



St Edmund's Church of England Primary School

Remote Education

Information for parents and carers
Updated October 2026 | Review October 2027

Our vision

St Edmund's Church of England Primary School is a welcoming and nurturing environment, where each individual is supported to develop morally, spiritually, socially, culturally and academically. Our extended community, through our Christian values of **Love, Courage, Trust and Respect**, encourages each other in faith to **"Let your light shine" (Matthew 5:16)**.

We value every child and the individual talents they bring to our school. When learning has to take place away from the classroom, we want children to remain connected to St Edmund's, continue to grow in confidence and know that their contribution matters.

Learning together wherever we are

This document explains what families can expect if remote education is needed. It applies to children in our mainstream classes and The Lighthouse, our Specialist Resource Provision. We will work with you to make learning manageable, accessible and purposeful.

Children learn best through being in school, alongside their teachers and friends. Remote education is a temporary response when attendance is not possible and a child is well enough to learn. We will keep arrangements under review and support a return to school as soon as possible.

Our values in practice

Respect: we listen to each family's circumstances and communicate kindly.

Courage: we encourage children to have a go and ask for help.

Love: we keep wellbeing, relationships and belonging at the centre.

Trust: we work openly with families and agree realistic next steps.

1 When remote education may be needed

Exceptional closures or restrictions

Remote education may be needed if an emergency, severe weather or another exceptional event means that a class or the school cannot open safely. Leaders first consider ways to maintain education in person. If remote learning is needed, families will be told why, how to access learning and when arrangements will be reviewed.

Individual pupils who cannot attend

Where a child cannot attend but is well enough to learn, the school will consider remote education individually. This may include recovery from an operation or injury, or exceptional circumstances involving health or additional needs. Parents should contact the office so that we can discuss suitable arrangements. A child who is too unwell to learn should rest and recover.

Remote learning is not a routine alternative to attendance or a way to authorise term-time holidays. Absence continues to be recorded under the applicable attendance rules. Where absence is linked to SEND, anxiety or another barrier, we work with the family and relevant professionals on support and a return to school.

For prolonged or recurring absence because of health needs, school leaders liaise with the local authority about suitable education and professional advice. A remote learning package alone may not meet the child's needs.

What happens at the start

We will share initial arrangements as soon as reasonably practicable. During the first day or two of a sudden closure, provision may be simpler while teachers organise a fuller sequence of learning. Reading, familiar phonics or spelling practice and appropriate number work will be prioritised.

Teachers may direct families to selected **Oak National Academy** lessons and activities that connect with current learning. Parents will not be expected to choose and organise an entire curriculum themselves. If you cannot access the initial activities, contact us so that we can agree an alternative.

Communication and access

We will use **ClassDojo** for class learning updates and communication, with **Arbor** used for whole-school messages where appropriate. Instructions will explain which resources to use, how to complete tasks and how to share work. Families who cannot access these systems should contact the school office.

Please continue to report absence and changes in your child's circumstances to the **office**, rather than relying on a ClassDojo message. The school telephone number is **01474 853484**.

2 What learning at home will look like

A connected curriculum

As far as practicable, remote learning will follow the curriculum children would be learning in school. Teachers will identify the knowledge and skills that matter most, including reading, writing and mathematics, and explain tasks clearly. Work will build on learning children already know and offer appropriate challenge.

Practical subjects such as PE, art, design and technology and science may need adaptation to the resources and space available at home. We will choose safe, achievable activities that retain the purpose of the learning. Families will not be expected to purchase specialist materials.

How learning will be provided

Provision may combine teacher explanations, recorded or selected online lessons, reading, practical activities and independent tasks. Printed resources and other alternatives will be considered where needed. Live teaching is not guaranteed; families will be told if it forms part of the arrangements.

Where an individual child is learning remotely while their class remains in school, provision will reflect the practical demands on staff. Teachers will identify suitable activities linked to class learning and agree how contact and feedback will work.

How much time should children spend learning

Where possible, the overall learning offer will reflect the core teaching children would receive in school. The daily plan will take account of age, independence, additional needs and family circumstances. This includes practical and independent activity as well as teacher input; it does not mean spending the day on a screen.

Reception: learning should centre on play, conversation, stories, phonics, counting and practical exploration. Short activities, supported by an adult, will be more appropriate than long formal sessions. Most learning should take place away from a screen.

