

A place to learn where everyone feels welcome;
based on love, wisdom, and respect.



Remote Learning Policy

Approved by Governors:	September 2025
Review Date:	September 2028

This policy sets out Lower Peover CE Primary School's approach to remote learning, ensuring clarity and consistency for pupils, parents, and staff. It is designed to support pupils' education in the event of national or local restrictions, class or bubble closures, or where individual pupils are required to self-isolate.

Our aim is to:

- Provide continuity of education.
- Support pupils' wellbeing.
- Maintain high-quality teaching and learning, whether in school or at home.

Remote Curriculum

Initial Provision

In the first one–two days of remote education, work may look different from our usual approach as staff prepare for longer-term online provision.

Ongoing Provision

From day two onwards, pupils will be taught broadly the same curriculum as if they were in school, with adaptations where necessary. Teachers will set daily lessons in core and foundation subjects, using a blend of resources (e.g. pre-recorded videos, Oak National Academy, White Rose Maths, BBC Bitesize, and school-prepared materials).

Daily Learning Expectations

Remote education (including teaching and independent work) will broadly take:

- Key Stage 1: ~3 hours per day
- Key Stage 2: ~4–5 hours per day

Accessing Remote Learning

All remote learning will be delivered via Google Classroom. This may include:

- Twice-daily registration (AM and PM).
- Pre-recorded and live sessions.
- Upload of resources, assignments, and instructions.
- Teacher availability for online support at timetabled times.

If pupils cannot access online provision, the school will provide printed packs, loan devices (where possible), or arrange alternative methods of support.

Engagement and Support

Expectations for Pupils

- Attend daily registration sessions.
- Complete and submit work regularly.
- Engage positively with online learning and feedback.

Expectations for Parents

- Support children in accessing learning.
- Establish routines to help learning at home.
- Communicate with school if difficulties arise.

School Support

- Regular communication via email or telephone.

- Wellbeing check-ins by teachers and teaching assistants.
- Class assemblies and virtual activities to sustain school community.

Monitoring and Feedback

- Teachers will monitor attendance at registrations and engagement with tasks.
- Concerns will be followed up through phone calls or emails.
- Feedback will be provided daily in English and Maths, and weekly for foundation subjects.

Feedback methods may include written comments, whole-class responses, quizzes, or verbal feedback during online sessions.

Additional Support

We recognise that some pupils (e.g. those with SEND or EHCPs) may require additional support. Provision will be adapted in consultation with parents, teaching assistants, and the SENDCO. Work will be differentiated, and support provided on an individual basis.

Self-Isolating Pupils

If the majority of the class remains in school, self-isolating pupils will be provided with:

- Daily English and Maths tasks (including White Rose and Power Maths resources, Literacy Shed, Oak Academy).
- Foundation subject work using Oak Academy or teacher-prepared resources.
- Contact with teachers to provide guidance and support.