



Remote Education: Information for parents

Approved by: Headteacher	Melissa Gibbons	Date: August 2026
Approved by: Chair of Governors	Georgina Griffiths & Jane Billington	Date: August 2026
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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?

In the first one or two days at home, we will post links and activities onto Google Classroom or Tapestry for your child. We ask that they continue to read with parents daily and we may provide paper packs for collection should this be required

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? Remote teaching and study time each day.

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have made some adaptations in some subjects and areas of the curriculum, to ensure a broad and balanced offer. This might mean online PE activities, or setting practical work that can be easily done at home with ordinary equipment.
- For each cohort, we will be focusing on teaching we know the children need in each area, based on our autumn term assessments and information. For example, for some groups, they may have more focused activities in one area of the curriculum, because this has been identified by the class teacher previously. 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.

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:

3 EYFS

We will provide a range of ideas and resources for your child to access. We know each unique child has their own interests and we encourage parents and carers to explore, play and read to their child. The length of time for each activity would depend on the child's interest. Throughout the day we will provide a range of activities that make up approx. 2 hours of focused activity. In addition, we will provide opportunities to meet the teacher and share achievements, stories or assemblies via tapestry/ Google classroom.

Key Stage 1

In KS1, we will provide a range of learning opportunities that will amount to 3 hours per day. This will also include an outdoor activity or an active session. We do not expect a child to be using a computer or device for three hours. It is important that there are a range of activities to build children's knowledge and skills.

Key Stage 2

In KS2 we will provide learning opportunities amounting to 4 hours of learning and activities. Again, this will include assembly, physical activity and independent tasks. It will be important for this group to have breaks when necessary and we aim to provide a broad and balanced experience for them throughout the week.

Accessing remote education

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

In the EYFS, we will use Tapestry to post activities and opportunities. Parents and carers can share their observations and photos using this platform. We will also use Google Classroom for assembly links, to enable children to join in with whole school events. In KS1, all pupils have access to the Google Classroom, some pupils also use NESSY/ Discovery Education/ Mathletics/ Purple Mash and Epic Books. In KS2, we use the Google Classroom, Mathletics, Discovery Education and Epic Books. Some children will also access NESSY. We will also have collective worship assemblies weekly, and worship activities for all children available regularly. This may be via the Google Classroom or Zoom, for our community assembly shared with Martock School.

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:

- If a child does not have access to a device suitable for online learning, we will in the first instance provide paper packs to them until we can supply them with a suitable device.
- We will issue devices from the school to the parent and this will have a disclaimer attached. We would ask that these devices are returned to the school at the end of any home learning period.
- Printed materials will be shared with families where this is appropriate, and they will be available for collection, in addition to a pack of resources for each child to ensure they have basic supplies.

- Any paper work can be dropped off at school, or photographed and sent in. Teachers will talk to pupils and parents on the phone if this is required.

How will my child be taught remotely?

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

live teaching (online lessons) through Google Meet

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities

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 every child to try their best to engage in the learning activities and to raise any queries with the teacher, should they need support. As in the live classroom, we expect our pupils to be courteous to others and to contribute to the lesson wherever possible. We expect any written work to be well presented and laid out in their book or online as appropriate. We know that this situation makes the learning experience different and so we will support any child who is experiencing difficulties.
- We ask that all pupils follow our home learning agreement (Be Safe, Be Kind, Be Responsible, Be Professional, Be Curious) More information on this is available on your child's Google Classroom stream.
- We ask that parents and carers support us by ensuring that their child has a suitable place to complete their work. We will support parents and carers to set up a routine in collaboration with the child and teacher, to enable them to get the very best from their learning offer.
- We know that home learning can be challenging and that every family is unique. Whilst we set out learning opportunities for the days and weeks ahead, we support parents and carers in making this experience manageable for all.

- If for any reason, a child is not engaging, or has not been able to access the learning available, we ask that parents contact the school via email or telephone, to let us know. This way, we can provide the right support to each family.

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

- We will check work that has been submitted at least on a weekly basis. We will check if a child has accessed activities daily and record when a child has not attended, or completed any tasks set. We will give feedback on some work throughout the week; this may be verbally through Google meet, or written marking.
- Where there is a concern that a child is not engaging as they should, the class teacher will contact the parent/ carer in the first instance. Should this be an ongoing issue, the Headteacher will make contact to arrange a support plan in agreement with teachers and parent/carers
- At any time, if there is a concern about the welfare of the child, parents, teachers and children are encouraged to report this to the safeguarding leads in school (Mrs Gibbons and Mrs Fullerton, Ms Issac or Mrs Harrington)

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:

- Feedback given will be appropriate to the age and stage of the child. This could be verbal feedback individually or in groups, or written feedback on key pieces of work.
- Teachers will use their judgement to decide when and how feedback is given. We expect any feedback to be regular enough that any misconceptions are worked through.
- Feedback should also be used to acknowledge the child's efforts and achievements and be meaningful to the child and context.

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:

- If any child with SEND is working at home, our teachers will work with parents to ensure that they are able to access a range of learning activities that are suitable for them. This may mean individual or group tasks.
- For our very youngest children, home learning will be very different, and we will share a range of activities that are accessible for families. In this way we hope that our families will be able to join in and support their child with what is available.
- We aim to work flexibly with families to ensure that through regular contact we can support every child to achieve during their time 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 the event of a child needing to isolate whilst the rest of their class is at school, we will post relevant tasks on the Google Classroom. We would expect a child if they are well to read daily with an adult and access any other platforms as normal (Mathletics, NESSY)

We will also make paper packs available to any child who is isolating to ensure that as much as possible, they can access similar content to their peers.

Teachers will remain in contact with any family self-isolating, to check on their welfare, can to offer any further support, should this be required.