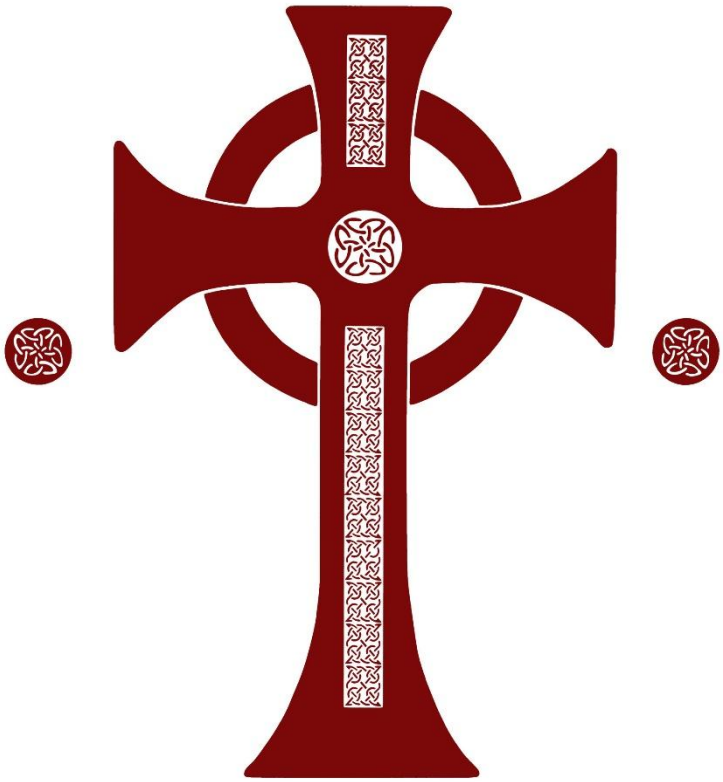
Durham and Newcastle Diocesan Learning Trust (DNDLT)

Company Number 10847279

"Every child matters and no child is ever left behind..."

**"Let the little children come to me, and do not stop them;
for it is to such as these that the kingdom of God belongs." *Luke 18:15-17***



St. Aidan's CE Primary School

Remote Education Policy
2026 - 2027

'I have come in order that you might have life:life in all its fullness' *John 10:10*

Adopted by Academy Council: Autumn Term 2026

Review Date: Autumn Term 2027

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Statement of Intent

This policy sets out our approach to providing high-quality remote education when it is not possible, or is contrary to government guidance, for some or all students to attend school in person. Remote education is a last resort and will only be used where attendance is not possible but students are able to continue learning. It applies to all students of compulsory school age and covers curriculum delivery, safeguarding, behaviour, attendance, assessment, inclusion, and data protection.

1. Guiding Principles

- Prioritise attendance: Being in school is best for attainment, wellbeing, and wider life chances. We will always work first to remove barriers to attendance and provide support for the student to attend school. We regard remote education as a last resort when students cannot attend. Examples of which can be found below.
- Quality of education: Remote provision will be meaningful, ambitious and sequenced, and aligned with our curriculum intent.
- Safeguarding first: All remote activity is underpinned by KCSIE duties, with online safety, filtering/monitoring, and clear reporting routes.
- Inclusion and accessibility: Provision will be inclusive for pupils with SEND, EAL and other needs, making reasonable adjustments and ensuring access to technology or paper resources as appropriate.
- Proportionate workload: Provision will be effective without creating unreasonable burdens for families or staff.
- Continuous improvement: We will evaluate and refine remote education regularly.

2. When Remote Education May Be Used

The school will consider providing remote education in proportion to the length of absence and disruption to students' learning in exceptional circumstances when in-person attendance for some or all student's is either not possible or is contrary to government guidance, but students are able to continue learning.

Remote education will only ever be considered as a last resort where a decision has already been made that attendance at school is not possible.

Circumstances where it might not be possible for students to receive in person education include:
• school closure or restriction on attendance, where school access for students is restricted.

• individual cases where a pupil is unable to physically attend school but is able and well enough to continue their education remotely.

Note: *Pupils receiving remote education are still marked absent on the register; attendance codes must be used accurately in line with statutory guidance.*

3. Platforms, Access and Support

•We will use a consistent digital platform (e.g., Microsoft Teams/Oak Academy/Purple Mash/Oxford Owl Reading) for lesson delivery, resources, communication, assessment and feedback. Staff will be trained and supported to use the platform confidently.

