Remote Learning Strategy

Kenilworth Primary School

Our Vision

'High Aspirations Today, Inspiring the Leaders of Tomorrow.'

January 2026

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education when it is required. While in person attendance should always be prioritised, there are times where this is not possible and remote education is required.

Remote education will be required for pupils when:

- School closures or restrictions on attendance, where school access for pupils is restricted
- Individual cases where a pupil is unable to attend school but is able to learn

Refer to the DFE's – *Providing Remote Education (2024)* document for further clarification of these circumstances.

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?

When a child in Years 1-6 is sent home, work will be uploaded to Google Classroom that day. Work will be differentiated. Children will be able to access resources to help with teaching planned lessons and specific areas and skills. The work will consist of information sheets or PowerPoint presentations for each remaining lesson that day, with accompanying worksheets or activities for the child to complete. Key skill lessons for that day will be sent home with pupils who are not able to access the internet and work packs for the rest of the week will be prepared that day. All printed packs will reflect the work being provided through Google Classroom.

For pupils in Early Years, a paper pack of learning that supports children to develop their key skills will be sent home with the pupil. From day 2, work will be uploaded through Tapestry for the children to complete. For pupils who are not able to access Tapestry, paper packs will again be prepared, which will correspond to the work that is being uploaded to Tapestry.

Families with limited access to online learning will also be provided with Chromebooks, where available, to help support their children with their online learning.

Children can also expect effective communication during this period, with their Teacher/TA or another school adult, through sending messages on their class stream in Google Classroom or through emailing their year group's email address. Children working from home will receive regular phone calls from a member of the school team.

All SEN pupils will be planned for within their statutory provision or through clear and concise targets.

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.

Teachers continue to follow Essential Writing (English), Essentials Maths and the foundation subjects planning which has been supported through other relevant planning and resources. Planning for foundation subjects has also been adjusted to meet the requirements for remote learning and to ensure coverage is met for each year group.

The school maximises all opportunities for the children to access remote learning, whether through uploaded activities, work packs, online learning platforms, pre-recorded videos and prepared presentations.

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:

Early Years 1-2 Hours	Daily Tapestry remote learning: **English** **Phonics** **Maths** Weekly Tapestry remote learning One of – Understanding the world, EAD, PSHE, PD
Key Stage 1 3 Hours	Daily Google Classroom remote learning **English** **Maths** **Phonics**

	2 x Foundation subject lesson
Key Stage 2 4 Hours	Daily Google Classroom remote learning **English** **Maths** **Guided Reading** **2 x Foundation subject lesson**

Accessing remote education

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

Through platforms such as:

- Tapestry
- Google Classroom
- Oak Academy
- Purple Mash
- Times Tables Rockstars and Numbots
- Complete PE

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:

Work packs are available for all pupils who do not have access to the internet, or who would find completing online learning difficult at home (e.g., for those families who only have one device at home that would need to be shared). These work packs are created weekly and are available for collection every Monday morning. This work should also be returned each Monday (while collecting a new pack) so that the teachers are able to give feedback to the learning that is happening at home.

During lockdowns, the school have previously provided families who face significant challenges with devices, for children to access online learning; namely the use of Chromebooks. Records are kept which demonstrate who has received any equipment.

How will my child be taught remotely?

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

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

Some examples of our remote teaching approaches:

- recorded teaching (Oak National Academy lessons, video/audio recordings made by teachers and presentation tutorials)
- printed paper packs produced by teachers
- use of Tapestry in Early Years
- commercially available websites supporting the teaching of specific subjects or areas, such as Purple Mash and Times Tables Rockstars,
- each child collecting paper packs has also been given a pack of resources which include: an exercise book, pencils and rubbers.
- daily feedback and interaction through the Google Classroom stream
- weekly live interaction sessions for pupils through Google Classroom – during longer periods of remote working.

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 for pupils in Early Years?

