

St Oswald's Primary School

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 in circumstances when in-person attendance is either not possible or contrary to government guidance. This might include:

- occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government;
- occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, e.g. pupils with an infectious illness.

For details of what to expect where individual pupils are self-isolating, please see the final section of this document.

Reference throughout has been made to the [DfE: Providing remote education - guidance for schools](#).

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?

In the event that pupils are sent home, your child can expect immediate access to remote education from the first day. This may include:

Workbooks or printed materials: Pupils may be sent home with workbooks or paper-based tasks that can be completed independently.

Online resources: Access to digital platforms or learning resources that support core subjects.

Instructions for learning: Clear guidance on what tasks should be completed on the first day or two, ensuring continuity of learning until full remote provision is in place.

These measures are designed to ensure that learning continues without interruption while we set up more comprehensive remote lessons.

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 have needed to make some adaptations in some subjects.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We will consider providing remote education equivalent in length to the core teaching pupils would receive in school and including recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently:

Key Stage 1	3 hours a day on average across the cohort for Key Stage 1, with less for younger children.
Key Stage 2	4 hours a day

Accessing remote education

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

Your child will be sent home with a Chromebook for use for school work.

Your child will be able to access online remote education through our established digital platforms. This includes:

Google Classroom: The main hub for lessons, resources, and assignments. Your child will use their school login to access class materials, submit work, and receive feedback.

Educational apps: Additional learning apps may be used to support specific subjects, providing interactive activities and exercises. Your child's teacher will provide guidance on which apps to use and how to log in.

Instructions and support will be provided to ensure that all pupils can access these platforms from home, whether on a computer, tablet, or smartphone.

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:

We recognise that some pupils may not have suitable online access at home. To ensure all pupils can continue their learning, we take the following approaches:

Lending devices: The school can provide chromebooks to pupils who do not have access to a suitable device at home. Parents and carers should contact the school office for information on how to request a device.

Printed materials: Pupils without online access will be able to receive printed learning resources and workbooks to complete at home.

Submitting work: Completed work can be returned to teachers either by drop-off at the school or via alternative methods agreed with the school, ensuring pupils can continue to receive feedback on their learning.

For further information or to discuss your child's access needs, please contact the school office directly.

How will my child be taught remotely?

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

We use a combination of approaches to teach pupils remotely, ensuring continuity of learning across all subjects and key stages. These include:

- Live teaching (online lessons): Teachers deliver real-time lessons through our digital platforms, allowing pupils to interact, ask questions, and receive immediate feedback. This is the primary method for core subjects.
- Recorded lessons: Pupils can access pre-recorded lessons from WhiteRose, which provide step-by-step explanations and examples, supporting learning in mathematics and other subjects.
- Printed materials: Where needed, teachers may provide workbooks or worksheets to support learning at home, particularly for pupils without reliable online access.
- Textbooks and reading materials: Pupils can continue to use school-provided textbooks and reading books at home to support learning and independent study.
- Online educational resources: Select websites and digital platforms may be used to supplement teaching and provide additional practice in specific subjects.
- These approaches are designed to provide a balanced, engaging, and accessible remote learning experience for all pupils.

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?

To ensure your child continues to make progress while learning remotely, we have the following expectations:

- Pupil engagement: Pupils are expected to engage with remote learning consistently, completing tasks set by their teachers, attending live lessons where scheduled, and submitting work on time. Regular participation helps maintain progress and connection with their teachers and peers.
- Parental support: We ask parents and carers to support their child's learning by:
 - Establishing a clear daily routine that includes time for lessons, independent work, and breaks.
 - Providing a quiet, comfortable space for learning wherever possible.
 - Encouraging and motivating your child to engage with tasks and complete work to the best of their ability.

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

We take pupil engagement with remote education seriously and have systems in place to monitor it effectively:

Checking engagement: Teachers will regularly check pupils' participation in live lessons, completion of assigned tasks, and submission of work through online platforms. Engagement will be monitored on a daily basis where possible.

Addressing concerns: If a pupil is not engaging consistently, teachers will follow up directly with the pupil and, where appropriate, contact parents or carers to discuss ways to support learning at home.

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:

We use a variety of methods to assess pupils' work and provide feedback during remote learning, ensuring that pupils continue to make progress:

Methods of feedback:

- Whole-class feedback during live lessons or through online platforms.
- Individual feedback on submitted work via digital platforms.
- Automated quizzes and assessments that provide instant feedback.
- Teacher-marked tasks, where appropriate, using notes or comments to guide improvement.

Frequency of feedback:

- Pupils can expect regular feedback on their work, with key assignments and tasks reviewed at least weekly.

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:

Collaboration with families: Teachers and support staff communicate regularly with parents and carers to understand each child's needs and to provide tailored guidance for learning at home.

Adapted learning materials: Resources and activities may be adjusted to suit your child's individual learning requirements, including simplified instructions, visual aids, or practical activities.

Support for younger pupils: For pupils in Reception and Year 1, we provide structured activities that parents and carers can guide, ensuring learning is achievable and engaging.

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?

Planned daily work: Pupils will be provided with meaningful and ambitious work each day across a range of subjects, aligned with what is being taught in school.

Access to lessons: Where possible, pupils will be able to join live lessons remotely or access recorded versions, ensuring they can keep up with teaching in real time.

Feedback and support: Teachers will provide feedback on submitted work, either individually or through digital platforms, to guide progress.

Structured guidance: Clear instructions and schedules will be provided so that pupils can follow a routine similar to that in school, with support from parents or carers as needed.