• For pupils without suitable online access, we may loan devices/connectivity where feasible and provide printed resources or offline alternatives.

• Parents/carers will receive clear guidance on access routes and expectations, including how to contact school for technical or learning support.

4. Curriculum, Timetabling and Workload

Any remote learning will mirror the planned sequence of our curriculum, building knowledge and skills incrementally with clarity about what is taught and practised each subject. Delivery may be live, recorded, or via high-quality external resources; we will select methods based on pedagogical suitability and safeguarding considerations. We will set a balanced daily schedule that includes direct instruction and independent tasks, with routines that support concentration and screen-time management.

5. Safeguarding and Online Safety

The Designated Safeguarding Lead (DSL), Headteacher and Computing Lead oversees safeguarding, including online safety, filtering/monitoring, and reporting mechanisms. All staff must know how to report concerns during remote learning. We will apply our Child Protection, Safeguarding, Online Safety, and Staff Code of Conduct to all remote interactions, with Filtering and monitoring standards being maintained and reviewed.

We recognise emerging online risks e.g. AI/Mis-information and will address this through curriculum and pastoral support.

Parents/carers will be signposted to trusted online-safety guidance and support (e.g., NSPCC Learning).

6. Behaviour and Conduct Online

Our Behaviour for Learning Policy applies online. We will set clear expectations for virtual classroom conduct, cameras/microphones, chat use, and respectful communication.

Sanctions for misconduct, including online abuse will follow school procedures, with safeguarding responses where required.

7. Attendance, Engagement and Welfare Checks

Teachers will check engagement daily and follow up promptly where students are not participating. Leaders will monitor patterns, intervene early, and liaise with families to remove barriers.

We will continue to working together to improve school attendance building strong relationships with families, keep accurate registers, data analysis, and multi-agency work when absence risks becoming persistent or severe.

Where necessary, we will consider targeted pastoral support, short-term adjusted timetables, or in-person provision for vulnerable pupils.

8. Inclusion: SEND, EAL and Vulnerable Pupils

Teachers will make reasonable adjustments (resources, scaffolds, differentiation, auxiliary aids/services) and coordinate with the SEND team to ensure access and progression.
We will provide alternative formats (e.g., larger print, coloured overlays, translation support) and personalised schedules where needed. Some students who struggle to engage remotely may be offered on-site provision, subject to individual needs and safety.

9. Assessment, Feedback and Quality Assurance

Teachers will provide regular feedback and check for understanding; assessment information will inform planning and intervention. Leaders will quality-assure remote lessons/resources.

10. Communication with Parents and Carers.

When remote education is required, the school will provide a clear overview of our remote education offer and update families when provision is required—consistent with good practice established during the pandemic.

Channels for support (subject queries, pastoral concerns, technical help) will be communicated and monitored.

11. Data Protection and Privacy.

Remote education must comply with UK GDPR and the Data Protection Act 2018. Staff must follow our Data Protection Policy, use approved systems, protect personal data, and report any breaches promptly.

We will maintain appropriate records (attendance, engagement, feedback) and ensure filtering/monitoring and cyber security controls are effective, including considerations for generative AI use in education settings.

Privacy notices and parental communications will explain data processing associated with remote learning.

12. Roles and Responsibilities

- Local Academy Council; Ratify policy; monitor effectiveness; ensure alignment with safeguarding and attendance duties.
- Headteacher/Senior Leaders: Ensure readiness; staff training; quality assurance; evaluate impact; ensure safeguarding measures and filtering/monitoring.
- DSL/Deputies: Oversee safeguarding and online safety; manage concerns; liaise with external agencies; ensure staff awareness.
- Teachers/Support Staff: Deliver sequenced lessons; monitor engagement; provide feedback; make reasonable adjustments; uphold behaviour and safeguarding policies.
- Parents/Carers: Support pupil routines; engage with school communications; report issues; uphold online behaviour expectations.
- Pupils: Follow behaviour expectations; engage with learning; submit work; report concerns.

13. Monitoring and Review

This policy is reviewed at least annually or after any significant deployment by the headteacher and the DSL. Any changes to this policy will be communicated to all relevant stakeholders.

The scheduled review date for this policy is **Autumn 2027**