



St Thomas's
CE Primary School

Review of DFE Remote Learning Requirements

Date of Sign Off: October 2025
Date of Review: October 2026

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In developing their remote education, we expect schools to:

DFE Guidance	What We Do
Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum	St Thomas's follow the same curriculum whether at school or home. Changes to usual sequence of learning made to suit remote delivery and needs of children.
Select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. If schools do not have an education platform in place, they can access free support at Get help with technology - GOV.UK (education.gov.uk)	• Parent Hub system for communication and uploading work • Zoom to record videos and weekly meetings with children • Planning and curriculum overviews on website • Zoom training in October delivered by confident members of staff • Informal consultations with more experienced staff to support with technical issues • Google classroom initial training

Overcome barrier to digital access for pupils by:

DFE Guidance	What We Do
Distributing school-owned laptops accompanied by a user agreement or contract	Catch up funding used to purchase 12 laptops to distribute to families when required 53 devices distributed to children in need including 26 iPads from DFE User agreement distributed with each iPad to ensure accountability. All devices were wiped and set up so just remote learning could be accessed
Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.	• Each class had details of families who refer paper packs (differentiated work if needed), delivered/collected in person weekly • KS1 and KS2 sent MNP books, exercise book and pencils home, KS2 children provided with exercise book to collate work in. • Phone calls made to follow up work or concerns • Regular communication from parents and resources/equipment provided when needed.
It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the guidance, this is a	All vulnerable children were offered a place in school. Uptake by 75% of vulnerable children across school

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decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors.	Vulnerable children were contacted weekly as a minimum but followed up daily if required.
Have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern	- Engagement grid - Teacher messages - Phone calls - CH contact with key SEN pupils - SLT make home visits/calls - Use of bilingual staff to support first language needs
Identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education	CH watch remote lessons and in class teaching CH attended zoom sessions to have contact with the children on a weekly basis CH overview of remote learning offer and collates weekly engagement information
Publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an optional template is available to support schools with this expectation	- Remote learning policy - Remote learning code of conduct for parents - DFE remote learning requirements - Curriculum overviews/planning documents that support the remote learning offer

When teaching pupils remotely, we expect schools to:

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Set meaningful and ambitious work each day in an appropriate range of subjects	- Teacher's deliver the curriculum as it would appear on their timetable. - Phonics/spellings English, Maths taught in the mornings with foundation subjects each afternoon. - P.E challenges posted daily via video provided by school staff 3x's weekly assemblies uploaded to share with children and parents.
Provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum: - Key Stage 1: 3 hours a day on average across the cohort, with less for younger children - Key Stage 2: 4 hours a day Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak	- All children receive recorded lessons each morning and afternoon. Phonics/spellings English and Maths - Work provided each day in line with the curriculum objectives for each year group. - KS1/2 pupils received a pre-corded Phonics, Maths and English and foundation each day. - Time allocated throughout the day for children to complete the work set. - All children receive the work as per their usual school timetable.

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National Academy lessons, for example, can be provided in lieu of school-led content	

Consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:

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Providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources	Observed in recorded sessions
Providing opportunities for interactivity, including questioning, eliciting and reflective discussion	• Observed in recorded sessions • Parent/pupil comments provide interactive feedback • Interactivity through the portfolios the whole class thread and through private messaging • Opportunity to award points to reward efforts • Samples of good work/activities shared across classes to support parents in helping their child at home.
Providing scaffolded practice and opportunities to apply new knowledge	• Evident in planning • Observed in recorded sessions in all year groups
Enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate	• Daily marking of all work completed. • Feedback provided via messages and/or verbally
Using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge	Kahoot quizzes, questioning throughout the sessions, MNP reviews at the end of each unit, assessment through portfolios (Submitted work examples may not be independent)
Avoiding an over-reliance on long term projects or internet research activities	• Usual 'topics' covered, some opportunities for learning log style activities • ESA (escape screen activities) to encourage independence and explore their own interests

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example, where this would place significant demands on parents' help or support:

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Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely.	- EYS kept to the structure of letters and sounds. - KS1 phonic links to access remote learning. - KS1- MNP workbooks used to supplement content delivered online - Access to e learning books linked to phonics lessons - Practical Maths activities from White Rose supported their learning
We also recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so, expect schools to work with families to deliver an ambitious curriculum appropriate for their level of need.	- Nursery- videos to encourage interaction with use of puppets to engage children - EYS- videos modelled activities to support parents and children - Shorter input from the teacher with more opportunity for practical and hands on activities

Special Educational Needs:

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For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.	- CH has overview of provision for pupils with SEND whether in school or at home. - Paper packs provided and delivered by hand - Differentiated activities uploaded to children's portfolios to support their learning
Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.	CH in contact with SEN parents and children and class teachers/TAs
Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with	Outside agencies delivered sessions remotely when required 4/5 children with EHCP's attended school Work packs sent home to those children requesting them. Access to devices to support remote learning

DFE Guidance	What We Do
different types of therapists. These decisions should be considered on a case-by-case basis, avoiding a one size fits all approach.	

Vulnerable Children

DFE Guidance	What We Do
Where individuals who are self-isolating are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them.	All vulnerable children offered a place in school. 80% take up in attendance. Daily phone calls to offer support. Home visits with paper packs when required
When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.	CH responsible to keeping in contact with outside agencies where necessary
Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.	IT needs established before school closure Contact sustained with families. IT lead available three days a week to manage IT issues that arise

Delivering Remote Education Safely

Keeping children safe online is essential. The statutory guidance keeping children safe in education provides schools and colleges with information on what they should be doing to protect their pupils online.

Support on delivering online remote education safely is available from:	Link
Safe remote learning, published by SWGfL	Safe Remote Learning SWGfL
Online safety and safeguarding, published by LGfL, which covers safe remote learning	LGfL Safeguarding - Keeping Children Safe LGfL
The National Cyber Security Centre, which includes which video conference service is right for you and using video conferencing services securely	Video conferencing services: security guidance for... - NCSC.GOV.UK
Safeguarding and remote education during coronavirus (COVID-19)	Safeguarding and remote education - GOV.UK
Annex C of keeping children safe in education	Keeping children safe in education - GOV.UK