Communication with families

- Daily videos/messages – the class teacher will introduce the learning each day
- Wellbeing calls – made to families
- Emails - sent into school using the class email address recnursery@kenilworth.herts.sch.uk and replied to by the class teachers.
- Website Updates – through weekly newsletters, parents can see examples of the learning and events that have taken place.
- Weekly Assemblies – shared by a member of SLT
- Live interaction sessions – whole class weekly live session for pupils in Reception, hosted by the class teacher in Google Classroom.
- Feedback and assessments of pupils' work through Tapestry. These assessments are also used to adapt teaching and planning going forward.

Evidence of learning

- Parents upload videos, photos and observations. Each upload is uploaded to the child's learning journal and comments and likes are left by the class teacher, TAs and Head Teacher.
- Some parents email their learning directly to the class teacher
- Weekly/daily checks on Tapestry settings to see who has accessed the home learning, this is raised during telephone conversations if not accessed frequently.

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home for pupils in Key Stages One and Two?

Communication with families

- Morning Messages – the class teacher will welcome the children each day on Google Classroom
- Wellbeing calls – made to families to offer support and check in
- Emails - sent into school using the classes email addresses and replied to by the class teachers.
- Website Updates – in weekly newsletters, parents can see examples of the learning and events that have taken place.
- Weekly Assemblies – shared by a member of SLT
- Live interaction sessions – whole class weekly live session for pupils, hosted by the class teacher in Google Classroom – during extended periods of home learning.
- Weekly storytelling videos

Evidence of learning

- Parents/Pupils upload evidence of the work that has been completed, through computer documents, photos or videos onto Google Classroom.
- Paper pack learning to be returned to school each Monday and then the marked work is returned the following week.

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

We will be monitoring the children's engagement with their online learning daily and with the collection and returning of paper pack learning every Monday morning. We will be calling the families who do not pick up their paper packs or return their work each Monday and throughout the week. We will communicate with families twice daily, through emails, Google Classroom, live sessions and teaching assistants will call families that we have not engaged with each week. Senior leaders will also contact vulnerable families and all concerns are logged and acted upon immediately. Where there is little or no contact, concerns will be escalated to Children's Services, or in extreme circumstances, the Police.

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 are able to see all work that is submitted online and are able to use assessment for learning approaches to gauge how well children have understood concepts. Teachers leave feedback to the children on their work at least three times a week but usually more. The teachers are also able to re-assign tasks where necessary.

Year Group	How do we assess your child's work?
EYFS	• Parents upload videos, photos and observations. Uploads are commented on by the teacher and uploaded to the child's learning journal. TA's and the head teacher also comment and like posts. • Some parents email learning directly to the teacher. • Weekly checks on Tapestry settings to see who has accessed the learning. This is raised during telephone conversations if not accessed frequently. • Paper packs – logs made to see who has collected and returned their packs.
Years 1 - 6	• Teachers comment on children's work that has been uploaded to Google Classroom and reshape learning/activities to help them meet objectives – this is done daily. • Work is marked out of 100 to give them an understanding of how well they are doing and to challenge themselves to improve week after week. • Photographic evidence that is uploaded is commented on either to improve or reshape the learning or to acknowledge how well the evidence is meeting outcomes/making progress. • Children who do not have access to remote learning should return work to school every Monday for teachers to mark and make comments • Feedback and support is given daily through the Google Classroom live stream – between 9-10 and 1-2.

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:

We are in regular contact with all families of children on the SEN register and have shown them or guided them to resources to support their child remotely. Children with an educational health care plan have been offered school-based learning and regular support from a member of staff.

Differentiated home learning lessons are set (either through paper packs or Google Classroom) which provide individualised support and develop learning. Where possible, adults from the classroom will follow up on the difficulties vulnerable SEND families face in regard to accessing and completing online and remote learning. Where adaptations are needed these are reviewed and actioned with families, for example in changing how learning is presented, providing additional resources of having their learning support assistant introduce the work through pre-recorded videos. Work is differentiated for all pupils (including those in EYFS) who require support or greater challenge and teachers and support staff liaise with families regularly to tailor support as needed.

The Senco will contact the families of all pupils with EHCPs, to ensure they are all able to access the provision that they require to support their learning.

Where children need further support from external providers, they access provision from the following agencies:

- Educational Psychologist
- Advisory Teachers, including the speech and language base
- Counselling Service
- Camhs
- Speech and Language Therapy Service
- Family Support Workers