



Remote Education Provision Policy

Approved by:	Governor Policy Group	Date:	23 September 2026
Ratified by:	Full Governing Body	Date:	24 September 2026
Next review due by:	September 2027		

'Stay alert and hold firmly to all you believe. Be mighty and full of courage. Let love and kindness be the motivation behind all that you do.' 1 Corinthians 16:13-14

1. Policy Statement

This policy sets out the expectations for remote education at Brimscombe C of E VA Primary School.

It is fully aligned with Department for Education (DfE) guidance, Keeping Children Safe in Education (KCSIE), and the Ofsted Education Inspection Framework (EIF).

Remote education will be of equivalent quality, scope and ambition to in-school provision and will enable pupils to continue to make progress.

2. Definitions

Remote education: structured teaching provided to pupils who are not physically present in school.

Live teaching: synchronous teaching delivered in real time.

Recorded teaching: pre-recorded lessons or teacher explanations.

Independent work: tasks completed by pupils following teacher input.

3. Aims

Ensure continuity of education with minimal disruption.

Provide a well-sequenced, ambitious curriculum.

Ensure equity of access for all pupils.

Maintain safeguarding and wellbeing.

Enable effective assessment and feedback.

4. Trigger for Remote Education

Remote education will begin as soon as reasonably practicable when:

- A pupil is absent but well enough to learn.
- A class or cohort is unable to attend school.
- Whole school closure occurs.

Staff will ensure pupils can access learning from the first full day of absence.

5. Curriculum Design

The remote curriculum will mirror the in-school curriculum wherever possible.

Lessons will follow the same sequence and build on prior knowledge.

Subjects include English, Mathematics, Science and the full range of foundation subjects.

Adaptations will be made where necessary for remote delivery, but ambition will not be reduced.

6. Teaching and Delivery

Teaching will include a combination of live and recorded lessons.

Each lesson will include clear explanation, modelling, guided practice and independent work. Teachers will not rely solely on worksheets or self-directed activities.

A consistent daily structure will be provided.

7. Minimum Expectations for Learning Time

EYFS: up to 3 hours per day.

Key Stage One: at least 3 hours per day.

Key Stage Two: at least 4 hours per day.

Time includes teaching input, practice and feedback.

8. Engagement and Monitoring

Teachers will monitor daily engagement through submitted work and online participation.

Non-engagement will be followed up within 24 hours where possible.

Persistent non-engagement will be escalated to senior leaders.

Barriers to engagement will be identified and addressed.

9. Assessment and Feedback

Teachers will provide regular feedback using agreed platforms.

Assessment will be used to identify gaps and adapt teaching.

Feedback will be proportionate and focused on moving learning forward.

10. Inclusion and SEND

All pupils will have access to appropriate learning.

Work will be differentiated and scaffolded.

The SENCo will support planning and provision.

Reasonable adjustments will be made to meet individual needs.

11. Access to Technology

The school will identify pupils without access to devices or internet.

Support may include loan devices, paper packs or in-school provision.

No pupil will be disadvantaged due to lack of access.

12. Communication

Communication will take place using school systems.

Teachers will be available during normal school hours.

Parents can contact the school for support.

Clear expectations will be shared with families.

13. Safeguarding

All safeguarding procedures remain in place during remote education.

Staff will follow KCSIE guidance.

Any concerns will be reported immediately.

Online interactions will follow professional standards.

14. Roles and Responsibilities

Senior Leaders: oversee provision, ensure compliance, monitor quality.

Teachers: plan and deliver learning, monitor engagement, provide feedback.

Parents: support engagement and communication.

Governors: provide oversight and challenge.

15. Data Protection

All platforms used will be secure and approved.

Data will be handled in accordance with UK GDPR.

Staff will follow school data protection policies.

16. Monitoring and Review

Leaders will review quality of provision regularly.

Feedback from stakeholders will inform improvements.

This policy will be reviewed annually or when guidance changes.

Appendix 1:

DfE Remote Education Compliance Checklist

- Immediate provision in place
- Curriculum aligned with in-school learning
- Teaching includes direct instruction
- Minimum hours met
- Engagement monitored and followed up
- Regular feedback provided
- SEND provision adapted
- Technology access supported
- Communication with parents clear
- Safeguarding procedures followed
- Leadership oversight in place
- Data protection compliant