

Remote education provision: information for parents

This remote learning policy was written as guidance for staff and parents during the COVID-19 Pandemic, and subsequently updated for 2026. It sets out the systems and technology that staff at Drake Primary Academy will use to ensure children's learning is consistent and in line with DfE expectation, and details how they can be used effectively and safely, while allowing for the differing needs of our families.

This remote learning policy for staff and parents:

- Aims to ensure consistency in the school's approach to remote learning.
- Sets out expectations for all members of the school community with regards to remote learning.
- Provides appropriate guidelines for data protection.

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 pupils to remain at home.

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.

Section 1: In the event of children self-isolating

Should a child have to self-isolate, or is awaiting test results, the school has a responsibility to offer immediate remote education; children are also expected to access and engage in this educational provision using IT. Children who are self-isolating will be able to access a timetable of work which will be available on the Year Group Page in the Learning from Home area.

The children will be contacted regularly by a member of the year group, who will call twice a week to support access and engagement with learning and address any issues the children may have with their learning. The key link person for each year group is listed below.

Foundation:	Mrs Scott / Miss Johns
Year 1:	Miss Hands / Miss Hartshorne
Year 2:	Mrs Stone / Mrs Velikajne
Year 3:	Miss Grainger
Year 4:	Miss Maker
Year 5:	Mrs Buckland / Mrs Chant / Miss Randall
Year 6:	Mrs Buckland / Mrs Chant / Miss Randall

Drake Primary Academy will offer a range of contingency plans to cover the range of subjects taught in school and reflect the different age groups.

Mathematics

In Year 2 – 6 the children will complete maths fluency work on Times Tables Rock Stars. In addition, Oak Academy lessons linked to the content being taught in class will be made available on the Learning from Home timetable on the Year Group Page. This should be completed in an Exercise book we will arrange to be sent home.

Year 1 and Foundation

The younger children in the school will be provided with mathematics activities to support them when they are Learning at Home. The work will be linked to the curriculum being followed in school.

Reading

In Foundation, Year 1 and 2 the children are encouraged to use Oxford Owl to support the Read Write Inc Reading work. At Drake Primary Academy, we encourage all children to read for at least 20 minutes every day and to record this on their reading logs so they can be awarded stars on the reading reward bookmarks.

In Years 2 – 6, pupils will be directed towards comprehension activities and skills through the Oak Academy, which will be similar to the learning happening within school.

Writing

The children will work through lessons from Oak Academy. The Oak Academy lessons cover a two-week unit of work which will allow for focused learning to cover a period of a 14-day self-isolation. We will ensure that the texts and content are linked as closely as possible to the curriculum being followed that half term at school.

Wider Foundation Subject Learning

The children will be set a foundation subject project linked to a unit of work being taught at school to complete at home. The children will also be supported on return to school with time to look over the work they have completed while at home, ensure that they are up to date with what has been happening at school and have support if needed following a period of self-isolation.

Section 2: In the event of a class closure or a lock-down

On the first day of the class closing, the teacher will carry out a Microsoft Teams meeting with the year group to outline what will happen to support their learning. In Years 3 – 6 this will be carried out with the children. In Foundation, Year 1 and Year 2 the teachers will meet with a parent or carer using their child's Microsoft Teams account. On the first and second day of the class closing, the children will complete the 'Learning from Home' already on the year group page as outlined above. From the third day the children will resume a full learning offer in line with the school curriculum. This will be supported by weekly small group tutorials of up to 10 children through Microsoft teams.

Foundation and Year 1 Classes

The following lessons will be uploaded through the Drake Primary Academy Teams link:

- Maths input
- English input Wider
- Foundation Learning input
- Reading will be provided through Oxford Owls

Children will be expected to follow the learning and interact with the class teacher with their parents through Microsoft Teams.

Years 2 – 6

Reading

In Year 2 the children will use Oxford Owls to support their learning in phonics. All children are encouraged to continue their personal reading book and access the library of texts available through the Oak Academy. The Teacher will check in with pupils to ensure this is accessible and happening.

