

REMOTE EDUCATION POLICY

Brockmoor Primary School • Brierley Hill Primary School

POLICY OWNER	Executive Director: Tom Amphlett
APPROVED BY	Governing Body
APPROVAL DATE	September 2026
REVIEW DATE	September 2027 or earlier if guidance or provision changes
REVIEW CYCLE	Annual BCF review

Aspiration and opportunity for every child

1. Purpose

This policy sets out how Black Country Federation (BCF) will provide high-quality remote education when it is not possible, or is contrary to government guidance, for a pupil or group of pupils to attend school in person, but they are able to continue learning.

Remote education is not an alternative attendance pathway. Attendance at school remains the default and is essential to pupils' attainment, wellbeing and wider development. In line with Department for Education guidance, remote education will be considered only as a last resort after it has been established that attendance is not possible. It will normally be short term and proportionate to the expected disruption.

The purpose is continuity of learning, not continuity of activity. The test is whether pupils continue to learn the intended curriculum, receive appropriate teaching and feedback, remain connected to school and return without avoidable gaps in knowledge.

2. Status and evidence base

The DfE's 'Providing remote education: guidance for schools' is non-statutory guidance. BCF has used it as the principal national guidance for this policy. The policy must also be read alongside statutory safeguarding, attendance, SEND, equality and data-protection duties.

BCF has also drawn on Education Endowment Foundation (EEF) evidence about remote learning and digital technology. EEF evidence is research evidence, not a statutory requirement. It indicates that teaching quality matters more than the mode of delivery; access to technology is important, particularly for disadvantaged pupils; peer interaction can support motivation and learning; independent learning needs to be deliberately supported; and different approaches suit different content and pupils.

Ofsted does not require schools to create a particular remote-education policy or delivery model. Current inspection evaluates the quality and inclusivity of education, safeguarding, attendance and leadership through the evidence available. BCF will therefore focus on the quality and impact of any remote provision rather than producing provision for inspection.

3. When remote education may be used

Remote education may be considered when a decision has already been made that a pupil cannot attend school, but the pupil is able and well enough to learn. Examples may include:

- short-term recovery from an infectious illness where the pupil is well enough to learn but should not attend;
- preparation for or recovery from an operation;
- recovery from an injury where attendance could inhibit recovery;
- exceptional short-term circumstances linked to SEND or mental health, where attendance is not currently possible and remote education forms part of a wider plan to restore attendance;
- an emergency closure or restriction on attendance affecting a class, group or whole school.

Remote education will not normally be provided simply because a parent chooses to keep a pupil at home, for unauthorised absence, during a family holiday, or as a substitute for addressing barriers to attendance.

Pupils receiving remote education remain absent from school and must be recorded in the attendance register using the appropriate absence code. Remote education does not convert absence into attendance.

4. Decision-making and review

For an individual pupil, the decision to provide remote education will be made by an appropriate senior leader, informed by the pupil's circumstances and, where relevant, discussion with parents or carers, the class teacher, DSL, SENCO, attendance/pastoral staff, medical professionals and the local authority.

Before remote education is agreed, leaders should establish:

- why attendance is not possible and what is being done to remove the barrier;
- whether the pupil is well enough and able to learn remotely;
- the likely duration of absence and whether remote provision is proportionate;
- what curriculum learning the pupil would otherwise miss;
- the pupil's age, development, independence, SEND and any reasonable adjustments;
- whether the home environment, device, connectivity and adult support make the proposed provision accessible;
- how the pupil will remain connected to school and how progress and wellbeing will be checked;
- the planned route and review point for return to face-to-face education.

Remote provision will be reviewed regularly. It must not drift into an indefinite arrangement because it appears easier than securing attendance or appropriate statutory provision.

5. Curriculum entitlement

BCF will aim to preserve the integrity and ambition of the school's curriculum. Remote education should connect directly with what the pupil would have learned in school rather than become a separate collection of worksheets or generic online tasks.

- Learning will focus on important curriculum content and identified prerequisite knowledge.
- Where possible, sequencing will align with the pupil's class so that absence does not create unnecessary discontinuity.
- Teachers may adapt the amount, format or mode of learning to make it manageable remotely without lowering the intended ambition unnecessarily.
- Previously taught content may be deliberately revisited where retrieval, practice or consolidation is more appropriate than introducing complex new material without sufficient teaching.
- Practical, collaborative or specialist curriculum content may need an alternative approach and should be revisited in school where remote delivery cannot secure the intended learning.
- External resources, including high-quality curriculum materials such as Oak National Academy where appropriate, may supplement or replace school-produced video content when this provides a better or more sustainable learning experience.

Coverage is not the measure of success. Leaders and teachers should consider what the pupil has actually understood, remembered and can do as a result of the provision.

6. Quality of remote teaching

The principles of effective teaching remain the same remotely. Technology is a means of delivery, not the pedagogy.

