

Cockton Hill Infants' School

Remote Learning Policy



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Chair of Governors: Bob Woods

	Date	Name	Position
Written By		Tom Cuthbertson	Head Teacher
Reviewed	23/6/2026	Tom Cuthbertson	Head Teacher
Equality Reviewed	23/6/2026	Bob Woods	Chair of Governors
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Remote Learning Policy

In developing our Remote Learning Strategy, we have considered the individual needs of our families including the age and stage of development that our pupils are at. We have also considered the EEF evidence regarding remote learning

[\(https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/\)](https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/)

in addition to advice published by Ofsted

[\(https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education\)](https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education)

Digital Platform Access

Our Reception, Year 1 and Year 2 children all have access to Sumdog and Bug Club. These are digital platforms for numeracy and reading respectively.

Year 1 and Year 2 children all have access to Lexia for a variety of literacy skills.

Our remote learning videos and work set do not require access to digital platforms.

Immediate provision

In the event of a lockdown or isolation period children will be sent home with a work pack of worksheets and/or other activities. If they are already isolating materials will be posted to you in person or by postal service (dependant on demand) as soon as possible.

Each activity will have an associated video which will be sent out via our text messaging service. For the small proportion of our parents that do not have a smart phone, a device and (if needed) internet hub will be provided. The videos are then emailed directly to the device.

The School Community

It is our aim that all of our children feel part of the school community during periods of lockdown or isolation. In order to achieve this, we will try and keep as much of the school day as possible through our remote learning. So, for example, video assemblies will be sent out via our text service at least twice a week. During the assemblies, individual children are mentioned in relation to their efforts with their

learning (at home or in school) and we celebrate important events such as Birthdays of staff or children.

We also set tasks that are whole school projects and post updates to social media and via our learning videos. This enables children to contribute to the school project and also to see the contribution of their peers.

Planned Remote Curriculum

Our remote curriculum is based on the Medium-Term Plans of the individual year group. The children in school will be completing the same work as the children working from home. You can see example timetables in appendix A. In line with the government guidance our remote curriculum will require a minimum of 3 hours of work time a day in KS1. This time includes the learning/teaching videos and the follow up tasks. On the majority of days, children will need 3 and a half to 4 hours to complete remote learning.

SEN Provision

Those children with SEN are provided with remote learning in the same manner. However, this work is bespoke to the individual needs of the child, with the video's usually featuring a familiar staff member.

Online Resources

Our online learning videos are put on youtube. They are unlisted so that they cannot be found without the specific link. The links for the learning videos are sent to parents each day via our text messaging service.

We have other online resources such as the online learning platforms previously mentioned. These are all accessible with a smart phone. Teachers set work on the platforms to consolidate learning from that particular week. They may also use it to revisit learning. Progress on the platforms is closely monitored by each class teacher.

Our website also details other online learning that is widely accessible.

Paper-based Resources

Paper based resources are posted or hand delivered to parents. These resources are the tasks that usually relate to one of the learning videos that has been sent out. So, for instance a parent may receive a text saying "Y2 – Literacy. Please view www.youtube.com/video and complete worksheet A". This directs parents to the

learning video and then also the paper-based task that they are to complete afterwards.

For many of the paper-based tasks for numeracy staff have access to White Rose Maths worksheets and also power maths books, both of which follow our numeracy scheme.

In terms of literacy, staff have access to twinkl, phonics bug and lexia resources.

It is important to note that some tasks set may not be paper based. For example, teachers may ask children to use items for counting or grouping.

How pupils without a device will be taught

Our remote learning strategy has been specifically designed to meet the needs of our families. We are mindful of the fact that many of our pupils do not have access to a device. Therefore, to access our home learning the only device required is a smart phone and a router for internet access if families do not have a data plan. The vast majority are able to access the home learning in this manner.

For the small number of pupils that do not have access to a smartphone/ internet, we have provided a mobile router with prepaid data and an ipad. Parents are required to sign a user agreement before taking possession of these items.

Once the children have the device and router, the work is sent to them via email and they are able access the same learning videos as the other children in their Year group.

Engagement

We check engagement of our videos through a number of ways. The work that is returned is a good indicator of engagement with our home learning although we recognise that some families may find it difficult to get out to drop off the work. Our fortnightly telephone calls to parents by class teachers are also provide a good indicator of engagement. During these calls we can also deal with any issues that parents or pupils are experiencing.

Parents are also sent out daily texts to ask if they engaged with the learning that day. On two days of the week the texts encourage parents to photograph a piece of work and email it to the class teacher. Feedback is then provided via email.

Feedback

In order for children to receive feedback on their work, we ask parents to email a photo of the work to the teacher for feedback on the email addresses below.

Nursery	nursery.chis@gmail.com
Class 1/2	eyfs.chis@gmail.com
Class 3	class3.chis@gmail.com
Class 4	class4.chis@gmail.com
Class 5	class5.chis@gmail.com
Class 6	class6.chis@gmail.com

Once the work is received it is marked by the teachers and feedback is provided through the e- mail service.

Guidance for Parents

Parents are all provided with initial guidance of how our remote learning strategy works, via the leaflet in appendix B. This is on our website and on social media. We also explain the process via our app messaging service.

