



LETHBRIDGE PRIMARY SCHOOL

REMOTE EDUCATION POLICY

Reviewed: October 2026

Review date: October 2027

This policy should be read in conjunction with the school's safeguarding and child protection, attendance, SEND, behaviour, online safety and data protection policies, with which it complies.

Remote education guidance

This policy follows the DfE's non-statutory guidance [Providing remote education: guidance for schools](#) (August 2024). It applies to pupils of compulsory school age. Remote education is a last resort: we only use it when a pupil cannot attend school but is well enough to learn, and it is never an equal alternative to attendance.

1. AIMS

The aim of this policy is to make sure that, if pupils cannot attend school, they can continue to learn safely and well. Through this policy we aim to:

- **keep attendance first.** We will always try to keep pupils learning in school, including by using another safe site, before restricting attendance;
- **use remote education for the short term only.** For individual pupils, it is always part of a plan to return to school;
- **teach our curriculum, not busy work.** Work follows the same planned, well-sequenced curriculum that pupils would be taught in school;
- **put quality before format.** Clear explanations and well-chosen tasks matter more than how lessons are delivered, so we use high-quality recorded lessons rather than live teaching;
- **make sure every child can take part.** We remove barriers for pupils without devices or internet access, younger pupils, pupils with SEND and disadvantaged pupils;
- **put safety and wellbeing first.** We check every day on pupil learning remotely due to individual circumstances, and follow our safeguarding procedures.

2. WHEN WE WILL AND WILL NOT PROVIDE REMOTE EDUCATION

We do not provide remote education for short closures of one or two days, such as snow days. Remote education begins on the **third school day** of a closure or restriction, and continues until pupils can return. When the school has to close or restrict attendance, we will follow the DfE's emergency planning guidance.

Situation	What happens
Whole school, class or year group closed for 1 or 2 school days (e.g. snow, heating failure, polling day)	No remote education is set. Families are encouraged to read with their child and may use Times Tables Rock Stars, but this is optional and not monitored.
Whole school, class or year group closed, or attendance restricted, for 3 or more school days	Remote education starts on day 3 and follows this policy. Where the length of a closure is known in advance, we will tell parents on day 1 how and when work will be shared.
Individual pupil unable to attend but able to learn (e.g. recovering from an operation or injury, or a short-term infectious illness where attending would slow recovery)	Considered case by case and agreed with parents/carers, the pupil where appropriate and any medical professional involved. The local authority is involved if the pupil has an EHC plan or a social worker. Arrangements are recorded in writing, have a time limit for review, and include a clear plan for return.
Pupil whose attendance is affected by SEND or a mental health need	Only in exceptional cases, as part of a time-limited plan to return to full-time school, with formal regular reviews, and only where it will not make returning harder. Led by the SENCo with the class teacher.
Pupil who is ill	No remote education. Pupils who are unwell should rest and recover.
Suspended or permanently excluded pupil	Work is set and marked during the first five school days, as DfE guidance expects; this is covered by our Behaviour policy. Remote education is never used as a way of sending a pupil home for behaviour.

Where an individual pupil is expected to miss **15 or more school days** (in one block or added together) because of health needs, we will work with the local authority, which has a duty under section 19 of the Education Act 1996 to arrange suitable education, and with medical professionals, including through an individual healthcare plan where appropriate.

3. ROLES AND RESPONSIBILITIES

The Head Teacher is the senior leader with overall responsibility for the quality and delivery of remote education.

Who	Responsibilities
Head Teacher	Decides when remote education starts and ends; keeps this plan up to date and reviews it with staff; monitors quality, engagement and staff workload; communicates with parents/carers.
Class teachers	Plan and set daily work that follows our curriculum; choose recorded lessons; give feedback; record engagement each day and report concerns; keep in touch with families as set out in section 5.

Who	Responsibilities
Teaching assistants	Support pupils in school (where open) using the same work; prepare paper packs; help class teachers contact families and check engagement.
SENCo	Makes sure remote work is adapted for pupils with SEND; agrees individual arrangements with families and professionals; works with the local authority to keep EHC plan provision under review.
Designated Safeguarding Lead (DSL) and deputies	Lead on the safety of pupils learning remotely; make sure vulnerable pupils are contacted; liaise with social care and other agencies.
Office staff	Keep family contact details up to date; manage device loans and paper pack collection or delivery; share messages with families.
Governors	Check that the school meets its duties and that remote education is of good quality; review this policy.
Parents and carers	Tell the school if their child cannot access work; help their child keep a routine; encourage them to complete and return work; tell the school of any worries about their child's wellbeing or safety.
Pupils	Complete the work set as well as they can; ask for help when they need it; follow our online safety rules.

