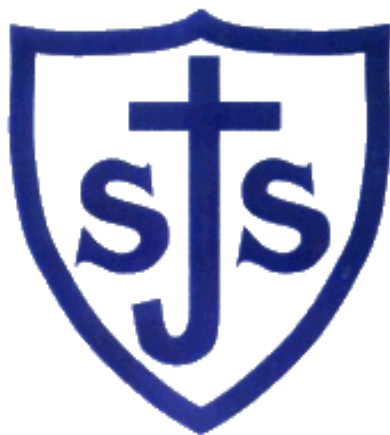


ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

CRAYFORD



REMOTE EDUCATION POLICY

Learning and growing together with Christ

Updated:	Summer 2025
To be Reviewed:	Summer 2028
Approved by:	Curriculum Committee

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 if 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?

A letter will be emailed to parents explaining that all learning will be accessible from Tapestry (for Reception Class) and Google Classroom for Years 1-6. Parents are invited to contact the school if they think they will struggle to access learning from these platforms. The school will arrange for the loan of digital devices or technical support as appropriate. We will aim to remove barriers to engaging with online learning as soon as possible.

In the meantime, KS1 and KS2 children can access their usual online weekly homework.

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 will teach the same curriculum remotely as we do in school wherever possible and appropriate. We will have a core offer of English and Mathematics planned every day. All other subjects will be planned for as part of the National Curriculum so the online offer is both broad and balanced. We appreciate that some subjects may require equipment that may not be readily available at home and some learning resources are not transferable to an on line format. Where possible planning will be adapted to take account of both the challenges and opportunities that home learning presents.
- Lesson tasks will be differentiated according to the needs of the children.

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:

Primary school-aged pupils	Three lessons are planned for each day. For Reception and Year groups 1 and 2 (infants) this will take approximately three hours. For Year groups 3, 4, 5 and 6 (juniors) this will take 4 hours approximately. Extra activities will be set for enrichment and extension in addition to this eg times table practice, physical exercise, Music, French, links to other exciting online learning opportunities.
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Accessing remote education

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

Google Classrooms (Years 1-6)

Tapestry (Reception Class)

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:

- where children have internet access at home but no digital device to access home learning, the school will lend Chromebooks/Laptops.
- where children have no access to the internet or digital devices, the school will provide 4G wireless routers and Chromebooks/Laptops.
- (the school will apply for free data upgrades to mobile devices if this is appropriate)
- paper workbooks/worksheets may be provided if appropriate.

How will my child be taught remotely?

A combination of the following approaches will be used to teach pupils remotely:

- presentation slideshows and worksheets created by class teachers supported by specially selected, as well as adapted video/audio recordings from commercial curriculum/web providers
- work will be uploaded every morning and then staff will be available to answer questions and provide feedback during the day
- a number of recorded and live lessons over the week
- if a class teacher were incapacitated, the teaching would move to recorded teaching (eg Oak National Academy lessons) and this would be coordinated by a member of the Senior Leadership Team
- printed paper packs produced by teachers (eg workbooks, worksheets)
- signposting to commercially available enrichment resources.

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?

All children are expected to engage with and complete online learning. This will be monitored by the Senior Leadership Team and support provided where necessary. Children should submit completed work set for each lesson each day, and teachers will provide marking and encouragement for pupils and parents on a daily basis. Teachers will be flexible on the time work is submitted, (work submitted by 2:30 pm will generally be marked that day). Parent support will be necessary to varying degrees depending on the age and individual nature of pupils. The school recognises that many parents have work commitments and teachers will design the work set to be achievable and completed independently by the child as much as possible.

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

In this section, please set out briefly:

- work is expected to be submitted at the end of each day, where feedback will be given
- teachers are available to communicate online between 9:00am and 3:00pm daily to answer questions and feedback on work submitted
- after two days, if a child hasn't engaged in remote learning, the class teacher will contact the parent to establish why the child hasn't accessed online lessons and attempt to resolve the problem
- if, after another day, a child is still not engaging in remote learning, the Head of School will contact the parent by phone and letter to establish a reason for the lack of engagement and, may offer the child a place in school (depending on the reason).

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:

Teachers will provide daily online feedback to children daily in a variety of ways:

- comments to provide praise and acknowledge success and effort
- private message to address a specific misconceptions/problems
- whole class general comment
- grading/score.

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:

- all children with an Educational Health Care Plan will be offered a place in school
- additional support will be offered for pupils and parents if a child is on the Special Needs Register, this may take the form of virtual meetings with the SENDCo, additional resources sent home and/or a place in school provision for some part or all of the week
- many learning tasks will be differentiated by class teachers to support those with additional needs, in particular staff will include video presentations and editable worksheets
- the school will identify vulnerable children and regularly monitor the progress of their learning and make sure that they are able to access remote learning successfully and safely. Additional support will be coordinated by the Designated Lead for Child Protection (Mrs Truss) offering additional support as appropriate. This support may include telephone calls, emails, virtual meetings, prioritising additional resources sent home such as digital devices, wifi access, stationary, photocopied worksheets, a place in school provision for part or whole of the week
- special reading books/workbooks are available for children with additional needs if online learning isn't working successfully

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group are 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?

If a child is self-isolating, the teacher will endeavor to deliver lessons as closely matched to the rest of the class as possible. If this position becomes unsustainable for any reason, ie the class teacher becomes ill, this role will be taken over by the SLT. The SLT may need to rely on more generic resources such as Oak National Academy as they will be planning for their own class as well.

Parents have the opportunity to have class workbooks or worksheets sent home so the child can complete work in the same way as their peers. Lesson objectives/resources will be available to print or access online via Google Classroom/Tapestry

Children are expected to upload an image of their work for feedback each day.