If parents require any guidance or clarification regarding the learning videos or the tasks set, they are encouraged to email the class teacher. For those without email they are encouraged to call the school.

Appendix A – Example Timetables

KS1 Example Timetable

	9.15 – 9.45	9.45 – 10.45	10.45 - 11	11 - 12	12 - 1	1 – 1.30	1.30 – 2.30	2.30 – 2.45
Monday	Phonics video and follow up task		Break	Access sumdog 30 mins Reading for 15 minutes	Lunch	PE video workout	Foundation subject learning video and task	Story and comprehension task
Tuesday	Phonics video and follow up task	Literacy Learning video and follow up task	Break	Numeracy Learning video and follow up task	Lunch	PE video workout	Access Spelling shed or lexia (30 mins)	Story and comprehension task
Wednesday	Phonics video and follow up task	Literacy Learning video and follow up task	Break	Numeracy Learning video and follow up task	Lunch	PE video workout		Story and comprehension task
Thursday	Phonics video and follow up task	Literacy Learning video and follow up task	Break	Numeracy Learning video and follow up task	Lunch	PE video workout		Story and comprehension task
Friday	Phonics video and follow up task	Reading for 15 minutes	Break	Foundation subject learning video and task	Lunch	PE video workout	French learning video and task (30 mins)	Story and comprehension task

EYFS Reception Example Timetable

9:00 onwards		10:45 onwards		Lunch	1:15 onwards		3:00		
Monday	20 – 25 minute phonics session video by class teacher and written task from pack linked to new letter sound.		15-20 minute maths session video by White Rose Maths.	Maths task from pack and access Sumdog	Lunch	Story of the week video read aloud by class teacher.	Complete learning activities from our 'Story of the Week Learning Grid' (links to different areas of the EYFS)	Story with Headteacher	
Tuesday	20 – 25 minute phonics session video from 'Letters and Sounds' and written task from pack linked to new letter sound.		15-20 minute maths session video by class teacher.	Literacy task from pack	Lunch	Access reading books and phonics games on Bug Club	Complete learning activities from our 'Story of the Week Learning Grid' (links to different areas of the EYFS)	Story with Headteacher	
Wednesday	Assembly	20 – 25 minute phonics session video by class teacher and written task from pack linked to new letter sound.	15-20 minute maths session video by White Rose Maths.	Maths task from pack and access Sumdog	Lunch	Reading a banded reading book video - with class teacher.	Complete learning activities from our 'Story of the Week Learning Grid' (links to different areas of the EYFS)	Story with Headteacher	
Thursday	20 – 25 minute phonics session video by Letters and Sounds and written task from pack linked to new letter sound.		15-20 minute maths session video by class teacher.	Literacy Task from pack	Lunch	Reading a banded reading book - video with class teacher.	Complete learning activities from our 'Story of the Week Learning Grid' (links to different areas of the EYFS)	Story with Headteacher	
Friday	Assembly	20 – 25 minute phonics session – a recap of this week's new learning by Letters and Sounds.	15-20 minute maths session video by White Rose Maths.		Lunch	Access reading books and phonics games on Bug Club	French learning video and task (30 mins)	Complete learning activities from our 'Story of the Week Learning Grid' (links to different areas of the EYFS)	Story with Headteacher

Nursery Example Timetable

	9.15am-9.30am	9.30am-11am	11am-11.10am	11.10am – 11.35	Afternoon
Monday	Story of the week video	Follow up activities sent in pack linked to story. Practical/play-based ideas and sheets – fine motor/number/literacy.	Letters and Sounds/Number activity	Follow up with repeating activity at home	Continue with practical/play-based activities off grid sent home.
Tuesday	Story of the week video	Follow up activities sent in pack linked to story. Practical ideas and sheets. Practical/play-based ideas and sheets – fine motor/number/literacy.	Letters and Sounds/Number activity	Follow up with repeating activity at home	Continue with practical/play-based activities off grid sent home.
Wednesday	Story of the week video	Follow up activities sent in pack linked to story. Practical ideas and sheets. Practical/play-based ideas and sheets – fine motor/number/literacy.	Letters and Sounds/Number activity	Follow up with repeating activity at home	Continue with practical/play-based activities off grid sent home.
Thursday	Story of the week video	Follow up activities sent in pack linked to story. Practical/play-based ideas and sheets – fine motor/number/literacy.	Letters and Sounds/Number activity	Follow up with repeating activity at home	Continue with practical/play-based activities off grid sent home.
Friday	Story of the week video Nursery rhyme sent out	Follow up activities sent in pack linked to story. Practical/play-based ideas and sheets – fine motor/number/literacy.	Consolidation of weekly tasks	Follow up with repeating activity at home	Continue with practical activities off grid sent home.

Appendix B – Home Learning Easy Guide



Cockton Hill Infants' School

"Creating Learners for Life."

Step-by-step Guide to Home Learning in our school

Step 1

Receive Home Learning Packs in the post



Step 2

Receive a text from school with a link to the learning video.



Step 3

Watch the video with your child and complete the worksheet as indicated in the text (adult supervision is advised)



Step 4

Take a photo of the worksheet/ work and email it to the class teacher for feedback

