



Edisford Primary School

Confidence. Persistence. Getting Along. Organisation. Resilience.

Remote Curriculum Policy

Although the need for a Remote Curriculum Policy was initially brought about by the COVID pandemic, we see the relevance of having such a policy in place for emergency situations, such as flood, fire and pandemic.

The document below sets out the kind of expectations we have at Edisford Primary School for remote learning at home in the event of partial or whole school closure.

Edisford's Immediate Provision

In the event of the need for a remote education, our home learning may look like this:

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.

On the first days of pupils being sent home, children will work through the folders of activities we sent home. There are enough activities and a timetable with work for two weeks, which should also cover days children may be isolating. In the event of longer term closure, these activities should be used for the first few days, until we have our remote learning provision in place. If a cohort or individual has to isolate several times, we will replenish the folder (individuals) or switch to our e-mail delivery of learning (whole cohorts).

Edisford's School and Home Provision

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have need to make some adaptations in some subjects, such as in Science, where children at home may not have the same equipment.

At Edisford, this can be summarised as:

Early Years and Key Stage 1: A weekly timetable is e-mailed to every parent with English and Maths lessons for each day, with additional activities for one subject a week. Teachers also upload phonics clips and stories recorded by them, which introduce new sounds and a story each week to support learning in English. In some Key Stage 1 classes, teachers may use the Oak National Academy and White Rose Maths. Teachers plan on the basis of the educational needs of pupils and this is informed by assessment of children's starting points and any gaps identified.

Key Stage 2: A weekly timetable is e-mailed to every parent with English and Maths lessons for each day, with additional activities for one subject a week. These lessons draw from Oak National Academy, a DfE endorsed resource, but are supplemented by other resources where needed. Teachers plan and adapt on the basis of the educational needs of pupils and this is informed by assessment of children's starting points and any gaps identified.

Curriculum for Remote Learning

Each key stage uses a curriculum sequence that allows access to high-quality online and offline resources and teaching videos that is linked to learning expectations for children in school.

We also provide printed resources such as textbooks and resources for pupils who do not have suitable online access. Parents may contact school if they need access to a laptop and we will apply to the DfE on their behalf.

We recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so we will work with families to support them in delivering the curriculum.

We aim to set children learning from home a range of activities which are meaningful and appropriate. Lessons will provide opportunities to build on prior knowledge and will be designed to engage children as much as is possible. There will be a focus on rehearsing core knowledge and skills, in order to minimise the learning gaps and continue to develop skills and knowledge.

Remote Teaching and Study Times

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: 3 hours per day on average across the cohort with less for younger children

Key Stage 2: 4 hours per day

Accessing Remote Education

Remote education can be accessed by an e-mail sent to parents on the Friday of each week for the following week's 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:

We have a limited number of laptops issued by the DfE. We do not have the facility to lend out school laptops, as we hire these from an independent company. As

such, they do not belong to us. If parents need a laptop to access home learning, please contact school and we will endeavour to support you.

Pupils can access any printed materials if they do not have online access by contacting school and paper copies can be organised for you. Similarly, if books cannot be accessed online through Oxford Owl, we can provide a set of books to read for you. Please contact school to organise this. Work can be sent to the school office, addressed to the class teacher, if you do not have e-mail.

How will my child be taught remotely?

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

We have drawn extensively from Oak National Academy for Home Learning, in order to streamline the learning experience of children learning at home. It means teaching in each year group has a clear set of expectations. Also, this provides children with a range of good quality resources, such as videos and lesson activities. Teachers can use these resources in school, too, so the home and school experience is similar.

Learning will also use a range of BBC resources, White Rose Maths and other resources which are suitable and engaging for children. Phonics clips will be uploaded to the website for EYFS and Key Stage 1, so that children can be introduced to new sounds and recap and revise prior learning. Teachers will also read stories to children and video these. All of these resources can be found on the website.

In tandem with this, Year N, Year R, Year 1, Year 2, Year 3 and 4, will also be offered a Zoom session with their teacher. This will take place on a weekly basis in smaller groups and enable the teacher to check in with children and their learning.

Printed copies of some of these resources may be provided, so please contact the school office if you need these.

Children should read daily at home and have access to a range of good reading material. Oxford Reading Tree books can be accessed via the Oxford Owl online, but children should also be reading paper copies. If you need some books, please let us know and we can arrange this for you.

Engagement and Providing Feedback

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

For some, home learning isn't a problem and parents have the time and enjoy working with their children. For others, home learning causes a significant amount of stress and frustration as they juggle between school work and trying to work from home. A small number simply will not do any school work at all but, successfully, keep their children safe, happy and in a positive mind-set.

The government have set a general set of principles around what they call remote learning. The media in particular have focused on Zoom/teacher-led activities. These appear to have been more successful in secondary schools, colleges, and in some primary schools where the number of attending pupils is low.

Our dilemma is striking a balance between providing teaching for the pupils who are attending school whilst also attempting to set meaningful work for those at home. I am very much aware of the difficulties in trying to make this work and have found in particular, Key Stage 2 planning for home learning can be very time-consuming. This takes the teacher out of the class for long periods of time.

At the moment, we have struck the right balance that allows both children in school and at home the opportunity to learn, whilst preserving the mental health of the staff involved, who are already working many more hours than normal.

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

There are a number of children that the headteacher will contact to keep in touch with and support. These will be parents of families with high needs.

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 SENDCO, Mrs Darnell, will call those children who are not in school and have high needs. We will ensure that we have adapted the curriculum for you, so that it is appropriate and suitable for the needs of your child. This may mean that children access some of learning for the year group below. We will check in with you regularly to see that all is going well.

For very young children, such as Nursery, Reception and Year 1, we recognise that the curriculum we are sending home must be appropriate for this age of child. The priority is progress in early reading and ensuring that you have access to appropriate reading material. Please contact us if you need more books. We are also uploading to the website materials to learn new sounds in phonics, with segmenting and blending. In doing this, we aim to support parents in the teaching of phonics.

We also recognise that very young children need to learn through practical activities, such as through play.

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?

On the first day of isolation, children will be asked to complete their timetable included in their red folders. These folders contain two weeks' work. We will then send you an e-mail with work to complete over the two weeks, which will be similar to the remote learning set out above for each key stage. Once this is in place, children will learn a planned and sequenced curriculum, with English, Maths and one subject a week. Children can send completed work in to their class teacher via the teacher e-mail or via the office e-mail: bursar@edisford.lancs.sch.uk

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