



**MOOR PARK
PRIMARY SCHOOL
AND NURSERY**

**REMOTE EDUCATION
PROVISION**

2026 - 2027

Policy	Remote Education Provision
Reviewed by	Helen Jefferson
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Approval level	Head of School
Adopted	21/09/25
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Remote education provision: information for parents

This information is intended to provide information and clarity to pupils and parents or carers about what to expect from remote education when pupils are required to stay at home.

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

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?

- Pupils will have access to Oak Academy remote learning
- Pupils will be sent home with their AR reading book. AR can be accessed from home for pupils to complete reading quizzes
- Pupils will have access to TT Rockstars
- Some pupils may receive a worksheet pack (for example children who have an EHCP)

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?

1. We teach the same curriculum remotely as we do in school, wherever possible and appropriate. We may need to make some adaptations in subjects such as PE and Art to reflect the resources children may have access to at home
2. Pupils will be taught the curriculum planned for their Year group and Key stage
3. Pupils with an EHCP will have personalised learning which may be delivered remotely by their class teacher, if required. Pupils on the SEN register will have differentiated learning as required

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:

Key Stage 1	3 hours (delivered and completed in short learning sessions)
Key Stage 2	4 hours (delivered and completed in learning sessions of 30-45 mins approx)

Accessing remote education

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

- Pupils from Reception to Y6 can access Oak Academy, a free learning platform. Instructions for Parents will be shared via telephone, email or Dojo
- Pupils in Reception, Y1 and Y2 will be sent access to Read Write Inc phonics videos via Dojo
- They will need a laptop, tablet or mobile phone with internet access to log in
- Recorded videos of the teacher reading stories or sharing learning expectations will be sent via email or Dojo

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:

- Parents are encouraged to contact school if they do not have digital or online access at home
- School can lend devices such as laptops and tablets to support online learning

- Help with data upgrades and access to WiFi is available to support families with limited data or no internet access
- Printed materials may be given (in the short term) if pupils do not have online access until suitable support can be provided by school
- Teachers may contact pupils by telephone to provide support and feedback

How will my child be taught remotely?

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

- Recorded teaching from RWI Phonics and White Rose Maths
- Recorded teaching and power points by the class teacher or TA via Dojo
- Recorded and live assemblies by the class teacher or SLT via Dojo
- Printed paper packs produced by teachers should these be required (e.g. worksheets and instruction sheets)
- Commercially available websites (including school subscriptions with accounts for your child accessed through logins provided by teachers) supporting the teaching of specific subjects or areas, including video clips or sequences
- Internet research activities (on child-safe recommended websites)
- In Reception pupils will have a daily Phonics, Maths and English activity to complete. They will also have an activity related to the topic that reception would be completing if they were in school as normal
- In Key Stage 1 and 2 pupils will have daily Maths and English activities
- Where appropriate pupils may have a phonics session - this will involve the use of the Read Write Inc. videos which support your child to learn to read
- Pupils will have activities set in the foundation subjects such as History, Geography, Art, French, PE, PSHE, and Music depending on the units of work that they would be studying if they were in school during normal school opening

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?

- Pupils are expected to complete remote learning
- Completed tasks can be shared via Dojo for class teachers to mark, assess and provide feedback
- Learning builds on previous learning and keeping up to date with assignments is important
- Parents can support their child by establishing a daily routine on a weekday, just like when school is open for face to face teaching
- Where possible, a quiet space to complete learning would be helpful

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

- Teachers will monitor pupil engagement in learning tasks daily
- Texts/phone calls will be made to parents if teachers are concerned about a pupil's engagement in remote learning
- Continuing concerns about pupil engagement will be shared with the school leadership team
- Contact with parents by the SLT or Family worker will be made if pupil engagement continues to be a concern
- Parents are encouraged to contact school or the class teacher if pupils are having difficulties learning remotely. School will endeavour to support pupils and families and work with them to improve engagement in remote learning

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:

- Recorded class feedback by the teacher to address common misconceptions sent via Dojo
- Teachers may arrange telephone calls with those pupils who have limited online access
- Pupils will receive feedback when they engage in learning tasks and submit learning to the teacher. The nature of feedback will be determined by the teacher in response to pupil's understanding

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.

- Contact with families of pupils with an EHCP will be made by the SENCO
- Teachers or TAs may deliver some live teaching / recorded sessions specific to a child's needs
- Pupils with special educational needs may receive home learning packs provided by school as an alternative to remote learning to support their individual targets
- Class teachers will provide differentiated learning for SEN pupils and will make regular contact with families
- If families of pupils with SEN cannot access on line learning because of a lack of devices/internet access they should contact school so that we can provide help with this

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?

- Where possible home learning will mirror the curriculum taught in school, using the approaches detailed above
- Feedback and communication with the class teacher will not be immediate as they will be teaching in class. Feedback will be given by the teacher or TA and pupils will be expected to act on the feedback given
- Pupils are encouraged to make contact with their class teacher if they need support.