

## **Landmark Academy Remedial Class Policy**

### **Policy Purpose:**

The purpose of this policy is to outline the procedures and guidelines for providing remedial classes to students who require additional academic support at Landmark Academy. Remedial classes are intended to help students who are performing below grade level to improve their skills, catch up with their peers, and succeed in the general curriculum.

### **Policy Scope:**

This policy applies to all teachers, administrators, and students identified as needing remedial instruction within Landmark Academy.

### **1. Goals of the Remedial Program**

- To provide targeted academic support for students who are struggling with core subjects (e.g., maths, reading, writing).
- To help students close academic gaps and perform at grade level by offering customised instruction tailored to individual learning needs.
- To promote self-confidence and motivation among students as they develop their academic skills.

### **2. Eligibility Criteria**

#### Assessment-Based Identification

- Students are identified for remedial support based on assessments, including standardised test scores, teacher evaluations, and academic performance records.
- Students performing below a predetermined threshold (30%) in core subjects will be considered for remedial support.

#### Teacher Recommendation

- Teachers can recommend students for remedial classes if they observe consistent struggles in key areas (such as reading comprehension or maths calculations) despite regular classroom support.
- Teachers must provide documentation of the student's challenges and efforts already taken to support the student within the classroom.

#### Parental or Guardian Input

- Parents or guardians can request an evaluation for remedial support if they have concerns about their child's academic progress.
- The school will consider parent input alongside assessment results and teacher observations.

#### Review and Approval by School Administration

- The final decision regarding a student's placement in remedial classes will be made by the school administration, often in consultation with a counsellor or remedial support coordinator.

### **3. Structure and Delivery of Remedial Classes**

#### **Frequency and Duration**

- Remedial classes are held multiple times per week (e.g., 2-3 sessions) and may vary in length depending on students' needs, typically lasting 30–60 minutes per session.
- The duration of the remedial program for each student will be reviewed and adjusted as needed, generally on a term or semester basis.

#### **Class Size**

- Remedial classes should have a low student-to-teacher ratio, ideally with no more than 5–10 students per class, to ensure personalised attention and support.

#### **Instructional Methods**

- Remedial instruction will be customised to each student's needs, focusing on foundational skills in core areas such as reading, maths, and writing.
- A variety of instructional methods will be used, including one-on-one support, small group work, hands-on activities, and the use of educational technology.

#### **Materials and Resources**

- Teachers will use specialised materials designed for remedial learning, including workbooks, manipulatives, and online tools tailored to specific learning goals.
- The school may provide additional resources, such as access to online learning programs, to supplement in-class instruction.

#### **Monitoring and Assessment**

- Regular assessments will be conducted to measure student progress, which may include quizzes, informal observations, and formative assessments.
- Progress reports will be shared with students and their parents/guardians to keep them informed of the student's development.

### **4. Roles and Responsibilities**

#### **Teachers**

- Identify students who may require remedial support and recommend them for evaluation.
- Design and implement customised instructional plans for each student in the remedial class.
- Track and document students' progress, providing feedback to the student, parents, and administration.

#### **Remedial Coordinator (if applicable)**

- Oversee the remedial program, including scheduling, resource allocation, and coordination between teachers and support staff.

- Ensure that students are correctly identified and assigned to remedial support based on criteria and assessments.

## **School Administration**

- Approve students for entry and exit from remedial classes based on evaluation results and recommendations.
- Allocate necessary resources, including budget, materials, and staff support, to maintain the quality and effectiveness of the remedial program.

## **Parents/Guardians**

- Engage with teachers and school staff regarding their child's progress in remedial classes.
- Support their child's learning at home by encouraging completion of remedial assignments and participation in activities that reinforce skills taught in the program.

## **5. Communication and Reporting**

### **Regular Updates to Parents/Guardians**

- Parents will receive updates on their child's progress in remedial classes at regular intervals, typically during parent-teacher conferences or through progress reports.
- Any significant changes in the remedial plan, such as adjusting frequency or duration, will be communicated to parents promptly.

### **Progress Reports**

- Teachers will complete progress reports at the end of each term, summarizing the student's performance, skill improvement, and any ongoing areas of need.
- Reports will be shared with parents and filed as part of the student's academic record.

## **6. Evaluation and Exit Criteria**

### **Periodic Review**

- Student progress will be reviewed periodically (e.g., at the end of each term) to determine if they are ready to exit the remedial program.
- Progress will be assessed using assessments, teacher observations, and feedback from parents.

### **Criteria for Exiting the Program**

- A student may exit the remedial program when they consistently meet grade-level standards in the target subject area(s).
- The decision to exit a student from remedial classes will involve the input of teachers, the remedial coordinator, and school administration, with consideration for parent input.

### **Transition Support**

- When a student exits the remedial program, teachers may provide additional resources or support to ensure a smooth transition to regular classes.
- Follow-up assessments may be conducted periodically after exiting to monitor the student's continued progress.

## **7. Policy Review and Updates**

- This policy will be reviewed annually to assess its effectiveness in supporting student success and to ensure alignment with the school's educational goals and current best practices.
- Any changes to the policy will be communicated to staff, students, and parents in a timely manner.

## **8. Compliance and Consequences**

### **Non-Compliance**

- Failure by staff to adhere to this policy may result in performance reviews or other disciplinary actions, as it is crucial to provide consistent, quality support to students in need.

### **Student Non-Compliance**

- Students in the remedial program are expected to participate fully and complete all assignments; failure to do so may lead to further interventions and parent involvement.