

All Saints Bedworth C of E Academy and Nursery

Policy on Remote Education

Updated: September 2026

Review date: September 202

Vision

At All Saints we are working to provide all our children with the skills, attitude and self-belief they will need to succeed in life. We embrace Christian values alongside our school values and vision to ensure all our children are ready to flourish. We are all committed to providing a nurturing environment for the seeds of knowledge and faith to grow together and thrive.

At All Saints have built our vision around the *Parable of the Sower*.

"The seed on good soil stands for those with a noble and good heart, who hear the word, retain it, and by persevering produce a crop.

Luke 8:15

We are committed to ensuring that we provide the fertile soil in which everyone can grow to be the best that they can be. We use the statement '*Learning and Growing together to be the best that we can be*' to summarise our Vision.

Aims

At All Saints, we are committed to ensuring continuity of education for all pupils where attendance at school is not possible.

This policy sets out the school's approach to providing remote education in line with current Department for Education guidance. Remote education will enable pupils to continue learning, make progress and maintain contact with their school community when circumstances prevent them from attending school in person.

The school recognises that attendance at school is the most effective way for pupils to learn, develop socially and emotionally, and access the wider support available through school. Remote education is not viewed as an equal alternative to attendance in school and will

only be considered where attendance is not possible, or where government guidance prevents attendance.

This policy aims to:

- Ensure all pupils can continue their education when unable to attend school.
- Maintain high expectations for learning and engagement.
- Support pupils' wellbeing alongside academic progress.
- Minimise disruption to learning.
- Ensure that remote education is accessible and inclusive for all pupils.
- Provide clear expectations for staff, pupils and parents/carers.

Legislation and Guidance

This policy has been written with regard to:

- Providing remote education: guidance for schools (DfE, updated August 2024).
- Working Together to Improve School Attendance.
- School Attendance (Pupil Registration) (England) Regulations 2024.
- Keeping Children Safe in Education.
- Equality Act 2010.
- SEND Code of Practice.

The Department for Education expects schools to maintain the capability to provide high-quality remote education where attendance at school is not possible. Remote education should only be used as a last resort after it has been established that attendance cannot take place

Circumstances in Which Remote Education Will Be Provided

Remote education may be provided in the following circumstances:

- School closure or restricted attendance due to an emergency, severe weather, public health incident, site issue or other exceptional circumstances, lasting more than two days
- Individual pupils being unable to attend school but remaining well enough to learn.
- Short-term or longer-term medical absence where remote learning is considered appropriate.
- Exceptional individual circumstances where attendance is not possible and remote education is judged to be in the pupil's best interests.

Remote education will only be considered once it has been established that a pupil cannot attend school. The school will continue to work with families, the local authority and relevant professionals to remove barriers to attendance wherever possible

Curriculum Delivery

The school will provide learning that reflects, as closely as possible, the curriculum being taught in school.

Remote education will:

- Be aligned to the school curriculum.
- Enable pupils to make progress through planned sequences of learning.
- Include opportunities for teacher explanation, modelling and feedback.
- Allow pupils to consolidate prior learning and practise key skills.
- Support pupils' reading, writing and mathematics development.

- Include wider curriculum subjects where appropriate.

The precise nature of provision will depend upon pupils' age, stage of education and the circumstances leading to remote education being required.

Expectations for Daily Learning

The school aims to provide:

EYFS

- Age-appropriate learning opportunities.
- Communication and language activities.
- Early reading activities.
- Practical learning linked to the EYFS curriculum.
- Play-based tasks where appropriate.

Key Stage 1

A minimum of 3 hours of learning per day, including:

- English
- Mathematics
- Reading
- Wider curriculum activities

Key Stage 2

A minimum of 4 hours of learning per day, including:

- English
- Mathematics
- Reading
- Wider curriculum activities

These expectations reflect DfE guidance but may be adapted according to individual needs and circumstances.

Platforms and Resources

The school may use a range of methods to deliver remote learning, including:

- Class Dojo
- School website resources
- Oak National Academy resources
- Curriculum-based websites and online platforms
- Recorded teaching materials
- Printed learning packs where required

Teachers will select resources that are appropriate to pupils' age and stage of learning.

Roles and Responsibilities

Teachers will:

- Set learning that is accessible and meaningful.
- Provide clear instructions and explanations.
- Monitor engagement.
- Respond to completed work where appropriate.

- Make reasonable adjustments for pupils who need additional support.
- Maintain communication with pupils and families.
- Follow safeguarding procedures at all times.

Teaching assistants may:

- Support identified pupils.
- Adapt materials where required.
- Support communication with families.
- Assist teachers in monitoring engagement and learning.
- Senior Leaders

Senior leaders will:

- Monitor the quality of remote education.
- Ensure consistency of provision across the school.
- Support staff and families where difficulties arise.
- Monitor engagement and participation.
- Ensure safeguarding arrangements remain effective.

Supporting Pupils with SEND

The school recognises that remote education may not be suitable for all pupils with special educational needs and disabilities.

Where remote education is provided, reasonable adjustments will be made to support access to learning. This may include:

- Adapted resources.
- Personalised learning activities.
- Additional explanations or guidance.
- Alternative ways of accessing learning.
- Support from school staff.

Decisions regarding remote education for pupils with SEND will be made on an individual basis, in partnership with parents/carers and, where appropriate, external professionals

Communication and Feedback Mechanisms

Digital Access

The school is committed to ensuring that all pupils can access remote education.

The school will take reasonable steps to identify and address barriers to participation.

Support may include:

- Loaning devices where available.
- Providing printed materials.
- Offering alternative ways of completing learning.
- Signposting families to available support for internet connectivity.
- Helping families access school learning platforms.

The school will regularly review pupils' access arrangements and seek to reduce barriers wherever possible.

Attendance and Engagement

Pupils receiving remote education remain absent from school and will be recorded in the attendance register using the most appropriate absence code in accordance with current attendance regulations.

Engagement with remote learning will be monitored separately from attendance.

Teachers will:

- Monitor work completion.
- Check engagement with learning activities.
- Identify pupils who may require additional support.

Where engagement concerns arise, the school will contact parents/carers to explore barriers and provide support where appropriate.

Communication with Parents and Carers

The school recognises that effective home-school communication is essential for successful remote learning.

Parents and carers are encouraged to:

- Support their child's engagement with learning.
- Establish appropriate routines for learning at home.
- Communicate any difficulties with school promptly.
- Notify the school if their child is too unwell to complete learning activities.

The school will provide parents with clear information about expectations, resources and available support

Safeguarding

Safeguarding remains a priority during periods of remote education.

All safeguarding arrangements that apply within school continue to apply when learning takes place remotely.

Staff will:

- Follow the school's Child Protection and Safeguarding Policy.
- Follow the current version of Keeping Children Safe in Education.
- Use approved school communication systems.
- Report concerns immediately using established safeguarding procedures.

Any safeguarding concerns identified through remote education will be managed in accordance with the school's safeguarding procedures.

Data Protection and Online Safety

Staff, pupils and parents/carers must follow the school's policies relating to:

- Data protection.
- Acceptable use of technology.
- Online safety.
- Safeguarding.

School-issued systems and platforms should be used wherever possible.

Pupils are expected to behave appropriately during any live online sessions and follow the same standards of behaviour expected in school.

Monitoring and Review

The Headteacher and senior leadership team will monitor the implementation and effectiveness of this policy.

The policy will be reviewed annually, or sooner if changes to legislation, DfE guidance or school procedures require amendment.