4. HOW WE TEACH REMOTELY

We do not teach live lessons. Pupils learn from recorded lessons and well-planned tasks they can complete at a time that suits their family.

4.1 Why we use recorded rather than live lessons

- **Safeguarding.** Live online lessons bring safeguarding risks for pupils and staff, including staff being seen in, and seeing into, family homes, and teachers being open to direct scrutiny.
- **Flexibility for families.** A live lesson can be missed and has to happen at a fixed time. A recorded lesson can be watched at any time, which matters when siblings or parents share one device.
- **Learning can be revisited.** Pupils, and parents helping them, can pause and rewatch a recording as often as they need to understand the skill being taught.
- **Quality.** Recorded explanations can be checked and improved before they are shared, and high-quality national resources are freely available.

The DfE guidance allows remote education to be recorded rather than live, and confirms that lessons do not have to be recorded by school staff: high-quality external content, such as Oak National Academy, can be used.

4.2 What we use

- **Oak National Academy** recorded lessons, chosen by teachers to match the units pupils would be studying in school. Teachers may also record short explanations of their own where Oak does not fit our curriculum.
- **Times Tables Rock Stars** for daily times tables practice in Years 2 to 6.

- **Paper packs** of work for pupils who cannot get online, or who need offline activities. Packs are prepared by year group so they are ready to issue.
- **Email** to share work with families in the first days of a closure.
- **Seesaw**, if a closure is likely to last more than a week. Seesaw is used to share work, collect completed work, give feedback and let pupils share their work with their class.

The platforms we use are kept secure and up to date. Work will avoid relying on long projects or open-ended internet research, and will not require families to print worksheets.

4.3 How provision builds up

1. **Days 1–2 of a closure:** no remote education is set (section 2).
2. **From day 3:** work is shared by email each morning by 9am. In the first days, teachers use prepared tasks and Oak National Academy lessons linked to the current unit.
3. **If the closure is likely to last more than a week:** we move to Seesaw, and work continues to be shared by 9am each day. Teachers plan a full daily timetable following our curriculum sequence, with daily recorded lessons in reading, writing and maths and a lesson in another subject.

Where a teacher is unable to come into school but their class is in school, the class will be taught in school by other staff using the teacher's planning.

4.4 Keeping families informed

We share this policy, and how remote education will work in practice, with parents, carers and pupils, and we tell families promptly when remote education is going to start.

5. WHAT A REMOTE SCHOOL DAY LOOKS LIKE

We aim for work that is as close as possible to the core teaching a pupil would receive in school, adjusted for their age, needs, home circumstances and screen time, with regular breaks.

5.1 Daily work by phase

Phase	Daily time (approximate)	What is set each day
Reception (EYFS)	Short, flexible activities across the day	Phonics; a number activity; a story to share; practical, play-based and outdoor ideas linked to the current topic. Most activities are away from screens and done with an adult.
Years 1 and 2 (KS1)	About 3 hours	Phonics or reading; writing; maths; one other subject from the current topic.
Years 3 to 6 (KS2)	About 4 hours	Reading; writing, grammar or spelling; maths; one or two other subjects from the current topic.

Other subjects are linked to the units being taught in school, so pupils can rejoin their class without gaps. Activities are balanced between screen-based learning and practical, creative and physical tasks.

5.2 Feedback, interaction and keeping in touch in circumstances where full remote learning of over one week is in place

- **Daily:** teachers check which pupils have engaged with the day's work.
- **Messages:** teachers reply to messages from families within one school day, during school hours.
- **Feedback:** teachers give feedback on at least one piece of English and one piece of maths each week, and use quizzes and questions to check understanding and adjust what comes next.
- **Interaction:** teachers respond to pupils' work and questions during the school day, and using Seesaw, pupils can share their completed work with their class.
- **No engagement:** if a pupil has not engaged for two consecutive school days, the class teacher contacts the family. If there is still no engagement, or there is any worry about the child, a senior leader or the DSL follows up.

Parents and carers are not expected to act as teachers. Younger pupils and some pupils with SEND will need adult help, and we will keep that in mind when setting work.

6. MAKING SURE EVERY PUPIL CAN TAKE PART

6.1 Pupils with SEND

Our duties continue when pupils learn remotely: the best endeavours duty under the Children and Families Act 2014, our duties to pupils with EHC plans (working with the local authority), and our duties under the Equality Act 2010, including making reasonable adjustments.