Writing

Video lessons will be available on the Drake Primary Academy Teams link. Where possible, work will be set through Microsoft Teams and monitored through work being returned through Teams. Longer writes should be done in the exercise books which will be distributed in the event of a closure. These can be shared with teacher by sharing screenshots through Teams or will be marked on return to school.

Mathematics

Video lessons will be available on the Drake Primary Academy Teams link. Work linked to the learning on the video will be set through Microsoft Teams or for completion in exercise books distributed in the event of a class closure. This will be monitored and assessed by the teacher. Any issues can be addressed individually through Teams or within the weekly tutorial meeting.

Wider Foundation Subject Curriculum

Video lessons will be available on the Drake Primary Academy Teams link. Work will be set where possible through Microsoft Teams and monitored through work being returned through Teams.

Longer writes should be done in the exercise books which are already at home. These can be shared with teacher by sharing screenshots through Teams or will be marked on return to school. Learning will also be made available to support PE and PSHE while the children are learning at home.

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:

Key Stage 1	Foundation: 2.5 hours Year 1: 2.75 hours Year 2: 3 hours
Key Stage 2	Year 3: 4 hours Year 4: 4 hours Year 5: 4 hours Year 6: 4 hours

Accessing remote education

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

Children at Drake Primary Academy will access the following platforms:

- www.DrakePrimarySchool.org
- [Microsoft Teams](#)
- [Times Tables Rock Stars: Play](#)
- [Oxford Owl](#)
- [Ruth Miskin Training](#)
- [The Oak Academy](#)

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:

If access to a computer, laptop, tablet or smartphone is difficult, or accessing the internet is severely limited, the school is able to support you in the following ways:

- Families without internet-capable devices must contact the school office or class teacher. You may be eligible for a school device available for loan periods with a written contract for use
- Families with insufficient internet access (for instance: lack of broadband, limited data allowances) must contact the school office or class teacher. You may be eligible for a school provided WiFi dongle which can provide internet connectivity
- Where access to digital resources are not possible and school provided technology is not available, paper-based resources may be created to be collected by families (so long that the school site remains open)

Where work cannot be completed online, emailed or photographed, all pupils are provided with a workbook in which they can complete and record their learning. Upon returning to school, this will be collected and assessed by a member of the teaching team

How will my child be taught remotely?

Foundation and Year 1:

- **Live teaching** – Phonics will be delivered live through Microsoft Teams and recordings will be available after each session. Story Time sessions will be scheduled throughout each week. Children will be expected to follow the learning and interact with the class teacher with their parents through Microsoft Teams.
- **Recorded lessons** - The following lessons will be uploaded through the Drake Primary Academy Teams Link: English, Topic and Maths input.
- **Commercially licensed products** - Reading will be provided through Oxford Owl, supporting the teaching of specific subjects or areas, including video clips or sequences.
- **Printed paper packs produced by teachers and textbooks** – Workbooks for mathematics will be distributed whenever necessary. SEND and EHCP provision will be built using these methods if it cannot be delivered virtually

Years 2 - 6

- **Live teaching** – In Year 2, phonics will be delivered live through Microsoft Teams and recordings will be available after each session. Story Time sessions or group tutorials will be scheduled throughout each week. Teachers will schedule intervention or drop-in live events where necessary. Children will be expected to follow the learning and interact with the class teacher through Microsoft Teams (Year 2 this is expected with their parents).
- **Recorded lessons** - The following lessons will be uploaded through the Drake Primary Academy Teams link: Writing, Mathematics, Wider Foundation Subjects. Where appropriate, these lessons will involve work submissions via Microsoft Teams.
- **Commercially licensed products** - Reading will be provided through Oxford Owl, supporting the teaching of specific subjects or areas, including video clips or sequences. Mathematics work will be collected using Mathletics where appropriate.
- **Project work and/or internet research activities** – Wider Foundation Subjects and P.E projects will be assigned with clear expectations of evidencing and completion dates.
- **Printed paper packs produced by teachers and textbooks** – SEND and EHCP provision will be built using these methods if it cannot be delivered virtually

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

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?

