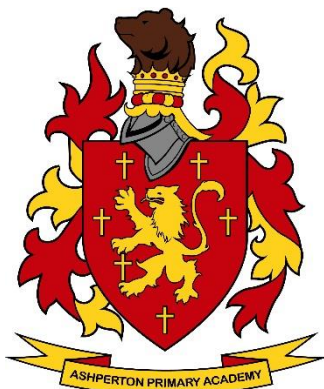




Ashperton Primary Academy Trust

Remote Education Policy CU18

Signed by:

C Bullock Headteacher 19th August 2026

G Jenkins Chair of Trustees 19th August 2026

Last updated: August 2026

Review date: August 2028

Remote education provision at Ashperton Primary Academy Trust

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 at Ashperton Primary Academy Trust if restrictions require entire cohorts, groups or individuals to remain at home.

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

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 if not having returned to school?

In this scenario, teachers will ask their class groups to complete activities linked to their homework and work they have recently been taught. The relevant work will be provided on each pupil's individual Seesaw page or class page if more appropriate. We ask that completed work is submitted via the SeeSaw App so it can be marked and feedback can be provided by the teachers.

By the end of the second day of home learning, we will fully launch our remote Seesaw classes in readiness for day 3.

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, we will take into consideration the potential difficulty in pupils accessing physical resources and plan more visual hooks for them to work from.

At Ashperton Primary Academy Trust, we aim to continue our personalised curriculum during periods of remote education, adapting learning where necessary to reflect pupils' needs and the practicalities of learning at home.

Where subjects require adaptation, teachers will consider the resources pupils can reasonably access at home. For example, PE may need to be adapted where team games are not possible, music may need alternative approaches where instruments or group singing cannot be used, and science may require investigations that can be safely and realistically completed 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:

<u>KS1</u>		<u>KS2</u>	
9am – 9.30am	RWI Phonics	9am-9.30am	30-minute key skills activity
9.30am-10.20am	Mathematics	9.30am-10.30am	Mathematics
10.55am-11.45am	Literacy	10.45am- 11.45am	Literacy
11.45-12pm	Reading	11.45am- 12.15pm	Reading
PM	Topic-based project	PM	Topic-based project

The work set will mirror that of the equivalent length to the core teaching that our pupils would receive in school.

Accessing remote education

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

- Teachers will upload all work, videos and resources to the SeeSaw App.

Children are familiar with the Seesaw App through its use in school and for homework, helping to ensure that pupils can access remote learning confidently when required.

Where appropriate, pupils will continue to use familiar learning platforms and resources, including Spelling Shed, Times Tables Rock Stars (TT Rock Stars) and Doodle Maths, to reinforce key knowledge and skills.

- You will be able to view all work set by teachers on the SeeSaw home page.

- All completed work must be photographed and sent to teachers via the SeeSaw inbox - this allows all work and messages between pupils/parents and teachers to remain private.

- To upload pupils work, go to the inbox, select your message from the class teacher, press '+' and then 'upload' to add a photo.

- In the case of individual pupils isolating, rather than whole groups, work will be sent directly to your inbox.

If my child does not have digital or online access at home, how will Ashperton Primary Academy Trust support families to access remote education?

We recognise that in extreme instances of need some pupils may not have suitable online access at home. We will take the following approaches to support those pupils to access remote education:

We may be able to loan families suitable devices (ipad/laptop) through the use of a loan agreement. If you would like to discuss the potential of ICT support for your child whilst at home, please contact Mrs Caroline Bullock cbullock@ashperton.hereford.sch.uk who will happily discuss the support school may be able to provide you with.

If you feel your child would benefit from access to physical resources or printed materials if they do not have online access, please contact your child's class teacher directly who will happily discuss additional support school can provide.

Wherever possible, we ask pupils to submit their work via the SeeSaw App but also encourage children to file their completed work so it can be submitted physically on return to school.

All collated work will then be evidence in school books to account for work completed during remote learning periods.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely. Remote teaching will be hosted via Family SeeSaw on a daily basis.

Some examples of remote teaching approaches: live teaching in the form of online lessons, recorded teaching (e.g. Oak National Academy lessons), referenced paper activities produced by teachers.

Where appropriate, pupils may be provided with exercise books, writing books or workbooks so that they can continue to practise handwriting, presentation and recording skills and avoid unnecessary screen time.

In a proportion of some lessons the teachers may provide independent focus time where pupils are given time targets to complete an activity; this will then be followed up by show and tell time to reflect after the focus. A learning objective will be identified for each activity so that children and parents/carers understand what the intended learning is.

