

Remote education provision: information for parents

Last reviewed: January 2025



The Stour Academy Trust

Trust Vision

We are a Multi Academy Trust at the forefront of providing a 21st century education for children.

We have a vision for education that gives children the necessary skills to thrive in our modern, 21st century world.

Our pedagogical model combined with the intentional deployment of technology will help us deliver personalised learning. Through the innovative use of digital technology we will create a level playing field for all children, irrespective of their language skills, reading ability or any other factors that may present learning challenges.

Technology will accelerate our progress but will not be the driver of our vision.

We will develop both the cognitive and social-emotional skills necessary for children to succeed in their personal and professional lives.

There will be no barriers to achievement within our learning community and our teachers will build strong relationships that facilitate the learning of others.

Traditional classrooms will evolve to allow the vision to be fully embraced. Our enabling environments will be child-centred and designed to allow for flexibility, collaboration and independence. The aim is to shape our environment to better reflect a 21st century workspace that promotes social interaction, communication and self-regulation.

Trust Values

We are:



“Attendance is essential for pupils to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances. Remote education should not be viewed as an equal alternative to attendance in school. We expect schools to consider it only as a last resort when the alternative would be no education, and only after it has been established that the pupil is, or will be, absent from school. In such cases, remote education can have the benefit of allowing absent pupils to keep on track with their education and stay connected to their teachers and peers.” DfE August 2024

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. Schools can now use remote education for pupils off with infectious diseases and to re-integrate some absent children back into the classroom. (Updated guidance 2023) The guidance states that remote education should only be considered as a last resort “where a decision has already been made that attendance at school is not possible, but pupils are able to continue learning.” This should only involve a short-term absence. These children should be marked as absent.

When could Remote Learning be considered?

Circumstances where it might not be possible for pupils to receive in person education fit into 2 broad categories:

- 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

After exploring all options to ensure the school remains open to all pupils, there may still be some exceptional occasions when school leaders or the local authority decide it is not possible to open safely, or where opening would contradict guidance from local or central government. If restricting attendance for pupils is the only viable option, schools should consider providing remote education to help pupils stay on track with the education they would normally receive.

It can be helpful for schools to have a plan in place that outlines any remote education procedures for teachers, parents, carers and pupils. Remote education plans are particularly useful during emergency closures where the decision to close can often be made at short notice.

The remote curriculum for whole class remote learning: what is taught to pupils at home

A pupil's first day 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 of pupils being sent home?

Children in KS1 will be sent home with a work pack for day 1 of remote education. This pack will include some paper tasks for day 1, along with any resources required for learning at home, such as paper and a pen. Homework/reading diaries will also be sent home with children's log ins for any websites we may be using such as: Bug Club, Times Tables Rock Stars etc. If you are not able to find these log ins, please call the school office. Children in KS2 will have the opportunity to take their school device home with them and be able to access their class learning on their Class One Note.

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 have needed to make some adaptations in some subjects, such as science if it were a practical investigation.

Remote teaching and study time each day (whole class)

How long can I expect work set by the school to take my child each day?

Nursery teachers will provide a daily story time and a daily challenge linked to immersing the children in age-appropriate experiences (pre-recorded and uploaded to Nursery Facebook page daily). For children in Year R we suggest the following timetable for remote learning, although parents are able to be flexible with this:

EYFS suggested timetable (this is an example only and may differ for each class):

	8:45-9.15	9.15-10.00	10:00-10:15	10:15-10:45	10:45-11:00	11:00-12:00	12:00-13:00	13:00-13:10	13:00-14:00
Monday	Live register via Teams followed by a live Phonics session	English- (video posted on Teams)	Story time	Break	NumBots	Maths	Lunch	Story time	Science
Tuesday	Live register via Teams followed by a live Phonics session	English- (video posted on Teams)	Story time	Break	NumBots	Maths	Lunch	Parent check in phone calls via Parent Cloud	
Wednesday	Live register via Teams followed by a live Phonics session	English- (video posted on Teams)	Story time	Break	NumBots	Maths		Story time	Art
Thursday	Live register via Teams followed by a live Phonics session	English- (video posted on Teams)	Story time	Break	NumBots	Maths	Lunch	Parent check in phone calls via Parent Cloud	
Friday	Live register via Teams followed by a live Phonics session	English- (video posted on Teams)	Story time	Break	NumBots	Maths	Lunch	PE assignment	

A **live** story time will take place at the end of the day via Teams.