While Learning from Home, we expect:

- Pupils to engage with the published learning for the indicated overall time.
- Parents / Carers to build healthy routines for learning, rest and wellbeing for their children, ensuring learning is accessed in reasonable time. Parents are free to balance screen time and lesson structure around personal circumstances for work, childcare and other commitments.
- Parents / Carers to encourage positive attitudes to education and assist their children to access learning.
- Regular contact between school and home in interests of support and wellbeing or to be contactable during the hours of the school day 9am-3pm.
- Families to seek help from teachers, HLTAs or teaching assistants.
- Families to alert teachers if they are not able to complete the work.
- Ensure they know their login to MS Teams and TTRockstars and contact the school if they cannot access their account.

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

Teachers and School leaders will:

- Monitor emails and Microsoft Teams forums daily for communication.
- Collect and monitor any completed work from pupils via MS Teams and TTRockstars.
- Record virtual attendance from weekly tutorial / story time sessions.
- Respond to any queries from parents/children within 48hrs.
- Attempt to contact all pupils in their class each week.
- A Teaching Assistant may make this contact if the child does not attend the weekly tutorials.
- If there are any safeguarding concerns these will be recorded using CPOMS and our safeguarding team will be notified.

Support staff will:

- Work with individual children or small groups of children using MS Teams. Teaching assistants will then be expected to report back to the Class Teacher.
- Support pupils learning remotely when requested by the class teacher, phase leader or SENDCo.
- Make contact to support specific children as requested by the SENDCo.
- Contact children when requested and report any safeguarding concerns using CPOMs.
- Provide 1-2-1 support with SEN children where necessary.

Where concerns are noted:

- Teachers will contact families by email and telephone in the first instance, identifying the remedial steps, involving support measures.
- If contact is not returned or work is still unsatisfactory, office staff or school leaders will attempt to make contact.

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:

Teachers or School Leaders will:

- Provide feedback to children from work emailed or via Microsoft Teams at least once per week in Years 3 – 6.
- Provide weekly small group feedback for parents in Foundation and Years 1 – 2.
- Provide weekly tutorials for children in Years 3 – 6.

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:

Teachers and School Leaders will:

- Ensure vulnerable, EHCP and SEND children continue to receive consistent provision. This can be expected through: regular contact with class teaching team, bespoke learning packs, live tutorials, being provided with resources to support learning. Teachers will deploy support staff as necessary to provide support to all in need, provision may be led by Teaching Assistants, HLTAs or Teachers.
- Ensure families with children in KS1 will receive shorter live events and recorded lessons to aid smaller concentration spans. This may mean more frequent content.
- Ensure additional specialist SEND support is available as required e.g MAST team. This will be coordinated by the SENDCo.

Teachers:

Teachers will be available between 9am and 3pm. Teachers will be responsible for:

- Subjects from across the curriculum taught using Oak Academy, Oxford Owl and Microsoft Teams.
- Setting daily work.
- Creating a weekly timetable of work for their year group, which is sent to the class on Microsoft Teams and posted on the Year Group Page of the website.
- Work is differentiated to include access for SEND children.
- Providing feedback to children via Microsoft Teams.
- Providing weekly tutorials for the children in years 3 – 6.
- Providing weekly small group feedback for parents in FDN, Year 1 and Year 2.
- Collecting any completed work from pupils via Microsoft Teams.
- Responding to any queries from parents/children within 48hrs.
- Teachers will attempt to contact all pupils in their class each week. This contact may be made by a Teaching Assistant if the child does not attend the weekly tutorials. If there are any safeguarding concerns these will be recorded using CPOMS and our safeguarding team will be notified.

