

**Hatch Warren Infant School**  
**Remote Learning Policy**  
**Information for parents**

Review frequency:	Every 3 years
Date last approved:	Autumn 2025
Next review date	Autumn 2028

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. 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 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 on the first day or two of pupils being sent home?**

Children should login to Class Dojo or the school website where learning activities will be set. If you are unable to login, please contact the office.

**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?**

Yes - as much as possible. There will be some aspects, such as PE, that will look different. However, we will strive to ensure children at home are able to achieve the same as they can at school.

**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 up to 3 hours each day:

This will be a mix of independent activities, live and pre-recorded lessons, and Zoom meetings. Year groups will provide examples of how best to break the work down into small manageable chunks for pupils.

**Accessing remote education**

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

Work will be set through year group pages on the school website, via Class Dojo, Purple Mash, YouTube, Teach your monster for read and videos available.

## **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:

- Providing technology at home, including devices and internet access, where possible
- Providing paper-based resources, although this is our last resort and least preferable

## **How will my child be taught remotely?**

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

- Pre-recorded lessons
- Lessons provided through PowerPoints
- Drop-in sessions provided by the teacher and/or LSAs
- Live lessons

## **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?**

We expect that children complete the work set on a daily basis. We understand that it may be challenging depending on home circumstances (siblings, limited technology, working parents etc). We know that work may be submitted later too, and we will endeavour to mark all work sent in. Through use of recorded live lessons and recorded videos, we aim to ensure children will not miss out, and can catch-up at a later time.

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

We will monitor who is completing the work through Class Dojo with the work sent to the teacher. We will also be in touch if learning is not being submitted to see if we can help in any way. Each teacher has a work email account that parents can also raise their concerns if their child is struggling during the day with the work set. Teachers and TAs will endeavour to answer any questions or concerns raised by parents within a timely manner.

### **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:

- Marking of work handed in. This may be done by a teacher or LSA, and will be appropriate to the work set
- Through direct comments and feedback within Class Dojo
- Via a parent or carer, if necessary
- Where work is given on paper and collected from school, the work must be returned to the school for teachers to give feedback on, or alternatively it can be submitted via Class Dojo (even though completed on paper)

## **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:

- Individual/small group support by a teacher or TA through Class Dojo
- Extra resources sent home to parents to scaffold their child's learning
- Differentiated work set on Class Dojo or via the school website or paper-based based on a child's needs and ability
- Consolidation work either set on Class Dojo or via the school website (or paper-based to support a child's retention of new learning
- Regular email and telephone support by the teacher, SENDCo or member of SLT to the parent

### **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. This will, however, be under constant review.

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

Our remote education in these circumstances will not differ at these times from the provision detailed above.