

Veritas Primary Academy

Remote Education Policy

March 2026

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1. Introduction

At Veritas Primary Academy, we aim to support parents using remote learning to provide children with learning activities and support to continue their education in the best way that we can when they are unable to get into school for long term reasons such as a national lockdown. Part of this policy may be used as guidance for short term reasons as to why children cannot to make it into school such as adverse weather conditions. Parents and carers should do their best to help children and support their learning while dealing with other demands.

Online remote education will be available throughout the academic year, as an extension of your child's learning from within the classroom. This can be accessed at any time and will be updated weekly through SeeSaw with communication also being sent through our Class Dojo Platform.

2. Curriculum

At Veritas Primary Academy we have designed our curriculum with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. Our Curriculum gives pupils the opportunity to develop deep knowledge through a wide range of subjects, topics and learning experiences. Our curriculum is progressive, consistent and challenging, and all pupils are taught the full content of the National Curriculum for each year group.

We use Cornerstones Curriculum Maestro to provide a bespoke curriculum which is tailored to the needs, strengths and interests of our pupils and our school community.

Through a combination of learning techniques, we aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem.

We recognise that pupils should be challenged in their schooling; learning from failures and celebrating successes. We intend for our curriculum to be empowering, enabling pupils to develop their interpersonal skills, creativity and independence.

We follow the National Curriculum, which is covered in full through Knowledge Rich and Imaginative Learning Adventure Projects. These projects cover a range of subjects including Science, History, Geography, Art and Design Technology. Some subjects (English, Maths, Music, Computing, French, PSHE, PE and RE) are taught outside of these projects but teachers make cross curricular links with these where possible. In addition to this, we complete a range of whole school projects which take place throughout the year such as Black History Month, Whole School Topic, Maths Week and Art Week. These projects enrich learning, deepen knowledge and enable up to provide bespoke learning experiences that meet the specific needs of our school community.

3. Remote Education Offer

We will:

- Provide a well-sequenced curriculum of learning to facilitate National Curriculum and EYFS objectives that allows access to high-quality online and offline teaching resources linked, where possible, to our normal sequence of learning (including teaching videos and online platform access).
- Consistently use SeeSaw, Google Classroom, Class Dojo in order to support pupil/parent interaction, assessment, feedback and learning.
- Ensure staff are sufficiently trained in order to effectively support remote learning.
- Provide printed resources, or workbooks for those who have requested them where they are unable to access online resources.
- Provide an exercise book to record home learning when requested.
- Recognise that some pupils with SEND may not be able to access remote education without adult support, and will provide a personalised curriculum working with parents/carers to deliver this.
- Set activities within their learning adventure (Core & Foundation subjects) that are relevant, meaningful and ambitious, facilitating learners with a range of challenges.
- Offer opportunities to revise, practise and consolidate learning as well as introduce new learning.
- Provide clarity with:
 - What is intended to be taught and practised within each session
 - Clear explanations of new content

- Minimum expectations of what should be completed as well as additional activities should they wish to do any more.
- For longer term situations, deliver learning by a member of teaching staff e.g. a pre-recorded phonics lesson or through well-chosen high-quality curriculum resources, web links and videos such as White Rose or Oak Academy.
- Use monitoring, assessment and feedback to assess progress within the curriculum, using questions, quizzes, assessments and tasks.
- Set clear expectations for when to expect feedback and assessments from a member of teaching staff.
- For longer term situations, plan a programme that is in line with the core teaching pupils would receive in school, including regular contact with teaching staff.
- Enable teachers to personalise learning as appropriate. Modify questions, activities, assessments or revising material where necessary to secure understanding.
- Ensure learning provided is timely, suitable, and of adequate length and quantity to support pupils age, stage and development.

In order to provide remote education as detailed above, there are a number of digital learning platforms that we will utilise alongside printed learning and workbooks (at the request of our parents). If there is not an App available, please access through your preferred browser: we would however recommend using Google Chrome as all apps have been tested on this.

4. Digital Learning Platforms

Many of the digital learning platforms can be accessed via an App. These can be found on a smart device or smartphone in your App or Play Store.

SeeSaw

SeeSaw is an online platform that allows teachers to set work to specific children or their whole class. Using the SeeSaw tools, children are able to complete activities by: dragging, dropping, typing, using voice or making recordings. This accessibility allows children to access learning in a range of ways and often is used to overcome barriers to learning that some children may face. Parents are signed up to the platform so can see posts that their children are tagged in and the work that they have completed.

Google Classroom

Google Classroom is an online platform that allows children to join a virtual class where they can communicate with their teacher, classmates and where work will be uploaded for children to complete and feedback can be provided directly to children. Each child has their own personal log on to enable access to their relevant classroom and resources. Parents will be provided with a short guide explaining how to log their child onto the platform.

Class Dojo – Y1-Y6

Class Dojo is an online communication platform for teachers, parents and students. It is used at Veritas to share positive praise and share children's behaviour with parents. It allows children to receive praise as dojo points; teachers to communicate directly with parents. Additionally, it is another way that work could be sent home and is a way for parents to share photos of the work children are completing at home. Each parent has a unique log in for their child, these are managed directly by teachers.

