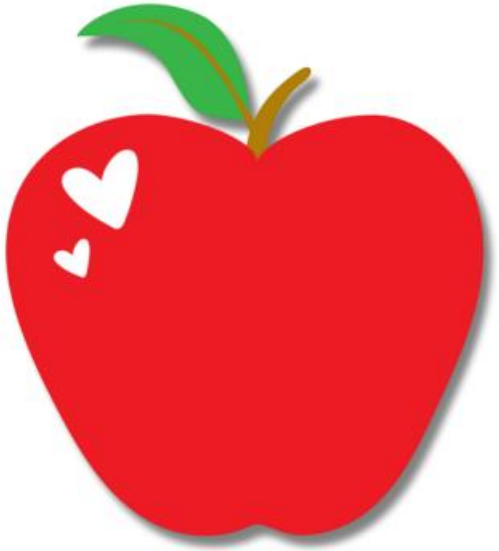
Cheddington Combined School

Remote Education Policy



Approved by:	Governing Board
Last review	September 2026
Next review	September 2027

Remote education provision: information for parents Cheddington Combined School intends its provision of remote education to offer all children a broad, balanced and sequential planned curriculum, which as much as possible reflects the planned learning for this time. This will be presented in a way which ensures all children can access explanations to support learning, and the learning tasks, at times which work for the family dynamic. We recognise the challenges for parents in supporting their children, particularly the issues of using and sharing technology.

Children will only be expected to engage with remote learning if they are well enough to do so. A child who is unwell needs to rest and recuperate.

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 to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this document.

The remote curriculum: what is taught to pupils at home:

In the event of a local outbreak of infectious disease leading to the majority of pupils learning 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?

When the child/class needs to move to immediate remote education, the teacher will post learning onto Google Classroom. This will include explanation and learning activities which, as far as possible, mirror the school day.

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 aim to teach the same sequential broad curriculum remotely as we do in school wherever possible and appropriate. However, we will need to make adaptations in some subjects. For example, investigative science, PE and some discussion-based lessons such as PSHE will be approached differently when the children are learning at home.

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:

Key stage 1	Up to three hours of set learning
Key stage 2	Fours hours of set learning

Accessing remote education

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

All work will be posted on the VLE - possibly with audio and video explanations available as required. The children may well be directed to the learning platforms we use already, such as Timetable Rock stars and Spelling Shed.

During periods of class remote education there will be short opportunities for the children to interact with their teacher and their peers via Google Classroom provided the staff are well enough to offer this.

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

Whilst we know that all children can access to the Google Classroom we recognise that some pupils may not have suitable online access at home. We are also aware from our Access to Technology Survey that the majority of our children have shared technology access. We take the following approaches to support those pupils to access remote education:

We minimise activities which require work to be printed as we are aware from our Access to Technology Survey analysis that some families do not have a printer.

We have a limited supply of technology which can be borrowed should the child not have digital access.

During a lockdown scenario:

We have year group boxes situated in the school reception area where the pupils can collect key materials in hard copy having contacted their teacher to request these. Pupils can submit work to their teachers if they do not have online access by leaving it in these boxes.

How will my child be taught remotely?

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

• Materials uploaded onto the VLE for the children to access

• Recorded teaching of video/audio recordings made by teachers to explain the learning where appropriate

• Printed paper packs produced by teachers when required

• Reading books pupils have at home

• Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

• In event of a national lockdown situation, the use of national virtual library, BBC provision and use of the Oak National Academy where these are relevant to our curriculum

• Long-term project work and/or internet research activities where they form part of our usual taught curriculum.

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 pupils are expected to engage with the learning activities provided if they are well enough to do so. They should use the Google Classroom message facility to ask any questions of their teacher to help their understanding; and make daily contact with their teacher to update them on how they are working.

The school expects that parents will support their child in their learning. For example: setting routines to support your child's education; enabling your child to have a sensible place to complete their learning; encouraging their independence and resilience; and enabling them to access Google Classroom as required.

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

The teachers will check pupils' engagement with remote education by responding to their questions; checking that they have had contact on Google Classroom; and monitoring the uploaded or delivered work.

Where engagement is a concern, due to lack of contact and/or lack of work we will inform parents/carers. It is important that all children do engage with the learning activities so that their understanding and skills continue to develop.

When offered, Google Classroom allows for a pastoral remote link to help check engagement.

In the event of a national lockdown, a member of the leadership team (Headteacher, Deputy Headteacher, SENDCo) will regularly contact parents of those vulnerable and SEN children not able to attend on site to check engagement and if any further support is needed.

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:

Two pieces of work for specific assessment are requested weekly and are to be uploaded onto Google Classroom or handed in in hard copy via the boxes in the entrance hall.

• For this assessed work, whole class feedback will be given weekly which will share best practice and ideas for development. Individual feedback will be offered where needed.

• Teachers will respond to individual children in a timely manner to questions raised on Google Classroom.

• The use of on-line assessment opportunities such as Timetable Rock stars and Spelling Shed may be used as appropriate to the 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:

• In the event of a national lockdown, all SEND and vulnerable children will be invited to attend on-site.

• Those families who choose for their child to remain at home will be contacted regularly by phone by the SENDCo, who will send home appropriate resources if required to support the child at home.

• If a class 'bubble' with significant SEND need is required to self-isolate then additional provision would be considered to support the specific need.

• Whilst all our year groups have access to Google Classroom, for our younger children activities will be planned to develop independence, and so try to minimise the need for parental involvement where possible once the initial information has been given.

The remote curriculum for individual 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 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?

Each week our teachers plan for those children who are in school, and these plans can be adapted for those who need to be educated at home. This learning will be sent home at the start of self-isolation and comprises meaningful and ambitious work in a number of different subjects, where possible mirroring the in-school lessons.

As for full remote education, work can be uploaded to the teacher via Google Classroom; completed in homework books and brought into school on the child's return when it will be marked.