



## Ashton St. Peter's Church of England Voluntary Aided Primary School

### Remote Education Policy

**Ratified in** March 2026

**Update in** March 2027

### Statement of Intent

At Ashton St. Peter's, our vision of *finding the keys to life and learning* means equipping every pupil with the knowledge, resilience, independence and digital confidence needed to thrive in school and beyond. Remote education supports this vision by ensuring learning continues without interruption, helping pupils develop responsibility, adaptability and safe digital habits.

We recognise that remote learning may be required for individual pupils, groups or whole-school circumstances. Our approach ensures that education remains inclusive, ambitious and safe, enabling every child to unlock their potential wherever learning takes place.

Through this policy, we aim to:

- Sustain high-quality teaching and learning beyond the classroom
- Ensure equitable access to curriculum and support
- Promote safe, responsible and confident digital participation
- Protect wellbeing, safeguarding and inclusion
- Maintain strong partnerships between school, pupils and families
- Support pupils to develop the skills and character needed for lifelong learning

Remote education at Ashton St. Peter's is not a substitute for in-school education, but a structured, purposeful continuation of learning when attendance is not possible.

### 1. Legal Framework

This policy has due regard to current legislation and statutory guidance including, but not limited to:

## Legislation

- Equality Act 2010
- Education Act 2004
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)
- Health and Safety at Work etc. Act 1974
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Online Safety Act 2023

## Statutory and National Guidance

- Department for Education – Keeping Children Safe in Education (current edition)
- DfE – Providing remote education: guidance for schools
- DfE – Working Together to Improve School Attendance
- DfE – SEND Code of Practice (0–25 years)
- DfE – Behaviour in Schools
- Information Commissioner's Office guidance on data protection in education

This policy operates alongside all relevant school safeguarding, behaviour, attendance, SEND and data protection policies.

## 2. Roles and Responsibilities

### Governing Body

Responsible for ensuring remote education:

- Reflects statutory guidance and safeguarding expectations
- Supports the school's vision of developing independent, capable learners
- Is inclusive and accessible to all pupils
- Is regularly reviewed for effectiveness and impact

### Headteacher

Responsible for:

- Strategic oversight of remote education quality and equity
- Ensuring staff are trained and supported
- Monitoring pupil engagement, wellbeing and progress
- Ensuring continuity planning and digital resilience
- Ensuring remote education supports personal development and independence

## Designated Safeguarding Lead (DSL)

Responsible for:

- Ensuring safeguarding arrangements remain effective remotely
- Monitoring vulnerable pupils and maintaining contact
- Providing staff guidance on online safeguarding risks
- Ensuring all concerns are recorded in line with statutory guidance

## SENCO

Responsible for:

- Ensuring reasonable adjustments and accessibility
- Monitoring provision for pupils with SEND
- Supporting staff to adapt teaching and resources
- Ensuring EHCP provision continues appropriately

## Staff

Responsible for:

- Delivering high-quality remote learning aligned with the curriculum
- Promoting independence, resilience and digital responsibility
- Monitoring engagement and wellbeing
- Maintaining professional conduct online

## Parents/Carers

Responsible for:

- Supporting routines and engagement
- Communicating concerns promptly
- Promoting safe and responsible technology use

## Pupils

Responsible for:

- Engaging positively with learning
- Using technology safely and respectfully
- Seeking help when needed
- Developing independence and responsibility in learning

### 3. Resources

Remote education may include:

- Structured online learning platforms
- Recorded teaching and modelling
- Live or interactive learning where appropriate
- Printed resources where digital access is limited
- Feedback and assessment tools
- Reading and enrichment activities

Provision will:

- Follow the school curriculum wherever possible
- Support independence and self-regulation
- Provide appropriate workload and structure
- Ensure accessibility for pupils with SEND
- Support wellbeing and balanced screen use

Where pupils cannot access digital learning, alternative provision will be provided.

### 4. Online Safety

Online learning at Ashton St. Peter's promotes safe digital citizenship as a key "life and learning" skill.

The school will:

- Use risk-assessed platforms and secure systems
- Teach and reinforce safe online behaviour
- Provide guidance for families on home online safety
- Maintain professional boundaries in all digital communication
- Ensure staff supervision and safeguarding protocols remain robust

Pupils will be supported to develop:

- Responsible digital communication
- Awareness of online risks
- Respectful online conduct
- Digital independence and resilience

## 5. Safeguarding

Safeguarding remains paramount in remote education.

The school will:

- Maintain regular contact with vulnerable pupils
- Monitor engagement as a potential safeguarding indicator
- Follow established reporting and recording procedures
- Work with external agencies where required
- Ensure staff understand remote safeguarding risks

Remote learning must always support pupils' safety, wellbeing and sense of belonging.

## 6. Data Protection

Remote education will comply with UK GDPR principles of lawfulness, fairness, transparency and security.

The school will:

- Use approved platforms and secure systems
- Protect personal data and confidentiality
- Provide staff training in digital data handling
- Ensure appropriate storage and retention practices
- Report breaches in line with statutory requirements

## 7. Marking and Feedback

Feedback will:

- Support progress and motivation
- Promote reflection and independence
- Be timely and appropriate to the task
- Identify misconceptions and next steps

Monitoring of engagement and progress will inform additional support where required.

## 8. Health and Safety

The school promotes safe and healthy remote learning by:

- Providing guidance on safe device use
- Encouraging regular breaks and movement
- Promoting balance between screen time and wellbeing
- Supporting pupils' physical and emotional health

## 9. School Day and Attendance

Where remote education is provided:

- Learning will follow a structured timetable where appropriate
- Attendance expectations remain in line with statutory guidance
- Engagement will be monitored
- Support will be offered where barriers arise

Remote education supports continuity of learning but does not replace the importance of regular school attendance.

## 10. Communication

Clear communication supports partnership and pupil success.

The school will:

- Communicate expectations and support clearly
- Maintain regular contact with families
- Provide guidance on accessing learning
- Monitor engagement and respond promptly to concerns

## 11. Monitoring and Review

This policy will be reviewed annually or sooner if guidance changes.

Evaluation will consider:

- Quality of education
- Accessibility and inclusion
- Safeguarding effectiveness
- Pupil engagement and wellbeing
- Alignment with the school vision

Remote education will continually evolve to ensure pupils are supported in *finding the keys to life and learning* in all circumstances.