

# St Thomas CE Primary School



## Remote Learning Policy

Adopted ..... September 2025

To be reviewed ..... September 2026



***A family of faith & fellowship where everyone thrives!***

**Our Vision**  
**(Where we want to be)**

Our vision focuses on faith, because we know that God loves everyone and will reward those who believe in Him and follow His way. “Those who trust in the Lord will renew their strength; they will soar on wings like eagles” (Isaiah 40:31)

We also believe as a family we are stronger together and through fellowship and collaboration across our school family and the wider community, we can THRIVE achieving ‘life in all its fullness’ (John 10:10)

**Our Mission**  
**(What we are doing to get there)**

As a distinctive Christian school, we strive to provide an excellent education for our pupils, whilst developing all staff and caring for everyone. Each pupil and adult are encouraged to ‘be the best they can be’; to find in themselves the person God wants them to be and to flourish in a learning environment where all may grow in Body, Mind and Spirit.

**Our Aims**  
**(What we want to provide for everyone in our family)**

- To foster an understanding of the Christian faith.
- To promote a love of learning so children can flourish and grow as independent learners.
- To provide an engaging, nurturing and challenging learning environment.
- To value, respect and develop everyone within our fellowship.
- To establish a partnership between school, parents, the church and the wider community.
- To enable children to develop a range of skills and knowledge they can apply independently in a broad, balanced, Christian based curriculum.
- To ensure a safe and secure environment where diversity is respected and tolerance is vital to prepare everyone for modern life in Britain.
- To develop and promote healthy bodies and healthy minds to prepare for the demands of modern life.

# **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 initial instance of a child/children being sent home, their class teacher will provide remote learning consisting of a range of age/ability appropriate activities that are self-led for the first three days. The child will be provided with maths activities to revisit previous arithmetic and computation as a review of their current understanding added to this your child will be instructed to access learning via other platforms used by school to support remote learning

### **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. For example, we use Third Space Learning to supplement our maths scheme; some topic work will be supplemented with similar topics using the online resources and other platforms.

## 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:

EYFS	<p>A minimum of 2hrs per day for pupils in Nursery or Reception classes. This may consist of the following –</p> <ul style="list-style-type: none"><li>• Daily activities set using Tapestry covering different aspects of the EYFS curriculum (packs are provided with resources to support families)</li><li>• If appropriate, check ins may be arranged to ensure pupils remain part of the class</li></ul>
Key Stage 1 (Years 1 & 2)	<p>A minimum of 3hrs of per day for pupils in Year 1 &amp; Year 2. This may consist of the following –</p> <ul style="list-style-type: none"><li>• Tasks and activities to support independent work (via Teams Classroom).</li><li>• Tasks set using other learning platforms – e.g. Numbots, Lexia, etc. * This may be supplemented with paper-based activities where access to learning online is not available</li><li>• If appropriate, online check-ins can be arranged to ensure pupils remain part of the class</li></ul>
Key Stage 2 (Years 3 – 6)	<p>A minimum of 4hrs of per day for pupils in Year 3 to Year 6. This may consist of the following –</p> <ul style="list-style-type: none"><li>• Tasks and activities to support independent work (via Teams Classroom)</li><li>• Tasks set using other learning platforms – e.g. Reading Plus, TT Rockstars, SPAG.com, etc. * This may be supplemented with paper-based activities where access to learning online is not available</li><li>• If appropriate, check-ins can be arranged to ensure pupils remain part of the class</li></ul>

## Accessing remote education

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

The main platform used to deliver learning to EYFS pupils is Tapestry – parents are provided with a log in and can access learning and activity prompts to work set by teachers and other staff.

The main platform for learning in KS1 & KS2 is Teams Classroom. Pupils can access their learning in the 'Class' space. Teachers will set a range of activities and tasks for pupils to complete . They may be required to open activities using other Office Education Suite software – such as Word or PowerPoint. Teachers may also direct pupils to other sites or software through internet links.

On some occasions staff may set tasks using other learning platforms the school purchases to support pupil learning- these include:

- Reading Plus
- SPAG.COM
- TT Rockstars
- Spelling Frame
- Oak Academy
- Lexia
- Third Space Learning

### 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:

School are providing all pupils with 'learning packs' which contain a range of resources that can support their learning at home.

