



Stowford School: Provision for Remote Education 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 circumstances arise leading to school closure.

What is remote education?

There are different definitions out there, but these are the ones we will use:

- Remote education: a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.
- Digital remote education: often known as online learning, this is remote learning delivered through digital technologies.
- Blended learning: a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example through video), while practice and tutoring happen in class.
- Synchronous education: this is live; asynchronous education is when the material is prepared by the teacher and accessed by the pupil at a later date.

Some common myths about remote education

Some unhelpful myths exist about remote education, which are not based on evidence.

These include that:

- remote education is fundamentally different to other forms of teaching/learning
- remote education is a different curriculum/offer to the content that would be delivered normally
- the best forms of remote education are digital
- the best way to deliver remote education is always through live lessons
- the most important thing is pupils' engagement

None of these things are necessarily true.

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 if this should be necessary.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

All information will be shared via ClassDojo or Teams and on class story page of Dojo. This will outline the expected timetable, the resources and access to the direct instructional teaching videos created by the school team. There will be practice materials available.



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. For example, PE invasion games.

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	2-3 hours per day
Key Stage 1	3-4 hours per day
Key Stage 2	4-5 hours per day

Accessing remote education

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

Families will be provided with log in for both ClassDojo and Microsoft Teams.

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:

As a school, we are working in partnership with our families to support access to remote education. Parents are encouraged to contact the school office for further information.

- We have a limited number of devices that will support children to access remote education which can loan out for home use.
- School staff are printing materials for children who may not find learning on screen a suitable medium.
- School staff are collecting and delivering materials to those families who require this level of support.



How will my child be taught remotely?

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

We use a blended approach of synchronous and asynchronous teaching to deliver our remote education:

- live wellbeing sessions to support the children's mental health and wellbeing.
- recorded direct instructional teaching by the teachers in the child's year group.
- printed paper packs produced by teachers (e.g. workbooks, worksheets).
- online reading books for pupils to access.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g. 'Times Tables Rock Stars', 'Phonics Club' and 'Get Epic' for reading materials.

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?

We expect the children to access the learning on a daily basis with the recommended hours and subjects. They need to be appropriately dressed for all live sessions and in an open space within the home. We have provided a suggested daily timetable but appreciate that the daily timetable needs to be flexible around individual family work commitments. We expect learning to be posted to children's portfolios on a daily basis.

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

The remote teaching team will be giving feedback on children's learning throughout the school day via ClassDojo or Teams. This will give next steps in learning, additional challenges or address any misconceptions. Should there not be any learning posted, school staff will message and then make a telephone call to follow this up and offer additional support.

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:

Feedback is given on a daily basis to the learning posted via ClassDojo or Teams. This could be in the form of an additional challenge, a next step, an action or address a misconception in learning. The children are expected to respond and re-post the edited learning. This demonstrates progress with a learning concept. There will be opportunities for the children to demonstrate their understanding of key concepts through mini-quizzes or end of sequence 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 class teacher and the SENDCo will contact families of the children with additional needs to outline expected approaches and offer support. There may be increased contact for some of these families and learning adjusted to best meet the needs of the children.
All remote learning is age and stage appropriate.

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.

The provision for children who have to self-isolate is exactly the same as for other remote learners in the year group and can be accessed in exactly the same way. Paper packs may be sent home for children in certain circumstances

R. Pepper
Headteacher

This policy was reviewed September 2025.