- Class teachers adapt work using what they know about each pupil's needs, with advice from the SENCo.
- Pupils may be set different or additional activities, such as practical tasks or familiar resources from school.
- Where a pupil needs adult support to access learning, staff work with the family, keep in regular contact and replace practical resources.
- If the support a pupil receives in class cannot be provided remotely, the SENCo will agree other ways to meet the pupil's needs with parents/carers and, for pupils with an EHC plan, the local authority.
- During a longer closure, pupils with an EHC plan, and other pupils with SEND where there is concern about their wellbeing or engagement, may be invited to attend school.

6.2 Disadvantaged and vulnerable pupils

Research shows that disadvantaged pupils are less likely to engage in remote learning, so we plan for them first.

- **Device and internet audit:** each year we ask families whether they have a suitable device, whether it is shared, and whether they have reliable internet access.
- **Device loans:** where possible, the school lends laptops or tablets to pupils who need them, prioritising disadvantaged pupils. Loaned devices remain school property and are covered by a user agreement.

- **Paper packs:** available to any family who needs them, for collection from the school office or delivery where needed.
- **Contact:** families who are struggling to engage are contacted by phone, first by the class teacher and then by a senior leader, to offer help.
- **Attending school:** where a vulnerable pupil is not engaging, or there is a safeguarding concern, they may be invited to attend school if it is open to some pupils.

6.3 Free school meals

Pupils eligible for benefits-related free school meals will continue to receive support while learning remotely. We will work with our catering team to provide good-quality lunch parcels, or food vouchers where these are available.

7. SAFEGUARDING, WELLBEING, ATTENDANCE AND DATA

7.1 Safeguarding and wellbeing

Our Safeguarding and Child Protection policy and *Keeping children safe in education* apply in full when pupils learn remotely. Our Safeguarding and Child Protection policy is kept up to date to reflect that pupils may learn remotely as well as in school, and we follow the DfE's guidance on safeguarding and remote education.

- **Daily checks:** we check every day that pupils learning remotely as part of an individual plan, are safe and engaging (section 5.2).
- **Vulnerable pupils:** the DSL keeps a list of pupils who need extra contact. Where there is a concern, a member of staff will speak to the family, and to the child where possible, as often as needed (daily if necessary). Social workers and other agencies are told when a vulnerable pupil is learning from home.
- **Concerns:** staff report any concern straight away to the DSL in the usual way. The DSL or a deputy is available whenever remote education is running.
- **Staff conduct:** staff contact families only through school accounts, school devices and school phone lines. Staff never use personal phones, personal email or social media to contact pupils or families. Phone calls from home are made with the number withheld.
- **Recorded content:** staff recordings are made in a professional setting with nothing personal in view. Recordings do not show pupils.
- **Online safety:** we share guidance with families on keeping children safe online, and on our website we display how to get help, including Childline and the NSPCC.
- **Wellbeing:** work includes time away from screens, and teachers watch for signs that a pupil is anxious or struggling and pass these on.

7.2 Attendance

Pupils learning remotely are still recorded as absent in the attendance register, using the most appropriate code under the School Attendance (Pupil Registration) (England) Regulations 2024. Remote education does not count as attendance at school.

7.3 Data protection

We handle pupils' personal data in line with UK GDPR, the Data Protection Act 2018 and our Data Protection policy.

- Staff use only approved school platforms and accounts, and keep pupils' data on school systems.
- Any new online platform is checked by the Data Protection Officer before use, including a data protection impact assessment where needed.
- Loaned devices are set up and managed by the school with appropriate filtering.

8. STAFF WORKLOAD AND TRAINING

8.1 Workload

- Paper packs and starter tasks are prepared by year group in planned staff meeting time, so they are ready to issue at short notice.
- Teachers use Oak National Academy and other quality resources rather than recording every lesson themselves.
- Recorded lessons are not prepared too far in advance, so they stay matched to what the class is learning.
- Teachers working from home may plan and record at times that suit them, as long as work is ready by 9am each morning.
- The Head Teacher monitors staff workload and the volume of messages from families, and adjusts expectations where needed.

8.2 Training

- All teaching staff are trained and confident in using our remote education platforms, including their accessibility features, and in finding and adapting Oak National Academy lessons.
- Staff are reminded of safeguarding expectations for remote contact each year.

9. MONITORING, EVALUATION AND REVIEW

The Head Teacher monitors remote education through engagement records, samples of work and feedback from pupils, parents/carers and staff.

This policy is reviewed every year, and after any period of remote education, by the Head Teacher and governors, in consultation with staff.

Head Teacher	Signed:	Date:
Chair of Governors	Signed:	Date: