



Lighthorne Heath Primary School

Remote education provision: information for parents and carers

Academic year 2026-2027 | Reviewed September 2026 | Next review: September 2027

This information explains what families can expect if Lighthorne Heath Primary School needs to provide remote education. Attendance at school remains the priority: remote education is not an equal alternative to attending school and will only be used as a last resort where it has already been established that a pupil cannot attend in person but is well enough to continue learning.

Where remote education is used, we aim to provide high-quality, meaningful and ambitious learning that keeps pupils connected with the curriculum, their teachers and, where appropriate, their peers. We will work with families and relevant professionals to remove barriers to attendance and support a return to in-person education as soon as possible.

When might remote education be used?

School closure or restriction on attendance

If the school, the local authority or government guidance means that pupils cannot safely receive education on site, we will consider remote education after all reasonable options for in-person education have been explored. The school will remain open, or reopen, as soon as it is safe and practicable to do so.

Individual pupils who are unable to attend but are able to learn

Remote education may be considered for a short period when a pupil is unable to attend school but is well enough to learn, for example while:

- recovering from a short-term infectious illness;
- preparing for or recovering from an operation; or
- recovering from an injury where attending school could inhibit recovery.

In exceptional circumstances, remote education may form part of a time-limited plan for a pupil whose attendance is affected by SEND or a mental health need. This will be considered case by case, with the aim of supporting reintegration and not reinforcing or extending absence. Where appropriate, the pupil, parents/carers, relevant professionals and the local authority will be involved. If a pupil has an Education, Health and Care Plan (EHCP) or a social worker, we will involve the local authority as appropriate.

For pupils whose health needs mean they are likely to miss 15 school days or more in a school year, whether consecutively or cumulatively, the local authority has duties under section 19 of the Education Act 1996. We will work closely with Warwickshire County Council, families and health professionals so that suitable education is arranged and the pupil remains connected to school.

A pupil receiving remote education because they are absent from school will still be recorded as absent in the attendance register using the appropriate attendance code. Remote education will never be used as a sanction for behaviour or as a reason to send a pupil home.

The remote curriculum: what will pupils learn at home?

What should my child expect at the start of a period of remote education?

Provision will be made available as soon as reasonably practicable and will be proportionate to the likely length of the absence. The first day or two may look different while staff organise resources, access arrangements and any individual adaptations needed. Where appropriate, teachers may initially provide reading, phonics, mathematics and other core learning before a fuller programme is established.

Will my child be taught the same curriculum as pupils in school?

Wherever possible, remote education will follow the same well-sequenced curriculum being taught in school so that pupils can keep on track and return to class without unnecessary gaps. Some subjects may need practical adaptation because specialist equipment or resources are not available at home. Teachers will select the most suitable approach, including school-created materials and high-quality external resources where these support the intended curriculum.

For Nursery and Reception pupils, remote activities will be appropriately practical, play-based and language-rich. For older pupils, teachers will balance direct instruction, reading, independent practice, retrieval and application activities.

How much remote learning will be provided?

The current Department for Education guidance does not set a fixed daily minimum number of hours. Where possible, remote education will be broadly equivalent in length to the core teaching time a pupil would receive in school, while taking account of age, stage of development, SEND, health, the home environment, independent study skills and the need for appropriate breaks and manageable screen time.

For an individual pupil with a short-term absence, the amount and format of work will be proportionate to the likely duration of absence and the pupil's circumstances. Parents should not feel they need to recreate a full school day at home. Quality, regular engagement and maintaining connection with learning are more important than continuous screen time.

How will my child access remote education?

Teachers will use school-approved systems and resources. Depending on the year group, curriculum and pupil need, these may include:

- Microsoft Teams and the Warwickshire WeLearn365 portal for communication, resources and assignments;
- Purple Mash and Espresso;
- Oxford Owl and Floppy's Phonics e-books and phonics resources;
- Power Maths and other mathematics resources selected by teachers;
- Spag.com for spelling, punctuation and grammar where appropriate;
- Lexia for pupils already using the programme as part of their normal provision;
- Charanga and resources provided by specialist music teachers;
- Cornerstones/Maestro curriculum resources where relevant; and
- high-quality recorded or live teaching, including trusted external resources such as Oak National Academy when these match the school curriculum.

Class teachers will provide the relevant usernames, passwords and instructions. Families requiring support can contact the class teacher or the school office at admin2064@welearn365.com.

What if we do not have suitable digital access at home?

We will work with families to reduce barriers to accessing remote education. Depending on need and available resources, support may include printed materials, loan of a suitable school device, help with logins or accessibility features, and alternative ways to return work. Families should contact the school promptly if lack of a device, connectivity, printing or a suitable study space is preventing their child from accessing learning.

Printed materials can be arranged for collection from the school office, and teachers will agree a practical method for returning completed work where online submission is not possible.

How will pupils be taught remotely?

A mixture of approaches will be used because effective remote education does not depend on pupils spending the whole day online. These may include:

- recorded explanations, demonstrations or lessons;
- live teaching or check-in sessions where educationally appropriate and safe;
- printed workbooks, worksheets and practical activities;
- e-books, reading and phonics practice;
- online practice and low-stakes quizzes;
- longer pieces of writing, project work or carefully selected research activities; and
- individual or small-group support where this forms part of a pupil's normal provision and can be delivered effectively online.

Engagement, routines and support at home

What do we expect from pupils and parents/carers?

We ask pupils to engage with the work set as far as they are able and families to help establish a calm, predictable routine. We recognise that families' circumstances differ and that younger children and pupils with additional needs may require more adult support.

Helpful routines include regular waking and bedtimes, meals, movement and fresh air, short focused learning periods, regular breaks and time away from screens. Parents are not expected to become teachers; encouragement, helping children get started and contacting school when something is not working are all valuable.

Nursery, Reception, Year 1 and Year 2

- Use short, active and practical learning periods rather than prolonged sitting.
- Share books frequently and talk about vocabulary, characters and events.
- Practise phonics using the school's Floppy's Phonics approach and materials provided by the teacher.
- Encourage writing, drawing, counting, talking and practical mathematics through everyday activities.
- Build in frequent movement and play breaks.

Years 3 to 6

- Encourage increasing independence while remaining available for reassurance and direction.
- Break work into manageable chunks and include movement and practical activity.
- Talk about reading and learning, asking pupils to explain what they have understood.
- Encourage regular reading for pleasure as well as curriculum reading.
- Use both digital and handwritten work where appropriate.

How will engagement, progress and feedback be monitored?

Teachers will use appropriate evidence to check engagement and understanding. This may include completed assignments, participation in live or recorded activities, quizzes, reading or phonics checks, work submitted through Teams, and direct contact with pupils and families.

Feedback may be individual or whole-class and may be verbal, written, through digital tools or through automatically marked low-stakes quizzes. Teachers will use assessment to identify misconceptions and adapt subsequent work.

If engagement becomes a concern, the class teacher will contact parents/carers to understand the barriers and agree support. Where there are wider attendance, safeguarding, SEND or wellbeing concerns, the class teacher will work with the SENDCo, DSL, Learning Mentor and senior leaders as appropriate. Remote education will not replace the school's work to support regular attendance.

Additional support for pupils with SEND, medical needs or other barriers

We will make reasonable adjustments so that pupils with SEND or disabilities can participate in remote education as effectively as possible. Teachers will consider the pupil's normal way of working, EHCP or individual plan, specialist advice, communication needs, sensory needs and accessibility requirements. Adjustments may include reduced or chunked tasks, alternative formats, visual supports, adapted resources, assistive technology, additional explanation, adult check-ins and flexibility around timing and screen use.

Where a pupil has an EHCP, the school will work with Warwickshire County Council to ensure relevant statutory duties continue to be met. If provision that would normally be delivered in person cannot reasonably be delivered remotely, we will work with the family and relevant professionals to consider suitable alternatives.

Where remote education forms part of a reintegration plan, there will be a clear review point and the arrangement will be adjusted or ended as soon as in-person education can resume appropriately.

Safeguarding, online safety and data protection

Keeping children safe remains our first priority during remote education. Our Child Protection and Safeguarding Policy, Online Safety Policy, Staff Behaviour Policy and data-protection procedures continue to apply. School-approved accounts and platforms should be used for learning, and pupils should follow the school's acceptable-use expectations.

Live or recorded sessions will be planned and delivered in a way that protects pupils and staff. Parents/carers should support children to use devices in an appropriate shared space where possible and should report any online safety or safeguarding concern to the school promptly. Staff will follow normal safeguarding procedures if concerns arise during remote education.

Keeping remote education under review

Leaders will keep remote education arrangements under review so that they remain relevant to the school's current curriculum, technology and safeguarding arrangements. Governors provide oversight through their responsibilities for curriculum, safeguarding, attendance and inclusion. We will consider feedback from pupils, families and staff and adapt provision when needed.

If you have any questions about remote education or need support to access it, please contact your child's class teacher or the school office: admin2064@welearn365.com | 01926 640326.