Key Stage 1 suggested timetable (this is an example only and may differ for each class):

	8:45-9:30	9:30-10:30	10:30-11:00	11:00-12:00	12:00-1:00	1:00-2:00
Monday	Live register via Teams followed by a live Phonics session Reading	Handwriting The Power of Reading	Break	Maths	Lunch	Science
Tuesday	Live register via Teams followed by a live Phonics session Reading	Handwriting The Power of Reading	Break	Maths	Lunch	RE Parent check in phone calls via Parent Cloud
Wednesday	Live register via Teams followed by a live Phonics session Reading	Handwriting The Power of Reading	Break	Maths	Lunch	Computing
Thursday	Live register via Teams followed by a live Phonics session Reading	Handwriting The Power of Reading	Break	Maths	Lunch	Creative Curriculum Parent check in phone calls via Parent Cloud
Friday	Live register via Teams followed by a live Phonics session Reading	Handwriting The Power of Reading	Break	Maths-	Lunch	PE assignment

A **live** story time will take place at the end of the day via Teams.

For children in Key Stage 2, live lessons will be taught each day using Microsoft Teams. **The following timetable will be followed for KS2 (This may differ slightly for each class):**

	9:00-9:30	9:30-10:30	10:30-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-3:15
Monday	Reading	English	Break	Maths	Lunch	Science		Collective worship/ Assembly
Tuesday	Reading	English	Break	Maths	Lunch	RE	Computing	
Wednesday	Reading	English	Break	Maths	Lunch	MFL	PE (assignment)	
Thursday	Reading	English	Break	Maths	Lunch	Creative Curriculum		
						Parent check in phone calls via Parent Cloud- no live teaching		
Friday	Reading	English	Break	Maths	Teacher PPA time- no live teaching- see assignment set for creative curriculum			

Children will stay within the Teams “meeting” for the morning where possible, leave this at lunchtime and re-join for the afternoon.

Accessing remote education

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

In Early years and KS1, children will have two live sessions a day with their class: one in the morning to take the register and then to stay on for a live phonics session. Towards the end of the day a second live session will take place with the class for a class story time and review of the learning that day. In KS2, Microsoft Teams will be used for ‘live’ teaching and follow-up assignments will be posted to the assignments section in Teams or through Class One Notes.

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:

- For Key Stage 2 children, who will be required to access live teaching according to the timetable, we will provide an electronic device to use for the period of time at home during the bubble lockdown. This is likely to be an I-pad. Dongles may also be provided where required.
- A survey will be completed by parents in EYFS and KS1 to indicate who would not have access to an electronic device at home for remote education.

How will my child be taught remotely?

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

- Live teaching (online lessons) and follow-up assignments using Microsoft Teams will be used in KS2
- A blend of live and recorded teaching (e.g. Live phonics and story time, along with White Rose Maths, Alphablocks video/audio recordings made by teachers) will be used in EYFS and KS1.
- SRP teachers will provide curriculum assignments via TEAMS each morning, including EHC targets as appropriate to the curriculum subject. Each afternoon 1 learning pack specifically linked to EHCP targets and 1 pack specifically linked to the therapeutic timetable will be provided.

Engagement and feedback (whole class remote learning)

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- Please support KS2 children with their logging onto Teams each morning for 9:00, when a register will be taken and then at 1:00 for the afternoon register. If your child is not present, we will phone to check if there are any barriers to remote learning which we can work through together.
- Please support, particularly on the first day of live teaching, your child to listen carefully to the expectations of behaviour, how to use chat, how to raise a hand, how to access work in files, how to access assignments and return assignments (please see further information below this section).
- Parents should appropriately supervise their children whilst online and that appropriate parent controls are implemented. This includes ensuring that children do not turn their camera on or change their profile picture.
- Parents should ensure that they do not themselves speak during the live teaching but ask their child to raise a hand and the child can then speak to the teacher when prompted to.
- In EYFS and KS1 please support your child to access the two live sessions each day, along with the recorded films which will be uploaded to Teams.
- In EYFS and KS1, teachers and teaching assistants will be available for 1:1 appointments via Teams two days each week to discuss learning and your child's well-being. Please ensure you sign up to these appointments.
- Whilst class teachers will be contacting families of SEN children, SENCOs are also available to liaise with parents of children with SEN to establish what will suit the family and child/discuss well being and learning etc.
- If there are any technical issues with devices provided for KS2, parents should contact IT support on: itsupport@stouracademytrust.org.uk. Text or What's App 07756265720
- Parents may also contact teachers via a specific email which will be set up by IT support. Teachers will respond within 24 hours.
- Parents should continue to make the school aware if their child becomes ill during remote learning or otherwise cannot complete the work.

