutorials.

## 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:

Children whom the school has identified as vulnerable, including those with SEND and SEMH will receive additional welfare calls – either from the SENDCo (Mrs Preece) or the LSCo (Mrs Babbs),

during which the staff will discuss whether the best place for a particular child is in school. If this is the case, the child will be offered a place in school.

Teachers will differentiate tasks to enable children of different abilities to access the online work.

If the child requires particular resources, these will be provided for the child.

Regular Class Tutorials and Let's Connect sessions will be in place to support children's wellbeing and Mental Health.

Children in Reception and Key Stage 1 will continue with their phonics lessons.

Reception children will have the opportunity to engage in play based learning and open ended challenges. Loom sessions will support adults and children with new learning in phonics and Literacy, and some activities will be planned which allow children to work away from their adults. Reception children will engage in crucial speaking and listening activities through a weekly 'Let's Connect' session, when they will have the opportunity to present an object of interest to the class.

Planned outdoor learning activities will be timetabled in order to support the well-being of young children.

Throughout the Primary Phase, it will be important for children to engage in activities which are non-screen based. Therefore, teachers will also plan and set tasks which involve children working away from the screen. When planning lessons and tasks, teachers accommodate the differing concentration spans of children of different ages – particularly the youngest children.

Video Dance lessons are created for the children to engage in physical activity and to develop their coordination and gross motor skills.

## **Remote education for self-isolating pupils**

Work will be emailed to parents via dedicated email address at the end of the first day of absence, if parents would prefer a paper copy of resources, this can be provided for them. Where possible, children who are self isolating will complete work that is aligned to the learning of the other children who are in school, matched to their ability.

Work set will cover a broad range of curriculum subjects.

The child will be expected to send in two pieces of work per day via email which the teacher or teaching assistant will respond to via email.

There will be a weekly welfare telephone call from Class Teacher or TA.

## **If A Member Of Staff Is Isolating: Teachers:**







There is a distinction between a member of staff isolating because they are ill and incapacitated, and if they are isolating because they have been in close contact with someone who has tested positive. If the member of staff is able, they will be expected to work and should contact the SLT for instructions.

Two weeks of work has been planned, prepared, photocopied and placed in a folder for immediate access.

If well enough, teachers will maintain contact with the children e.g. Check in/ streaming live lesson to the class, making welfare calls.

## Resources

Teachers have access to high quality online materials to support the setting of remote work including:

-  Loom
-  Talk4Writing
-  Literacy Shed/ Spelling Shed
-  White Rose
-  Mathletics/TTRockstars
-  Oak Academy

## Monitoring

Daily check-ins and live lessons can be conducted via Microsoft TEAMS. Protocols outlined in the **Staff Code of Conduct** should be followed to ensure the safety of staff and children.

Subject Leaders have worked extremely hard to produce exciting, detailed and appropriate MT plans – these will be used to try to keep learning in line with the planned progression.

Subject leaders should monitor the quality of remote education in their subject to ensure that children receive their entitlement, supporting staff with any adaptations to the curriculum which may be needed to enable children to learn at home.









SLT will monitor the quality of remote education within their Phase, giving appropriate support and challenge to ensure consistency between classes, and appropriate provision and access to children with different needs. Phase leaders will monitor the Shustoke Learning email account and support teachers in their phase with communication with parents, making direct contact with parents themselves where necessary.

The Headteacher have overall responsibility for Teaching and Learning, including remote education.

## Data Protection

### **Accessing personal data**

When accessing personal data for remote learning purposes, all staff members will follow the procedures in the staff code of conduct including:

-  Only using school devices
-  Keeping personal data separate and secure from other household members
-  Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
-  Making sure the device locks if left inactive for a period of time
-  Not sharing the device among family or friends
-  Installing antivirus and anti-spyware software
-  Keeping operating systems up to date – always install the latest updates
-  Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)