Where pupils access to a suitable device is limiting their ability to learn remotely we support families to access learning and feedback in other ways. The simplicity of our main platform allows pupils to upload photographs of their completed work and share this with their teachers.

### How will my child be taught remotely?

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

Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)

Printed paper packs produced by teachers to support remote learning (e.g. workbooks, worksheets, resources such as flash cards, whiteboards, etc)

A range of learning platforms school has subscriptions to (Please see p4 for these)

## **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 will be expected to engage in daily learning through Teams Classroom, including – online activities, paper-based tasks.

We ask that parents support their child's/children's' learning by setting routines to support your child's education; supporting the school's expectations of daily engagement from their children; responding to and supporting their children when necessary; contacting school to inform them of any issues.

Staff will track pupil engagement during their absence. Where this falls below our expectations, staff will contact families to offer support or advise if there are any issues faced

During prolonged periods of absence/lockdown reports will be provided to inform parents of the level of engagement

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

Pupils are expected to access remote learning daily (if they are well enough to do so). As a learning platform Teams Classroom monitors pupil engagement.

Where pupils fail to engage in learning, a text reminder will be sent to parents/guardians to remind them of the daily sessions.

When pupils consistently fail to engage in learning, the class teacher will contact the parent/guardian to identify a reason for the absence and where necessary offer support to ensure the pupil engages again.

### **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:

Some activities - 'quizzes' and challenges - set using Teams Forms, will provide instant feedback to pupils to support their learning. Similarly, other platforms such as Reading Plus and Lexia provide instant feedback to answers.

Where a pupil completes a task or activity which does not have instant feedback, staff (either class teacher or support) will provide feedback within 48hrs of a completed piece of work. Where the completed task links to other learning or activities, feedback will be provided sooner.

## **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:

Where possible and appropriate we will work with families to deliver remote education for pupils with SEND – including live 1:1 learning and small group sessions

EYFS & KS1 staff will provide regular updates on the expectations of learning and will provide pupils with a variety of activities that can be completed offline as well as using IT.

### **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?**

Each year group has a 'Curriculum'. If a pupil is unable to attend school due to self-isolation, every effort will be made to ensure that they receive continued access to their education.

The challenges of learning online mean that pupils are offered an appropriate adapted curriculum that is more easily accessible through remote learning. Where pupils have access to an appropriate device, we will endeavour to deliver live content each day, so they have access to teaching and learning akin to that of their peers in school.

### **Safeguarding in Remote Education**

St Thomas CE Primary School is committed to safeguarding all pupils, including during remote education. All remote learning activities will adhere to the school's Child Protection and Safeguarding Policy, and staff will follow the guidance set out in Keeping Children Safe in Education (KCSIE).

Staff will use only school-approved platforms (e.g. Microsoft Teams, Tapestry) and will not use personal devices or accounts to communicate with pupils. Any concerns about a child's welfare during remote learning will be reported immediately to the Designated Safeguarding Lead (DSL).

## **Staff Conduct During Remote Learning**

All staff involved in remote education are expected to follow the school's Staff Code of Conduct. This includes maintaining professional boundaries, using appropriate language, and ensuring that all communication with pupils is respectful and educational in nature.

Staff will dress appropriately for any live sessions and ensure that their background is neutral and free from distractions. Any live or recorded content will be delivered in line with safeguarding and professional standards.

## **Accessibility and Support for EAL Pupils**

The school recognises that pupils with English as an Additional Language (EAL) may require additional support to access remote learning. Where appropriate, we will:

- Provide translated instructions or visual aids
- Use simplified language and scaffolded tasks
- Offer additional check-ins or support from bilingual staff or teaching assistants

Parents of EAL pupils are encouraged to contact the school if they need help understanding remote learning expectations or accessing resources.

## **Data Protection and Privacy**

The school ensures that all remote learning platforms comply with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018. Pupil data is processed securely and only for educational purposes.

Staff are trained in data protection and will not record or share any personal information beyond what is necessary for learning. Parents and pupils are reminded not to share login details or record live sessions.