


Remote Education Provision Policy

November 2025

To be reviewed November 2026

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Remote Education Provision Policy

School: St Thomas' Halliwell CE Primary School

Date:

Review Date:

1. Purpose of this Policy

This Remote Education Provision Policy outlines how St Thomas, Halliwell CE Primary School will provide high-quality remote education when pupils of compulsory school age are unable to attend school in person, and where providing remote education is considered appropriate and in line with Department for Education (DfE) guidance.

Remote education will only ever be used as a **last resort**, once it has been established that a pupil cannot attend school but is well enough to learn. Attendance at school remains the priority and the most effective way for pupils to achieve positive outcomes.

2. Scope and Audience

This policy applies to:

- Pupils of compulsory school age
- School leaders and staff
- Governors
- Parents and carers

The policy should be read alongside the school's:

- Attendance Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- SEND Policy
- Online Safety Policy

3. Prioritising Attendance

Attendance is essential for pupils' academic progress, wellbeing and wider life experiences. Remote education is **not** viewed as an equal alternative to in-person education and will only be considered when the alternative would be no education.

Pupils receiving remote education will continue to be marked as **absent** on the school register in line with the School Attendance (Pupil Registration) (England) Regulations 2024, using the most appropriate attendance code.

The school will continue to work closely with pupils, parents/carers, and where appropriate the Early Intervention Team or other professionals, to identify and remove barriers to attendance as quickly as possible.

4. Circumstances Where Remote Education May Be Used

Remote education may be considered in the following limited circumstances:

4.1 School Closures or Restrictions on Attendance

In exceptional circumstances, such as emergency school closures or restrictions on attendance due to safety concerns or government guidance, remote education may be provided to ensure continuity of learning.

Every effort will be made to reopen the school or provide in-person education as soon as it is safe and appropriate to do so. Remote education will not replace the expectation that schools should be open wherever possible.

4.2 Individual Pupils Unable to Attend School

Remote education may be provided on a short-term basis for individual pupils who are unable to attend school but are well enough to learn, including:

- Recovery from short-term illness
- Recovery from surgery or injury
- Exceptional cases related to SEND or mental health needs

In these cases, remote education will:

- Be agreed with parents/carers (and pupils where appropriate)
- Be time-limited
- Form part of a clear reintegration plan back into school
- Be regularly reviewed for effectiveness

Where a pupil has an Education, Health and Care Plan (EHCP) or a social worker, the local authority will be involved in decision-making.

5. Working with the Local Authority

Under Section 19 of the Education Act 1996, local authorities have a duty to arrange suitable education for pupils who cannot attend school for health or other reasons.

If a pupil is expected to be absent for **15 school days or more** (consecutive or cumulative), the school will work closely with the local authority and relevant professionals to ensure appropriate provision is in place.

6. Remote Education Platform

St Thomas, Halliwell CE Primary School uses **Microsoft Teams** as its primary digital platform for delivering remote education.

Microsoft Teams is used to:

- Share learning resources and set tasks
- Deliver live or recorded teaching where appropriate
- Enable communication and feedback between teachers and pupils
- Support interaction with peers

Staff receive appropriate training to ensure Teams is used effectively, securely and accessibly. Accessibility features within Teams will be utilised where appropriate to support pupils with additional needs.

7. Quality of Remote Education

Remote education will aim to be:

- High quality, meaningful and ambitious
- Closely aligned to the school curriculum
- Proportionate to the length of absence

Where possible, pupils will receive remote education equivalent in length to the core teaching time they would receive in school, taking account of:

- Age and stage of development
- SEND or additional needs
- Home learning environment
- Screen time and the need for breaks

Remote education may include:

- Live or recorded teacher input
- Independent tasks and assignments
- Reading and retrieval activities
- Use of high-quality external resources such as Oak National Academy

8. Interaction, Feedback and Assessment

The school will ensure that pupils learning remotely:

- Have regular opportunities to interact with their teacher
- Receive feedback on completed work
- Remain connected to their class and peers where appropriate

Teachers will monitor engagement and follow up concerns promptly.

9. Digital Access and Inclusion

The school recognises that access to technology may be a barrier for some families. To support equitable access, the school will:

- Audit access to devices and connectivity

- Loan school-owned devices where possible, subject to an agreement
- Provide printed materials where digital access is not possible
- Maintain regular communication with families to support engagement

10. Provision for Pupils with SEND

Teachers are best placed to understand how pupils with SEND can access learning most effectively. Remote education for pupils with SEND will be adapted as appropriate and planned in collaboration with families.

The school will continue to use its best endeavours to secure the provision outlined in pupils' EHCPs and meet duties under:

- Children and Families Act 2014
- Equality Act 2010

Where full provision cannot be delivered remotely, the school will work with the local authority and parents/carers to identify alternative solutions.

11. Safeguarding and Online Safety

Safeguarding remains a priority during any period of remote education. The school will:

- Ensure safeguarding and child protection policies reflect remote education arrangements
- Carry out regular checks on pupil welfare and engagement
- Follow DfE guidance on safeguarding and remote education
- Provide clear online safety guidance to pupils and parents/carers

Any safeguarding concerns will be responded to in line with school procedures.

12. Free School Meals

Where pupils eligible for benefits-related free school meals are learning remotely, the school will work with its catering provider to ensure continued support through:

- Food parcels, or
- Food vouchers, where available

13. Suspensions and Exclusions

During the first five days of a suspension or permanent exclusion, the school will ensure work is set and marked in line with statutory guidance.

Remote education will **not** be used as a reason to send pupils home for behaviour reasons. Any such action will be managed in accordance with legal requirements.

14. Roles and Responsibilities

A senior leader is responsible for overseeing the quality and delivery of remote education, including:

- Keeping this policy under review
- Ensuring staff are supported and trained
- Monitoring pupil engagement and wellbeing

15. Review

This policy will be reviewed regularly to ensure it remains current, effective and aligned with national guidance.

Approved by: Governing Body

Date: November 2025