Behaviour Expectations in virtual lessons

- Children raise hands on Microsoft Teams to gain the teacher's attention as they would in class.
- Chat is only used in reply to a teacher requesting they use it e.g. in response to a question, or to share ideas. This includes not using chat before or after sessions.
- Children are polite and respectful as they would be in class.
- The virtual classroom is for children only; parents are not to talk or message the teacher in the lesson.
- Any difficulties with IT will be messaged to IT support, not to the teachers, so as not to interrupt lessons.
- Positive praise and strategies will be used throughout teaching, as in class. In the case of children breaking behaviour expectations, the following steps will take place:
 - First verbal warning.
 - Second verbal warning.
 - Office call home to parent/carer.
 - Headteacher call home to parent/carer.
 - Excluded from Teams for the session and headteacher call home to parent/carer.
 - Inappropriate language will result in an exclusion from teams for the remainder of the day, and a phone call home from the headteacher.

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

- In KS2, a register will be taken each morning and afternoon to ensure that children are engaging with learning. In EYFS and KS1 a morning register will be taken each day.
- Assignments will be handed in and teachers will provide feedback when appropriate via Teams.
- If there is a concern with the completion of assignments, parents will be telephoned by the class teacher or teaching assistant to discuss.
- In EYFS and KS1, a twice-weekly appointment will be offered to parents to discuss children's well-being and learning. In KS1 this will be offered once a week.

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 KS2, teachers will assess children throughout the live teaching and adjust the pace and difficulty of learning in response to this.
- Follow up assignments will be posted each day. Children may be asked to self-assess and also 'turn in' their learning.
- Feedback will be provided via Teams when appropriate- at least twice a week for Maths and English.
- In EYFS and KS1, discussions with families regarding learning will take place each day in order to support the assessment of children. Live sessions will also support assessments.

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:
- The School's SENCO will liaise directly with children with SEN in order to establish what will suit the family and child.
- SRP teachers will provide curriculum assignments via TEAMS each morning, including EHC targets as appropriate to the curriculum subject. Each afternoon 1 learning pack specifically linked to EHCP targets and 1 pack specifically linked to the therapeutic time table will be provided. SRP teachers will check in at the start and end of each day with the children. They will also teach a daily live session. Timings of these will be liaised by the SRP teacher and the child's parents.
- Teaching assistants will maintain daily contact with parents of SEN children

Individual cases where a pupil is unable to attend school but is able to learn

Schools can now use remote education for pupils off with infectious diseases and to re-integrate some absent children back into the classroom. (Updated guidance 2023) The guidance states that remote education should only be considered as a last resort “where a decision has already been made that attendance at school is not possible, but pupils are able to continue learning.” This should only involve a short-term absence. These children should be marked as absent.

There should only be limited circumstances where a pupil is unable to attend school but is able and well enough to continue their education remotely. These circumstances should only involve a short-term absence and might include pupils:

- recovering from short- term infectious illnesses
- preparing for or recovering from some operations
- recovering from injuries where attendance might inhibit recovery

In some exceptional cases, these circumstances might also include pupils whose attendance has been affected by a special educational need or disability (SEND) or a mental health issue. In these circumstances, after the pupil’s absence from school has been established, schools should consider providing pupils with remote education on a case-by-case basis. This should be part of a plan to reintegrate back to school, and only when it is judged that providing remote education would not adversely affect the pupil’s return to school.

Guidance for schools on [mental health issues affecting a pupil’s attendance](#) has further support on dealing with mental health and attendance challenges.

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

Working with the local authority

Under section 19 of the Education Act 1996 (s.19 duty) local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health or other reasons, would otherwise not receive a suitable education.

[Statutory guidance on education for children with health needs who cannot attend school](#) sets out that local authorities should provide education as soon as it is clear that the child will be away from school for 15 school days or more during the school year, whether consecutive or cumulative.

The s.19 duty sits with the local authority. Schools should work closely with them and any relevant medical professionals to ensure children with health needs are fully supported at school, including putting in place individual healthcare plans if appropriate. This may involve, for example, programmes of study that rely on a flexible approach which include agreed periods of remote education.

In the limited circumstances when the school decides to use remote education for individual pupils when they are absent, the following should be considered:

- Ensuring mutual agreement of remote education by the school, parents or carers, potentially pupils, and if appropriate a relevant medical professional. If the pupil has an education, health and care plan or has a social worker, the local authority should also be involved in the decision.

- Where remote education is being used as part of a plan to reintegrate back to school, putting a formal arrangement in place to review its efficacy regularly, alongside identifying what other support and flexibilities can be put in place to help ease the pupil back to school at the earliest opportunity.
- Setting a time limit within which the period of remote education provision should be reviewed

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

As live teaching will not be possible whilst the teacher is with the remainder of their class in school, home learning packs or a device with access to their Class One Note are sent home for the duration of the child's time off school in this situation. A suggested learning timetable is included in each pack, which differs for each key stage. This will include work related to EHCP targets where appropriate. Teachers must be notified the previous day in order to ensure work is available for the following day at 9:00.