- Make the purpose of learning and important knowledge clear.
- Explain new material in manageable steps and use modelling or worked examples where appropriate.
- Connect new learning to prior knowledge and check that prerequisite knowledge is secure.
- Build in retrieval, practice and opportunities to apply learning.
- Provide clear instructions so pupils and parents do not have to reconstruct the lesson themselves.
- Check understanding and use pupils' responses to decide what needs reteaching, further practice or adaptation.
- Give feedback that helps pupils improve and supports continued engagement.
- Use live, recorded, digital and non-digital approaches according to the learning need rather than assuming one format is inherently superior.

Where remote provision is required for more than a very short period, teachers should establish a manageable rhythm of teaching, independent practice, interaction and feedback.

7. Amount and organisation of learning

DfE guidance says remote education should, where possible, be equivalent in length to the core teaching time pupils would receive in school. BCF will apply this proportionately, taking account of the pupil's age, developmental stage, independence, SEND, home circumstances, screen time and the expected duration of absence.

Equivalent learning time does not mean continuous live lessons or continuous screen use. Remote learning may include teacher explanation, reading, writing, mathematics, practical tasks, retrieval, independent work, recorded teaching, high-quality external resources and appropriate interaction with school.

For very short absences, provision may reasonably prioritise essential learning and preventing significant curriculum gaps rather than reproducing the entire school day.

8. SEND, medical needs and reasonable adjustments

BCF will maintain high expectations for pupils with SEND while recognising that the usual classroom support may not transfer directly to the home. Provision will be adapted to the pupil rather than expecting the pupil to fit a standard remote package.

- Learning Plans and known effective scaffolds should inform remote provision.
- Instructions, resources, presentation, workload and communication may be adjusted to improve accessibility.
- Assistive technology and accessibility features should be used where helpful.

- Where a pupil has an Education, Health and Care Plan, BCF will work with Dudley local authority and the family so that relevant statutory duties continue to be considered and met.
- Where remote education cannot replicate necessary specialist provision or support, leaders must consider other ways of meeting the pupil's needs rather than assuming online work is sufficient.
- Remote education linked to SEND or mental health must sit within a clear plan for attendance and inclusion wherever possible.

9. Disadvantage, devices and access

BCF will actively identify barriers to remote learning rather than interpreting non-completion as lack of effort. Leaders should consider device access, connectivity, a suitable place to work, literacy, language, parental availability and confidence, SEND and other family circumstances.

- Where possible, suitable devices or other practical support may be made available in line with BCF procedures and available resources.
- Non-digital alternatives will be provided where digital access is not reliable or appropriate.
- Key resources should be accessible on the chosen platform and avoid unnecessary printing or specialist materials at home.
- Staff should make reasonable contact where engagement drops, establish the cause and adapt support where appropriate.
- Disadvantaged pupils should not receive a less ambitious curriculum because of the mode of access.

10. Safeguarding and online safety

Keeping children safe remains paramount during remote education. BCF's Child Protection and Safeguarding Policy, Online Safety arrangements and Keeping Children Safe in Education 2026 continue to apply.

- Staff must use approved school systems, accounts and platforms for communication and remote teaching.
- Any safeguarding concern arising during remote contact or submitted work must be reported immediately through normal BCF safeguarding procedures.
- Live or recorded teaching must follow BCF expectations for professional conduct, safer working practice, privacy and appropriate boundaries.
- Staff must consider what may be visible or audible in pupils' and staff members' homes and avoid unnecessary intrusion into family life.
- One-to-one remote contact must be purposeful, authorised where required by BCF procedures and conducted through approved systems.
- Parents and carers should receive appropriate information about safe access, reporting concerns and supporting children online.
- Personal data will be processed in accordance with UK GDPR, the Data Protection Act 2018 and BCF data-protection arrangements.

11. Engagement, interaction and feedback

BCF will not judge remote education by log-ins, uploaded worksheets or the volume of tasks set. Teachers need enough evidence to know whether pupils are learning.

- Use questioning, quizzes, submitted work, discussion, retrieval and other proportionate checks to identify what pupils know and where misconceptions remain.
- Provide opportunities for interaction with teachers and, where appropriate and safe, peers.
- Contact families where there is sustained non-engagement to understand barriers and agree next steps.
- Escalate welfare, safeguarding or attendance concerns through the appropriate school procedures.
- Use assessment information to adjust subsequent remote teaching and to plan support when the pupil returns.

12. Return to school

Remote education should support, not delay, return to school. For individual pupils, leaders will maintain focus on removing barriers to attendance and planning reintegration.

On return, teachers should establish what has actually been learned rather than assuming that work set has been learned. Assessment should be proportionate and may include discussion, retrieval, work scrutiny and normal

classroom assessment. Identified gaps should inform teaching, intervention or reconnection to prerequisite knowledge without unnecessarily repeating the whole curriculum.