Oak National Academy

Oak National Academy is an online classroom made by teachers. There are nearly 10,000 lessons and resources stored that cover a wide range of subjects, from Early Years Foundation Stage to Year 6 and beyond. In the classrooms, each lesson is around 1-hour long. They're delivered by a teacher, with a pre-recorded video as well as quizzes, worksheets and creative activities. It's all easy to use, there's no login or password, you can access the lessons on any device, and pupils only need materials they can find at home. FAQs for parents can be found here:

<https://support.thenational.academy/en/collections/2342140-faqs-for-parents>

Times Tables Rock Stars – KS2

In either paper form or online, Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice. Each week concentrates on a different times table, with a recommended consolidation week for rehearsing the tables that have recently been practised every third week or so. This format has very successfully boosted times tables recall speed for hundreds of thousands of pupils over the last 8 years in over 14,000 schools - both primary and secondary – worldwide

<https://ttrockstars.com>

Numbots – KS1

From the same company as Times Tables Rock Stars, comes a highly engaging platform for learning to add and subtract. NumBots is all about every child achieving understanding, recall and fluency in mental addition and subtraction, so that they

move from counting to calculating. Pupils choose their own Bot before launching into 'Story' and 'Challenge' modes. As they progress, pupils collect achievement badges and unlock hundreds of new levels and challenges.

<https://play.numbots.com/#/account/school-login/26426>

BBC Bitesize

Bitesize Daily has been developed by the BBC to provide new lessons every weekday for pupils in year 1 to year 10. Created in collaboration with teachers and educational experts, its videos and interactive activities cover core subjects and other topics on the school curriculum. Content is available for free on television, online and through BBC iPlayer.

<https://www.bbc.co.uk/bitesize/dailylessons>

White Rose Maths

White Rose Maths is an online resource created by leading Maths teachers and researchers. It provides short videos and activities that cover the Primary Maths curriculum. Children do not need a log in to access the content which can be found here:

<https://whiterosemaths.com/homelearning>

5. Remote Education Plan

What you can expect from Veritas Primary Academy:

- Access to SeeSaw for your child/children (logins and passwords)
- Appropriate paper/workbooks where required.
- Ability to contact class teacher when needed.
- Contact from a member of the Senior Leadership Team if necessary

What you can expect from Teaching and Learning Staff (from Rec to Year 6) in the event of a class or bubble closure:

- A weekly overview of planned learning.
- Within each session:
 - The subject
 - National Curriculum objective
 - Teaching and learning resources including videos that can be used
- Regular contact with the class teacher remotely
- Personalised learning for any children who are supported through an EHCP or those with a highly personalised curriculum
- Assessment and feedback on completed learning
- Printed work packs available at parents' request (for those who can't access the internet or a device)
- An exercise book for recording work

What you can expect from Teaching and Learning Staff (from Rec to Year 6) in the event your child/family is self-isolating:

- Daily update of work to complete similar to or as completed by peers in class
- Research, websites or videos related to in class learning
- Regular contact with the class teacher remotely
- Personalised learning for any children who are supported through an EHCP or those with a highly personalised curriculum
- Assessment and feedback on completed learning

What we expect from our pupils:

- To access remote education as regularly as possible and to work as hard as they can.
- To work on completing at least the minimum expectations of work set.
- Follow the Acceptable User Policy for ICT and keep themselves safe online.
- Record responses primarily using online platforms or on paper.
- Work independently where possible.
- Contact their teaching and learning staff via Google Classroom for support and guidance.

What we expect from parents/carers:

- Encouragement and support to learn.
- Allow regular time and a suitable location set aside to complete tasks.
- Monitoring of digital learning and online platforms to ensure appropriate use.
- Communication with class teachers when children need support or to send pictures of work to the teacher.

6. Children with Special Educational Needs and Disabilities (SEND)

Effective communication channels are important to support pupils with special educational needs and disabilities (SEND). Many educational platforms that are commonly used include a wide range of free accessibility features. For example, voice-to-text and text-to-speech conversion, or different viewing formats to support pupils with dyslexia and other special educational needs. We acknowledge that not all children will be able to access remote education in the same way.

Oak National Academy provides specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. For children who receive a highly personalised curriculum or are supported through an Education, Health and Care Plan (EHCP), we will endeavour to continue this level of provision throughout the period of lockdown or isolation. At times, and in relation to individual targets, this may not be possible. We will map the provision as close to what the child normally receives in order to provide consistency and support accessibility. Further support can be found here:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/site.page?id=OkBI3Lx7hTQ>

7. Online Safety

We advise the following steps are taken by both children and adults to ensure acceptable use of ICT (as detailed in the school diary).

- Understanding that ICT systems are used in a responsible way, to ensure that there is no risk to their safety or to the safety and security of the ICT systems and other users.
- Usernames and passwords are not to be shared with others online, or outside of the family.
- Not to disclose or share personal information about themselves or others when on-line.
- Not arrange to meet people offline.
- To immediately report/tell an adult if any unpleasant/inappropriate materials/messages or anything that makes them feel uncomfortable when online.
- Platforms are for educational use and should not be used for personal or recreational use unless permission is granted by a responsible parent/carer.
- All users must be polite and responsible when communicating with others: not using strong, aggressive or inappropriate language and appreciating that others may have different opinions.
- Not to take or distribute images of/to anyone.
- To understand that they are responsible for their actions, both in and out of school.

More information about staying safe can be found here: <https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely#heading-top>

Parents can also use these resources to keep children safe online:

- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online
- [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Internet matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Net-aware](#) has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation
- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online service