Engagement and feedback

What are the expectations of Ashperton Primary Academy Trust for my child's engagement and the support that we as parents and carers should provide at home?

For our pupils who have immediate access to remote learning equipment, it is our expectation that pupils engage fully with the remote education program. We will support any families in the ways listed above if they are experiencing technical difficulty but we do ask that parents contact us in advance to lessons if they feel there will be complications.

We kindly ask for parental support in readiness for your children embarking on their remote learning timetable, for example, setting routines to support your child's education in line with the timetable breakdown.

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

Registers will be taken daily in the form of a log of SeeSaw users who are online. This will ensure school and class teachers still hold responsibility for checking pupils' engagement with remote education.

If class teachers feel engagement is a concern from any pupils in their class, well-being check in phone calls will take place in the afternoon of online learning days so we can inform parents and carers.

Teachers will follow up incomplete or missing work with pupils and parents/carers where appropriate. Where a pupil becomes disengaged, the school will consider additional support, including a more focused teacher contact or other appropriate intervention.

Staff will regularly discuss pupils who may be causing concern. Families identified as needing additional support may receive more frequent welfare and well-being check-ins so that the school can respond to emerging concerns promptly.

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 SeeSaw are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Teachers will comment on all work submitted via the SeeSaw inbox.
- It will be our priority to make sure pupils receive daily feedback on their work. Feedback reflecting on the children's morning focuses will be sent during the afternoon whilst children are completing their topic activities.
- Pupils will receive constructive comments and feedback on their work.
- Next steps will be communicated where necessary and used to inform future planning.
- General messages and feedback for the whole class will sometimes be received on the home page as a message or video.

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:

Differentiation may include scaffolding, manipulatives, alternative methods of recording, additional resources, advice and support, and, where appropriate, a bespoke curriculum or timetable linked to individual needs and targets.

Teaching assistants will continue to support pupils in line with their normal duties. This may include supporting vulnerable pupils who are attending school, delivering interventions and providing additional learning support remotely where appropriate.

Physical and visual resources can be delivered to our SEND children to enable them to still work to a level appropriate to them.

Teachers will provide bespoke virtual learning timetables linked to individual targets and support timetables.

Our SEND children and families will receive daily phone calls and appropriate 1/1 virtual Seesaw sessions in the afternoons to further consolidate their learning as appropriate. The structure and timings for these additional sessions will be discussed during the safe and well staff/parent phone calls.

Mrs C Bullock (Headteacher) will carry out regular well-being phone call check-ins with our SEND children and families alongside Miss C Bushnell (SENDCo) during remote learning periods.

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?

For pupils who are self-isolating we will be continuing to provide work which mirrors that of class-based focuses.

At the end of the first school day of absence class teachers will ensure work is uploaded via the SeeSaw App so our pupils can begin their home learning timetable from 2 day of isolation.

We ask pupils to resubmit completed work so regular feedback and teacher check ins can be facilitated throughout the isolation period.

Safeguarding and online safety

Remote education does not change the school's safeguarding responsibilities. Pupils, parents/carers and staff must continue to follow Ashperton Primary Academy Trust's current Child Protection and Safeguarding Policy and Procedures, Online Safety Policy, Behaviour Policy, Data Protection requirements and relevant Acceptable Use Agreements.

Communication between staff and pupils/parents or carers must take place through authorised school systems. Staff should use school-provided equipment wherever possible and must consider professional conduct, privacy, reputation, online safety and safeguarding before sharing photographs, videos or other digital content.

Parents and carers are encouraged to speak with their children about online safety and to remind them to report anything online that makes them feel uncomfortable or unsafe.

Any safeguarding concern arising during remote education should be reported through the school's usual safeguarding procedures and directly to a Designated Safeguarding Lead where necessary.

Monitoring and review

Ashperton Primary Academy Trust recognises the importance of monitoring the quality and consistency of remote education and ensuring that provision remains closely aligned with the curriculum delivered in school.

Senior leaders and curriculum leaders will monitor remote provision through appropriate methods, which may include reviewing teachers' remote timetables and Seesaw provision, sampling pupils' work, observing remote teaching where appropriate, and seeking feedback from pupils and parents/carers.

Curriculum leaders will consider curriculum coverage and identify any significant gaps arising from periods of remote education so that these can be addressed through subsequent teaching and planning.

Regular welfare checks will be used alongside curriculum monitoring to ensure that remote education is working for families and that pupils' well-being remains a priority.

Approved by Trustees: August 2026

To be reviewed by Trustees: August 2028