

# Remote Education Provision Policy

## Bonneygrove and Millbrook Primary School Federation



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| <b>Subject:</b>       | Accessibility Plan   |
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| <b>Approved by:</b>   | Shen Hasekilerden (Chair of Governors)<br>Jane Acreman (Vice Chair of Governors) |



# Bonneygrove and Millbrook Primary Federation

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## Remote Education Provision Policy

### **1. Policy Statement**

This policy sets out the expectations for remote education at Bonneygrove and Millbrook Primary Federation.

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 via Google Classroom and 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