THAMES FEDERATION

HIGH EXPECTATIONS | ENRICHMENT | EXCELLENCE

Remote Education Policy

Reviewed by:	**EHT**
Approved by:	**FGB | Sept 2026**
Date of Next Review:	**April 2028**

This Remote Education Policy is drafted directly against the Department for Education (DfE) guidance (*Providing remote education: guidance for schools*) and aligns with statutory attendance and safeguarding frameworks.

1. Statement of Intent & Principles
At The Thames Federation we believe that face-to-face education is vital for our pupils' academic progress, wellbeing, and wider social development. In accordance with Department for Education (DfE) guidance:

- Remote education is not an equal alternative to classroom learning and is only ever deployed as a last resort when attendance at school is not possible or contrary to government guidance, but pupils are well enough to learn.

- Our remote curriculum mirrors our classroom curriculum in quality, ambition, and progression, ensuring absent pupils maintain parity with their peers.

2. When Remote Education is Provided
Remote learning will only be activated after exploring every measure to keep pupils learning in person on site. It is provided under two specific circumstances:

1. **School Closures or Attendance Restrictions:** Exceptional circumstances where leader or local authority decisions prevent safe opening (e.g., severe weather emergencies, utility failures, or public health emergencies).

2. **Individual Absences (Short or Long-Term):** Instances where a pupil is physically or emotionally unable to attend school on site but is medically well enough to learn. Examples include:

    - Pupils recovering from an operation, injury, or infectious illness.

    - Pupils with medical or mental health needs where remote education forms part of a reintegration plan agreed with healthcare/Local Authority partners.

    - Pupils suspended from school (from the sixth day of suspension, or earlier where possible).

Note: Remote education will not be provided for unauthorised absences (such as term-time holidays) or mild illnesses where the child is unwell and resting.

3. Curriculum, Teaching & Learning Expectations

Equivalent Hours of Provision
Provision should be equivalent in length to the core teaching time pupils would receive in school:

- **Key Stage 1:** Minimum of 3 hours per day on average.

- **Key Stage 2:** Minimum of 4 hours per day on average.

Delivery & Pedagogy

- **Digital Platforms:** Teaching will be managed centrally via **Google Classroom.**

- **Teaching Approaches:** A planned blend of recorded instructional videos, high-quality digital resources (e.g., Oak National Academy, BBC Bitesize), reading assignments, and live interactive check-ins.

- **Curriculum Sequencing:** Work will follow the school's established curriculum maps so that pupils do not fall behind in core learning (including phonics, reading, and mathematics).

- **Assessment & Feedback:** Pupils will receive regular, meaningful feedback on completed work via the learning platform, quizzes, and verbal feedback during check-ins.

4. Overcoming Digital Barriers

We are committed to ensuring no pupil is excluded from learning due to digital poverty:

- **Lending Devices:** The school maintains a pool of laptops/tablets available on loan to families who lack sufficient digital access.

- **Connectivity:** We will support families in acquiring mobile data increases or 4G dongles where internet access is a barrier.

- **Physical Workpacks:** Where digital access cannot immediately be resolved, high-quality printed work packs and textbooks matched to current long- and medium-term plans will be provided.

5. Supporting Pupils with SEND

- Mainstream schools retain a statutory duty under the *Children and Families Act 2014* to use their "best endeavours" to secure the special educational provision required by pupils with Special Educational Needs and Disabilities (SEND).

- The **SENDCo** and class teachers will work closely with families to adapt tasks, provide scaffolded resources, and arrange regular 1-to-1 remote check-ins or teaching assistant support where feasible.

- For pupils with an Education, Health and Care (EHC) plan, the school collaborates with the local authority to review how provision can safely continue.

6. Attendance & Pupil Registration

- In accordance with the *School Attendance (Pupil Registration) (England) Regulations 2024*, pupils receiving remote education while absent from school premises must still be recorded as absent in the attendance register.

- Absences will be coded using the appropriate statutory attendance code (e.g., Code **I** for illness, or approved authorised absence codes).

- Online learning can only use Code **B** (off-site educational activity) if the provision is an approved educational activity that is *physically supervised* by an approved member of staff/provider off-site.

7. Safeguarding & Online Safety

Our child protection duties remain paramount during any period of remote education, adhering to *Keeping Children Safe in Education (KCSIE)*:

- **Live Lessons / Video Calls:**
    - Must only occur through school-managed accounts, never personal accounts.
    - Staff and pupils must be in neutral/quiet areas with professional backgrounds blurred.
    - Where 1-to-1 video, interactions take place, another adult must be present or sessions must be recorded with parental consent.
- **Reporting Concerns:** Any safeguarding disclosures or concerns that arise while interacting with a pupil remotely must be logged immediately on CPOMS and escalated to the Designated Safeguarding Lead (DSL) in line with standard child protection procedures.
- **Online Safety Education:** We remind pupils of safe internet behaviour, how to report cyberbullying, and support parents with monitoring controls.

8. Roles & Responsibilities

Role	Key Responsibility
Senior Leadership	Review attendance patterns, audit digital devices, monitor quality of learning, and coordinate emergency response.
Teachers	Set structured, accessible daily tasks; provide timely feedback; liaise with the SENDCo; flag pupil non-engagement.
SENDCo	Ensure differentiation and assistive technologies are in place; coordinate with outside professionals and the LA.
Designated Safeguarding Lead (DSL)	Monitor vulnerable pupils, oversee welfare calls for absent pupils, and manage safeguarding disclosures.
Parents & Carers	Maintain regular contact with the school, report illness absences promptly, and support their child's daily learning routines.

9. Monitoring & Review

This policy will be reviewed by the Head of School and reviewed by the Governing Body (or delegated committee) annually, or promptly following any changes to Department for Education statutory or non-statutory guidance.