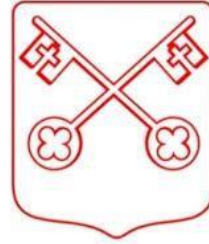




DIOCESE OF SOUTHWELL
& NOTTINGHAM

MULTI ACADEMY TRUST



Remote Learning Policy

Autumn 2026

Review Autumn 2028

Remote education at St Peter's Cross Keys

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.

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.

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

As much as is practicable, within the possibly limited time constraints, children will have a selection of learning activities set for them on the remote learning platform used by our school (Google Classroom). These activities could include, but are not limited to:

- maths activities linked to their current learning in class
- English activities linked to what they were doing in the classroom prior to being sent home
- activities related to their current Learning Journey

If, for whatever reason this is not possible, the children will be sent home with appropriate resources and activities which could include, but are not limited to:

- Maths sheets/books
- Comprehension activities in books
- Art challenges
- Completion of Learning Journey challenges

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?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example:

- PE challenges may be set such as circuit training in the garden, cycle ride with family, PE with Joe, Cosmic Yoga – PE activities will not necessarily be teacher led.
- Success For All Phonic sessions may consist of a teacher led sessions and, if available, live teaching

from professionals online.

- Science learning will link to the class Learning Journey where possible and may be a combination of Oak National Academy and BBC Bitesize alongside tasks and activities set by the class teacher.
- Music sessions may incorporate Singup activities via a recorded session, Purplemash and BBC Bitesize.
- Learning Journey activities will be set by the class teacher who will primarily use our whole school curriculum as a guide.
- ICT will be provided through Purplemash
- Forest School will not take place remotely although nature walks and natural art projects may be suggested as an alternative.
- In FS there will be a theme for each day. There will be a daily phonic session, writing session and maths session as well as a focus on a non core area of learning covering all areas of our EYFS curriculum. Some sessions will have no formal outcome but will follow a play based approach so as to ensure children are not over whelmed or 'screened out'. The day's learning will always end with a story.
- To reduce screen time for all children we will have days when the learning challenges set are more active, outdoor based and rely less on parental support.

The vast majority of our online provision will be asynchronous learning although some synchronous forms may be used, such as a weekly class chat or feedback session.

(synchronous – learning that happens in real time, asynchronous – does not require real time interaction)

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:

Primary school-aged pupils

For KS1 children, as a minimum, we will provide 3 hours a day with less for younger children.

For KS2 children, as a minimum, we will provide 4 hours a day.

We would encourage a clear, daily learning routine with regular breaks for the children.

Accessing remote education

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

The school use Google Classroom as the main platform for remote learning but other systems are utilised too such as:

- Reading Plus
- Purple Mash
- Times Table Rock stars
- Tapestry

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

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:

Information was collected by school as to what devices people had at home for home learning purposes in order that provision could be made for those families who may struggle to access online learning effectively due to a lack of devices. School should be notified of any change in these circumstances in order that provision can be made if appropriate.

We have sent information to parents as to how they can increase their internet access and have collated information in order that free extra provision for internet access can be applied for by parents.

For families who are unable to access remote learning electronically we will make learning packs available on request.

If children are unable to post their learning electronically they can drop their completed learning into school on a weekly basis.

How will my child be taught remotely?

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

We use a range of approaches to teach children remotely depending on individual family circumstances, the needs of the children and staffing constraints.

Some examples of our remote teaching approaches include:

- Live meetings with the children
- recorded teaching for example; video/audio recordings made by teachers, Oak National Academy lessons, BBC Bitesize etc
- Other platforms used in school including but not limited to Lexia and Purplemash

- printed paper packs produced by teachers
- textbooks and 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 related to Learning Journey

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?

Children are expected to login to google classroom each morning to see the learning activities their teacher has prepared for them and to see if there are any live whole class meetings they need to attend.

There is an expectation that the children will attempt the learning activities set for them, their teachers know their abilities and set learning accordingly. Not all learning activities are the same for each member of the class.

Children can ask their teacher questions during the course of the day but, if school based learning is also taking place, their teacher may not be able to respond immediately.

Children should only make comment on their own learning, not that of any other child.

Learning should be posted back to teachers using Google Classroom but Seesaw and Tapestry can be used for photos and small videos.

Our expectations of parents are that they will encourage their child to complete their learning each day.

It would be helpful for the children if a routine is kept at home. For example, after breakfast they may do PE with Joe, then may have a quiet reading session followed by their maths activities.

Regular breaks are important. This is obviously up to each individual family but a structured routine is very helpful.

If parents have any concerns about their child and their learning they should contact the school office. If children are becoming anxious about their learning we need to know in order that we can address it and offer help and support.

If parents feel the need to contact their child's class teacher through google classroom they should not expect a response immediately as the teacher may also be providing face to face learning in school. Messages will be responded to as soon as is possible and appropriate.

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

In this section, please set out briefly:

- Teachers will check every day to see if children are accessing their learning. If they notice that

children have not accessed their learning for two days or more they will contact parents to see if there is a problem.

- If, following a discussion with parents, the child is still not accessing their learning then the head teacher will contact parents and may, in certain circumstances, involve the outside agencies if appropriate, in order that support is given to the child (and parents)

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:

Teachers will look at children's learning each day, however this does not mean that they will comment on each and every piece of learning. If face to face learning is also happening in school this would be almost impossible.

Teachers may give feedback in a variety of ways including, but not limited to;

- comments on an individual child's learning
- comments to the whole class on a whole class feedback sheet
- verbal whole class feedback during class meetings

Feedback will be given over the course of a week, it may not happen every single day but there will be feedback at least weekly.

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:

The learning activities teachers set for the children will be appropriate to their understanding and level of need

Specific resources the children may use in school to help them may, if appropriate, be sent home to ensure as much consistency as possible.

Teachers will speak with parents if there are concerns or if the child is finding the remote learning difficult in order that a way forward can be found – these will, obviously, be unique to each child and their needs.

Not all learning activities will necessitate the child being at a device, practical activities appropriate to their needs may be set in order to develop fine and gross motor skills for example.

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.

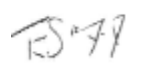
If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

A child who is self isolating will be sent the learning activities being taught in class that week where appropriate.

This is unlikely to differ too much from the details given above.

A child who is ill will not be expected to complete any home learning.

Next renewal: Autumn 2028



Signed: Chair of Governors:

Date: 9/2026



Headteacher:

Date: 9/2026