




Fellview Primary School

Remote Education Provision for all children February 2025

Approved by ¹	
Name:	Gillian McElvogue
Position:	Head teacher
Signed:	
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Remote education provision: 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 in circumstances when in-person attendance is either not possible or contrary to government guidance. This might include:

- occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government;
- occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, e.g. pupils with an infectious illness.

For details of what to expect where individual pupils are self-isolating, please see the final section of this document.

Reference throughout has been made to the [DfE: Providing remote education - guidance for schools](#).

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.

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

When we initially close the building remote education provision we will send pupils workbooks or age-appropriate learning to complete independently at home in the first instance. This will give us time to prepare to go onto the remote teaching platform.

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.

Remote teaching and study time each day

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

We will consider providing remote education equivalent in length to the core teaching pupils would receive in school and including recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently:

Key Stage 1	3 hours a day on average across the cohort for Key Stage 1, with less for younger children.
Key Stage 2	4 hours a day
Key Stage 3 and 4	5 hours a day

Accessing remote education

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

We use Microsoft Teams and Development Map as our remote learning platforms for delivery and assessment.

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 will lend laptops or tablets to pupils, and will phone and email you to arrange collection from the school or drop off at home.
- We will phone and email you to establish who needs devices that enable an internet connection (for example, routers or dongles) or extra data added to mobile phones and arrange for you.
- We will print off any materials that pupils need if they do not have online access and arrange for collection from the school
- Pupils can submit work to their teachers if they do not have online access by calling the school and arranging phone meetings and drop offs of school work for teachers to mark and feedback.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers, Third Space and White Rose Maths presentations)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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?

In this section, please set out briefly:

- We expect pupils to engage with the full remote education experience as they would engage at school.
- We expect parents to support their children by setting routines for them to support their child's education.

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

- We will check pupils' engagement with the remote education platform using the online registers
- Where engagement is a concern, will inform parents and carers by phone call and email to discuss ways to support children.

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:

- We will assess and feedback on pupils' work via the online assignment return portal
- Pupils will receive feedback on their work on return but also after the due in date.

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:

- We will work with families to deliver remote education for pupils with SEND by providing the same activities and support through the remote learning platform where possible and keeping in touch frequently by phone and email.

- We will do the same for younger pupils in Nursery, Reception and Key Stage 1.

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?

We will ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback via the remote learning platform, enabling them to access the classroom via the platform