



ST MARY'S

Church of England Primary School

Remote Learning Offer

September 2025

Reviewed July 2026

Remote education provision: information for parents

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 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?

Children will initially be sent home with workbooks or a pack of activities to work through, whilst the home learning package is finalised.

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 teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example, our PE curriculum would be unable to include team games and our Science may not include the same practical element as we would normally include in 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 the following number of hours each day:

EYFS	1 hour per day, which includes story time and phonics
Key Stage 1	3 hours per day, which includes daily reading

Key Stage 2	4 hours per day, which includes daily reading and times tables practice
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Accessing remote education

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

Teacher's lessons will be shared via SeeSaw (EYFS & KS1) and Google Classroom (KS2). This will also be the platform to return pupil work. If it is easier, work can be completed on paper and a photograph of the work submitted as evidence.

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:

1. We will loan Chromebooks to families who do not have access to a suitable electronic device at home, which will be set up by our IT provider. Loan of the device is subject to agreeing to the terms of the loan agreement.
2. Parents can collect weekly packs of printed activities until access to an electronic device is possible. Packs can be returned to school for teachers to review, at which time, a new pack can also be collected. Alternatively, parents can photograph the work completed and upload it to the online platform for their child's year group.

How will my child be taught remotely?

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

- Pre-recorded teacher input, with accompanying slides/presentations
- Log-in to live teacher input for interactive sessions
- Printable activities to accompany the lesson. Children will be able to complete these activities online too. We endeavour to make sure these activities can also be completed without access to a laptop, for example, so that teacher input can be watched even on a mobile device, and activities completed using just paper and a pencil.
- Supplementary activities will be provided, in the form of stories, podcasts, links to educational websites, additional worksheets and projects.
- We also provide supplementary links to online Music lessons as well as PE 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 all children to engage with home learning, wherever this is possible and families are able to facilitate this. We will support families wherever possible and will follow up with families where we have noticed children not engaging with home learning, to see how we can help.

Some children may be able to work independently, and where they can, we would ask that parents encourage children to take the same pride in their work as they would at school. Some children may not be able to work independently, and in this case, the level of support and therefore, the amount of work produced, will vary from household to household. This is something we understand and are supportive of.

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

Teachers will check for pupil engagement via their online platform on a daily basis. Where a pupil is not engaging as often as would be expected, the teacher will contact the child directly via this medium.

If there are ongoing concerns around engagement, the teacher will telephone the parent when they are next in school, to see how we can support in increasing engagement.

If a pupil has had no engagement at all, and we are concerned for their wellbeing, schools nurture and behavioural support team will contact the family to check if everything is ok and to ascertain the reason for the pupil not engaging with home learning or weekly online catch-up sessions.

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:

- Children will receive regular feedback on their work. In some cases, this may be comments to the class collectively on how they have managed a task.

- In other instances, this will take the form of personalised comments to each child, highlighting strengths and areas for improvement in a piece of work. Every child will receive personalised feedback on their English and Maths work at least once a week.
- Teachers are accessible throughout the school day and will respond to individual questions or comments from pupils, helping to support them with the tasks they are completing and providing feedback during the ‘lesson’.

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:

- Some children with SEND will be entitled to a place in school due to their status as ‘vulnerable’ and therefore, all children with an EHCP will continue to receive support towards their targets identified in this document. The level of support may differ from usual classroom practice, depending on staffing numbers etc.
- The school SENDCo, will contact families of pupils with SEND to see how the home learning package is meeting the child’s needs and to discuss any possible adaptations that may need to be made after discussing with the child’s family their capacity to provide the necessary support.
- Class teachers will continue to provide differentiated tasks for pupils who would usually receive this during the school day, and different levels of work may be provided for children to access at home.

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.

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

In ‘normal’ school time, when the class teacher is in school and a child is self-isolating, they will be provided with a pack for home learning. As the work in the pack is

completed, the evidence can be uploaded to the child's online platform for the teacher to review.

If a child is self-isolating whilst school is 'closed', then they can access the full home learning package as the other children who are working at home are able to.