



# **Frome Valley CE First School**

## **Remote Education Information 2025-26**

## 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?

We would put this information on Google Classrooms as this is the quickest way for you to access work and information. If you cannot access Google Classrooms, we would send work home for the child to complete.

This work will often focus on key skills to practice rather than new content to learn. However, the practicing of key skills is vital for all children.

#### 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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:.

We teach a different curriculum remotely to the curriculum that is taught in school.

For example, we would focus, initially, on the key skills of reading, writing, maths and phonics as these are the lessons that are taught daily in school and are the lessons where children need to continue to practise their skills and learn new skills.

Other subjects would be taught over time so that your child would focus on other subjects throughout the school week (e.g. science or history). However, we are also aware that not all children can learn as much at home as they can at school.

### 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	(Number of hours – there are <a href="#">minimum expectations</a> for remote provision. Consider breaking this information down by key stage or year group if applicable)  For Reception children, we would expect you to be supporting your child’s learning for about 2 hours per day.  For KS1 pupils (Year 1&2), for about 3 hours per day.  For KS2 pupils (Years 3&4), for about 3-4 hours per day.
Secondary school-aged pupils not working towards formal qualifications this year	N/A
Secondary school-aged pupils working towards formal qualifications this year	N/A

## Accessing remote education

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

<p>If you are using online tools or digital platforms, either for delivery or for assessment, please share the names of these resources.</p> <p>Your child will access any online remote education through Google Classrooms. This is a secure site that will only be accessed by the children in the class. Live lessons are accessed through Google Classrooms.</p> <p>We will also signpost you, through Google Classrooms, to other online sites e.g. Oak Academy.</p>
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### 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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- how you will issue or lend laptops or tablets to pupils, and where parents or carers can find more information
- how you will issue or lend devices that enable an internet connection (for example, routers or dongles), and where parents or carers can find more information
- how pupils can access any printed materials needed if they do not have online access
- how pupils can submit work to their teachers if they do not have online access

We will use DfE initiatives when available (e.g. laptops for vulnerable children) to help support families with devices.

We will use DfE initiatives when available (e.g. increased data allowances for mobile devices) to help support internet access.

We will provide printed materials in a home learning pack for any family that cannot access online learning. Parents can take a photograph of the completed work at home and email it to the class email account or through Google Classrooms.

## **How will my child be taught remotely?**

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

In this section, please list the range of approaches you use to teach pupils remotely.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- live teaching (online lessons)
- 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 (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

There will be live teaching (online lessons) 2 or 3 times per day. Either before or after the live teaching session, there will be work for the child to complete. This work is generally sent home as a paper copy in the home learning packs which are sent home every two weeks.

Other lessons may link to websites to read content or may link to a recorded lesson from an educational site (E.g. Oak Academy) or may link to a video or PowerPoint.

There will still be a focus of some practising of key skills too e.g. the spelling of common exception words or practising times tables.

## 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?

In this section, please set out briefly:

- expectations for pupils' engagement with remote education
- expectations of parental support, for example, setting routines to support your child's education

For online lessons (live lessons), we expect parents to be present during the lesson. Many parents choose to sit by their child during these lessons for KS1 and Reception pupils. We would then expect parents to support children in completing their work linked to this lesson.

There are other times, when older children may be able to complete a task independently. Parents may just need to start the child off on their task and check the learning with the child when the task is complete.

### 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:

- how, and how often, you will check pupils' engagement with remote education
- what action you take where engagement is a concern, including how you will inform parents and carers

We will keep a register of attendance of online learning sessions and will contact parents to support them in being able to access the online learning sessions. During these live sessions, the class teacher check's pupils' engagement as the teacher would in every lesson in school.

Parents and teachers can contact each other through Google Classrooms if they have any concerns with pupils' engagement with remote education.

If a child is not accessing online lessons, the class teacher will telephone that family each week to check on engagement and progress.

### 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:

In this section, please set out briefly:

- the methods you will use to assess and feed back on pupils' work
- how often pupils will receive feedback on their work

We will assess children's work and progress within online lessons through questioning and observing the pupil's answers (e.g. as they write an answer on their whiteboard). We will also give feedback within the lesson.

Flashback Fives are used in most online lessons as a way of monitoring knowledge and progress. We continually refer to previous learning in Flashback Fives to ensure that the learning is in the long term memory.

Children can return their completed work through Google Classrooms.

## **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:

In this section, please set out briefly:

- how you work with families to deliver remote education for pupils with SEND
- if you teach primary school-aged pupils, how you work with families to deliver remote education for younger pupils, for example those in reception and year 1

Children with an EHCP are prioritised to attend school during a national lockdown.

During isolation of a 'bubble', the class teacher will support the remote education of a pupil with SEN through online learning by asking targeted questions and providing targeted work to complete. As necessary, we would discuss an individual programme of support for the child by telephoning the parent or by signposting the child to individual work from a national site (e.g. Oak Academy)

Remote education of younger pupils (Reception and Year 1 pupils) is in line with other classes.

## **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 this section, please set out briefly the main differences between the approaches you have described in the rest of this template and those you will take to ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.

If a whole class is self-isolating as a bubble, we will revert to the online learning as described above.

If one child is self-isolating due to a positive test in their family, we will place learning activities on Google Classrooms.

We will deliver or post this pack if the family cannot access Google Classrooms.

### **Monitoring and review**

This report is reviewed every two years by the Head of School. Any changes will be communicated to all relevant stakeholders.

The scheduled review date for this policy is **June 2026**.