13. Emergency or whole-school closure

BCF will maintain sufficient capability to provide remote education at short notice if an emergency closure or restriction on attendance occurs. The response will be proportionate to the expected duration and scale of disruption.

- Families will be told how and when learning can be accessed.
- Leaders will prioritise safeguarding, communication, curriculum continuity and access for vulnerable pupils and pupils with SEND.
- Staff will use established curriculum materials and approved digital systems rather than creating a parallel curriculum.
- Where provision continues beyond an initial emergency period, leaders will review quality, workload, accessibility, engagement and pupil learning.
- Emergency planning and remote education arrangements will be considered together.

14. Roles and responsibilities

Governing Body	Approve the policy and seek assurance that arrangements are lawful, safe, inclusive and appropriately reviewed.
Executive Directors	Set the federation approach; authorise or oversee significant individual arrangements and emergency provision; ensure attendance remains the priority; evaluate impact and consistency.
Deputy/Assistant Heads and relevant leaders	Coordinate provision where delegated; support teachers; monitor access, engagement, safeguarding and curriculum continuity; escalate concerns.
SENCO	Advise on SEND, accessibility, reasonable adjustments and EHCP duties; liaise with Dudley and families where required.
DSL / safeguarding team	Ensure safeguarding and online-safety procedures are applied to remote provision and concerns are followed up.
Teachers	Provide proportionate, curriculum-aligned teaching; check understanding; give appropriate feedback; identify non-engagement and barriers; assess learning on return.
School Business / administrative staff	Support communication, devices, systems and records where relevant.
Parents and carers	Support reasonable routines and safe access; communicate barriers or concerns; encourage engagement; keep school informed about the pupil's circumstances.
Pupils	Engage with learning as far as they are able, follow online-safety expectations, complete work with appropriate independence and ask for help when needed.

15. Quality assurance: the 'so what?' test

Quality assurance will be proportionate to the scale and duration of remote provision. Leaders will not create a separate monitoring industry for isolated short-term cases.

Where remote education is significant or sustained, leaders should be able to answer:

- What curriculum learning was at risk because the pupil could not attend?
- What provision was put in place and why was this the right approach for this pupil?

- Could the pupil access it, including pupils with SEND and disadvantaged pupils?
- What did the pupil actually learn, remember or become able to do?
- How do we know, beyond completion or log-in data?
- What gaps or misconceptions remained when the pupil returned?
- What changed in subsequent teaching or support?
- Did remote education help maintain connection with school while leaders continued to address attendance?

16. Staff capability and workload

BCF will use familiar, sustainable systems and provide staff with appropriate training in approved digital platforms, accessibility features, online safety and remote-teaching practice. Leaders will avoid unnecessary duplication, such as requiring teachers to recreate full classroom lessons in multiple formats where a high-quality existing resource can achieve the intended learning.

Any significant change to the federation's remote-education model will be implemented deliberately, with clear expectations, appropriate support and review of whether practice and pupil outcomes have improved.

17. Information for parents and carers

BCF will make clear, up-to-date information available to parents and carers about what to expect if remote education is required, how to access provision, how to obtain support and how to raise safeguarding or technical concerns.

Current DfE guidance does not require schools to maintain a remote-education webpage, but states that sharing procedures and plans can provide useful clarity and transparency. BCF therefore chooses to publish this policy/information on both school websites as a parent-facing standard.

18. Monitoring, review and publication

This policy will be reviewed annually as a BCF governance control and earlier if national guidance, safeguarding requirements, attendance legislation, technology, local arrangements or BCF provision changes.

The Executive Directors will review significant remote-education cases and any whole-school provision proportionately. The purpose of review is to improve attendance, curriculum continuity, teaching and pupil learning, not to evidence activity.

The current version will be published on both Brockmoor Primary School and Brierley Hill Primary School websites. A paper copy will be available on request.

19. Related BCF policies and plans

- Child Protection and Safeguarding Policy
- Attendance Policy
- SEND Policy and SEND Information Report
- Supporting Pupils with Medical Conditions Policy
- Relational Policy
- Online Safety / acceptable-use arrangements
- Data Protection Policy and privacy notices
- Emergency planning / business continuity arrangements
- Staff Code of Conduct

20. Key national sources

- Department for Education: Providing remote education: guidance for schools (updated August 2024).
- Department for Education: Safeguarding and remote education.
- Department for Education: Keeping Children Safe in Education 2026.
- Department for Education: Working together to improve school attendance and current attendance regulations/guidance.
- Education Endowment Foundation: Remote Learning Rapid Evidence Assessment / best evidence on supporting pupils to learn remotely.
- Education Endowment Foundation: Using Digital Technology to Improve Learning.
- Ofsted: State-funded schools inspection toolkit and operating guidance, in force from September 2026.