



## Remote Education Policy – October 2025

The DfE expects schools to maintain their capabilities to deliver high quality remote education in cases where it is not possible or contrary to government guidance for some or all pupils to attend face-to-face education.

Our priority will always be to deliver high-quality face-to-face education to all pupils. Remote education will only ever be considered as a short-term measure and as a last resort where in person attendance is not possible.

This might include:

- occasions when our Head teacher decides that it is not possible for us 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 school but are able to continue learning, for example pupils with an infectious illness.

In these circumstances pupils will have access to remote education as soon as we reasonably can in proportion to the length of absence and disruption to their learning.

We will try to provide remote education equivalent in length to the core teaching pupils would receive in school. This can include recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently, and we understand good practice is considered to be:

- 4 hours a day for key stage 2

In developing our remote education provision, we have:

- selected the Dojo digital platform to use consistently across the school to allow interaction, assessment, and feedback with procedures in place to ensure staff are trained and confident in its use. This enables us to provide online video lessons recorded by teaching staff and high-quality lessons developed by external providers as well as monitored methods of communication.
- identified ways to discover and overcome barriers to digital access for pupils e.g. forms or other survey methods, distributing school-owned laptops, securing appropriate internet connectivity solutions, 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.
- ensured that school-owned devices distributed for the purpose of access to remote education will always include appropriate [safeguarding controls and support](#) to help children and families, and staff use them safely, including information about physically healthy computing e.g. posture, the teaching and learning environment, sleep.
- Considered how to transfer effective teaching from the classroom into remote education.

- Determined our thresholds of absence at which we will again publish on the school website up-to-date information about what is intended to be taught and practised in each subject so that pupils can progress through the curriculum. This may trigger reviews and updates of relevant Policies, procedures, and supporting documents like our Acceptable Use Agreements.
- Put systems in place for checking, daily, whether pupils are engaging with their work, so we can work with families to rapidly identify effective solutions where engagement is a concern.
- Identified a named senior leader Head Teacher Mrs S Frost, who will take overarching responsibility for the oversight of the quality, delivery, and safety of remote education.
- Considered issues that specific individuals or groups of pupils may have engaging with remote education due to their age, stage of development, special educational needs, or disability e.g. where this would place significant demands on parents' help or support, ensuring that the teachers best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress, work with families to deliver an ambitious and appropriate curriculum
- Sought to demonstrate that we understand the requirement for schools under the [Children and Families Act 2014](#) to use our best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.
- Identified potential personal, professional, and children's safeguarding issues associated with the provision of remote education; put in place hardware, software, procedures, and training to reduce the risk of harm to the adults, children, and young people exposed to it; and ensured the risks are being addressed in a consistent and ongoing way through the curriculum (see below).

In the provision of remote education this school undertakes to:

- communicate with parents to reinforce the importance of children being safe online by providing information on the systems we use to filter and monitor online use;
- set meaningful and ambitious work each day in an appropriate range of subjects, with clear information for parents on what their child is being asked to do online (including the sites they will be asked to access), and who from the school (if anyone) their child is going to be interacting with online;
- transfer into remote education what we already know about effective teaching in live classrooms by:
  - providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources;
  - providing opportunities for interactivity, including questioning, eliciting and reflective discussion;
  - providing scaffolded practice and opportunities to apply new knowledge;
  - enabling pupils to receive timely and frequent feedback on how to progress, using digitally facilitated or whole-class feedback where appropriate;
  - using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge;
  - avoiding an over-reliance on long-term projects or internet research activities
- ensure leaders and teachers can access the DfE webpage [Get help with technology for remote education](#) which signposts to Microsoft etc. guidance on setting up devices for remote learning safely;
- review and self-assess our remote education offer regularly;
- continue to record attendance accurately in the register for pupils who are receiving remote education in line with DfE non-statutory guidance [Working together to improve school attendance](#);

- carry out an annual review of the school's approach to online safety, supported by an [annual risk assessment](#) that considers and reflects the risks the pupils that attend this school face using a tool like the [360° safe website](#).

We recognise that there are additional safeguarding risks to pupils associated with them spending more time online than before the global pandemic, both in their leisure time and to be able to access remote education. There may also be risks from or to the people they live with during live video link work and staff are expected to plan accordingly and seek advice from the DSL/DTL as necessary. The pupil Acceptable Use Agreement includes expected conduct during remote education activities.

We recognise that there are additional safeguarding risks to staff as well, especially those facilitating remote learning via live video links that may also impact other people in their household or community. The Staff Code of Conduct sets out expected good remote education practice.

Staff are expected to:

- follow DfE guidance [Safeguarding and remote education](#) and safeguarding procedures when planning remote education strategies and teaching remotely
- provide information about their temporary home working environment insofar as it might impact on their physical health, or the safeguarding of learners or their own household.
- act appropriately on feedback and use any necessary online or cyber tools provided.
- provide information about the technology they use at home to get online i.e. to ensure compatibility with school systems, especially cyber security measures involved in accessing sensitive data like medical, behaviour or performance information on school servers remotely.
- implement relevant guidance on safe teaching and pastoral care from their home e.g. what is in the background of recorded or live streams, what is visible on shared screens, what can be heard by others in a household etc.
- Pay special attention to how they protect personal data at home.
- Report to their line manager any issues or concerns they may have either about their personal safety or that of a pupil.
- Keep talking about staying safe online, which we can do by:
  - Ensuring staff have the tools to promote a healthy balance between the positive and negative aspects of life online.
  - Signposting parents and carers to tools to explain and reduce risks and help them talk to their child.
  - Reiterating behaviour expectations and ways to handle and report problems, especially encouraging children to speak to a trusted adult if they come across content online that makes them uncomfortable.
  - Supporting critical thinking and promoting resources like [It's not easy being a parent in the digital age | Parent Zone](#) and [Trust Me | Childnet](#) which provide ways parents and carers can help their child develop these skills.