Key Stage 1: teachers will break learning into manageable activities, with regular movement and rest breaks. Adults may need to help children understand instructions and get started. Reading, phonics, writing and number work remain priorities.

Key Stage 2: children will be supported to follow a daily plan and develop independence, with clear explanations, time for practice and regular breaks. Tasks will be adapted where children need additional support.

The class teacher, SENDCo or SRP lead will help agree a suitable routine for children whose needs make the standard plan difficult to access. If the amount or format of work is causing difficulty, please tell us so that we can adjust it.

3 Working with families and supporting every child

How parents and carers can help

A predictable routine and encouragement are helpful. Where possible, provide a suitable place to work, help your child find the resources they need and talk through the instructions. Include breaks, movement, meals and time away from screens. Celebrate effort and let us know when something is too difficult.

You are not expected to replace the class teacher. We recognise that adults may be working, caring for other children or managing additional pressures. Please contact us early if learning is becoming difficult to sustain; we will work with you to find a practical approach.

Devices internet and resources

If your child does not have suitable access to a device, internet connection or a place to study, tell the office or class teacher. We will discuss the barrier and consider available support, which may include a school device loan, printed work or an alternative way to receive and return tasks. Device loans depend on availability and agreed loan arrangements.

Teachers will consider resources needed for practical learning, particularly for younger children. We will agree safe arrangements for supplying materials where appropriate. Children should not be disadvantaged because they cannot access the same technology as others.

Children with SEND and pupils in The Lighthouse

The class teacher, SENDCo and SRP lead will work with families to adapt learning around the child's needs and relevant support plan or Education, Health and Care plan. This may include visual instructions, familiar communication systems, accessible resources, shorter tasks and alternative ways to show learning.

For children in The Lighthouse, activities may focus on communication, interaction, regulation, independence and individual learning outcomes. Play, daily routines and practical experiences may be more useful than a conventional worksheet or online lesson. We will listen to families about what is achievable and review the approach together.

Where a child needs substantial adult help, we will discuss how to support the family and involve relevant professionals where needed. We will consider access to provision in person where this can be arranged safely; an on-site place during a closure cannot be guaranteed.

Keeping children connected

We want children to feel part of St Edmund's during any period away. Staff will offer encouragement and opportunities to share learning, and consider age-appropriate ways to maintain relationships and reflect our vision and values. Wellbeing and belonging remain part of the learning plan.

4 Contact feedback and keeping children safe

Checking engagement and giving feedback

During an extended period of remote education, staff will review the work shared and the contact made with families. We will agree a regular check-in arrangement, normally including contact at least weekly. Contact may be more frequent according to need and may come from the class teacher or another member of staff.

If we have not heard from a family or work is not being accessed, we will contact parents to understand what is getting in the way. The aim is to resolve barriers and support learning. Concerns about a child's welfare will be followed up promptly through our safeguarding procedures, without waiting for a scheduled check-in.

Feedback will help children understand what they have done well and what to practise next. It may be given through ClassDojo, a conversation, a short written response, a quiz or shared feedback. Teachers will explain how and when to submit work; not every activity requires a photograph or a lengthy written comment.

Online safety and safeguarding

Children and adults should communicate through school-approved channels and use resources shared by staff. Parents should supervise internet use in a way appropriate to their child's age and needs, protect login details and help children report anything upsetting or worrying.

If live sessions are arranged, families will receive clear expectations about access, behaviour, privacy and adult supervision. Participants should use an appropriate shared space and suitable clothing. Families must not record or share images of other children or staff without authorisation. Staff follow school safeguarding and data protection procedures throughout.

Raise learning questions with the class teacher through the agreed channel. For an urgent welfare or safeguarding concern, contact the office and ask for the Designated Safeguarding Lead or a deputy. Staff respond during their working hours; ClassDojo is not an emergency service. If a child is in immediate danger, call 999.

Returning to school

When children return, teachers will check understanding, identify gaps and plan any necessary practice or additional support. We will also consider confidence, friendships and wellbeing. Families should share difficulties encountered at home so that the transition back to school can be supported.

Guidance and review

This information is reviewed annually and when arrangements change. It should be read alongside the school's Attendance, SEND, Safeguarding and Child Protection, and online safety arrangements. Reference pages checked in October 2026:

DfE Providing remote education guidance for schools

DfE Safeguarding and remote education

DfE Working together to improve school attendance

DfE Keeping Children Safe in Education 2026

Oak National Academy