Teaching Assistants:

Teaching assistants will be available for their contracted hours. During this time, they will check work emails and be available when called upon to attend school. Teaching Assistants and Higher-level teaching assistants are responsible for:

- Working with individual children or small groups of children using Microsoft Teams. Teaching assistants will then be expected to report back to the Class Teacher.
- Supporting pupils learning remotely when requested by the class teacher, phase leader or SENDCo
- Attending training sessions, as organised by SLT.
- Making contact to support specific children as requested by the SENDCo.
- Making contact with children when requested and report any safeguarding concerns using CPOMS.
- Providing 1-2-1 support with SEND children where necessary.
- Participating in their assigned year groups Microsoft Teams page.

Senior Leadership Team/ Phase Leaders (SLT)

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning across the school.
- Monitoring the effectiveness of the remote learning through analysis of work, feedback from children, staff and parents.
- Monitoring the security of remote learning, including data protection and safeguarding consideration.

Designated Safeguarding Leads

The DSLs will monitor CPOMS and meet as a team fortnightly as a minimum. See annex of Child Protection Policy.

Pupils and Parents

Staff can expect pupils to:

- Be contactable during the hours of the school day 9am-3pm although we do not wish for children to be in front of a device the entire time.
- Seek help from teachers, HLTAs or teaching assistants.
- Alert teachers if they are not able to complete the work.

- Ensure they know their login to Microsoft Teams and Timestables Rockstars and contact the school if they cannot access their account.

Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.
- Ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons.

Who to contact:

If staff have any questions or concerns about remote learning, they should contact the following individuals:

Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

- Issues in setting work – talk to the relevant phase leader, SLT virtual learning lead or SENDcO.
- Issues with IT – talk to SLT virtual learning lead and IT.
- Concerns about data protection – talk to the data protection officer (Office Manager).
- Concerns about safeguarding – talk to a DSL or DDSL.

Returning to school

It is vital that children are supported to make a smooth transition back into school after a period of learning at home. The first day on return to school will include:

- A focus on emotional wellbeing – PSHE lessons and time to reflect on what happened while learning at home. If specific issues arise for individual children then the support will be put in place.
- Review of learning – Time for children to share and reflect on their learning while at home. Longer writes that were completed in the exercise book will be collected in, assessed and the children receive feedback before the exercise books are sent back home.
- A return to Learning – On the second day the children will return to a full learning curriculum, picking up from where they left off while learning at home.

Data protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

Have access to CPOMS to record any parent contact or concerns about children, this is accessed via a secure password.

Teachers will be able to access parent contact details via Arbor using a secure password.

School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils.

Sharing personal data

Staff members may need to collect and/or share personal data such as email addresses and phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions. While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online. Keeping devices secure All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g., asterisk or currency symbol).

Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device.

Making sure the device locks if left unattended • Not sharing the device among family or friends.

Installing antivirus and anti-spyware software.

Keeping operating systems up to date – always install the latest updates.

Safeguarding

Linked to safeguarding policy and annex.

Monitoring arrangements

This policy will be reviewed periodically.

Safeguarding and remote learning

With the increased use of digital technologies that comes with remote learning, safeguarding implications need careful consideration. Parents are advised to spend time speaking with their children about online safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online. While we will be doing our best to ensure links shared are appropriate, there may be tailored advertising which displays differently in your household or other changes beyond our control. Any online safety concerns should be reported to the class teacher.

The following websites also offer useful support:

- Childline - <https://www.childline.org.uk/>
- CEOP - <https://www.ceop.police.uk/safety-centre/>
- Net-aware - <https://www.net-aware.org.uk/>
- Thinkuknow - <https://www.thinkuknow.co.uk/>
- Uk Safer Internet Centre - <https://www.saferinternet.org.uk/>
- Additional website to support this are available on our website. [Drake Primary School - Online Safety](#)

Staff will continue to be vigilant at all times and follow our usual online safety and safeguarding / child protection policies and procedures, contacting a safeguarding lead directly.