



Kiwi CP School

Remote Education Policy

Date adopted: September 2026

Review date: September 2027

Policy owner: Headteacher / Senior Leadership Team

Linked policies: Safeguarding and Child Protection Policy; Behaviour Policy; Online Safety Policy; Data Protection Policy; SEND Policy; Staff Code of Conduct; Acceptable Use Agreements; Curriculum and Assessment Policy; Attendance Policy.

1. Purpose

This policy sets out Kiwi CP School's approach to remote education when it is not possible for some or all pupils to attend school in person.

Attendance at school remains the priority. Remote education is not an equal alternative to attending school and will only be considered as a last resort where it has already been established that attendance at school is not possible, but a pupil is well enough to continue learning.

Our remote education provision aims to:

- provide continuity of education during periods when pupils cannot attend school;
- provide high-quality learning that reflects, as far as reasonably possible, the curriculum pupils would receive in school;
- maintain contact between pupils, families and school;
- ensure pupils with SEND can access appropriate learning;
- safeguard pupils when learning remotely; and
- support pupils to return to face-to-face education as soon as possible.

Our SOAR values of **Striving for Success, Owning our Actions, Ambitious, Respectful, Resilient and Reflective** continue to underpin our expectations during remote education.

2. When remote education may be provided

Remote education may be considered where:

- the school, a class or a group of pupils cannot safely access the school site due to exceptional circumstances;
- government or local authority guidance restricts attendance;



- an individual pupil is unable to attend school for a short period but is well enough to learn; or
- in exceptional circumstances, a pupil's attendance is affected by SEND, a medical need or mental health need and remote education forms part of an agreed plan.

Every reasonable effort will be made to maintain face-to-face education before remote education is considered.

For an individual pupil, remote education will normally be a short-term arrangement. Where it forms part of a reintegration plan, the arrangements will be agreed with the pupil and parents/carers and, where appropriate, relevant professionals or the local authority. The arrangement will be reviewed regularly with the aim of supporting the pupil's return to school.

Where a pupil has an EHCP or social worker, relevant professionals and the local authority will be involved where appropriate.

Where a pupil is likely to be unable to attend school for a prolonged period because of health needs, the school will work with the local authority in accordance with its duties relating to children who cannot attend school because of health or other reasons.

3. Our remote education offer

Remote education will, as far as reasonably possible, follow the same curriculum content and sequencing as learning in school.

Learning will be:

- meaningful, ambitious and appropriate to pupils' age and stage of development;
- clearly explained and appropriately modelled;
- designed to build on prior learning;
- manageable for pupils and families;
- supported by opportunities for interaction, assessment and feedback; and
- adapted where necessary to meet individual needs.

Early reading and phonics, reading, writing and mathematics will be prioritised. Pupils will also continue to access an appropriate wider curriculum wherever possible.

In EYFS, remote learning will recognise the importance of communication and language, early literacy and mathematics alongside practical and play-based learning.

Remote education may include a combination of:

- live or recorded teaching;
- teacher explanations and modelling;
- activities and resources provided through school-approved digital platforms;
- independent activities;



- practical learning;
- reading;
- printed resources and workbooks; and
- individual or small-group support where appropriate.

The balance of these approaches will depend upon pupils' age, needs and circumstances. Pupils will not be expected to spend the whole school day working on a digital device.

4. SEND and Resource Base provision

Kiwi is committed to ensuring pupils with SEND, including pupils within our Complex Needs Resource Base, can access appropriate remote education.

Teachers remain responsible for ensuring learning is appropriately adapted. Support may include:

- differentiated or individualised resources;
- visual timetables and now-and-next resources;
- symbol-supported materials;
- practical learning;
- sensory and regulation activities;
- adapted phonics, reading or mathematics activities;
- activities linked to individual targets or EHCP outcomes; and
- targeted support from teachers, TAs or Resource Base staff where appropriate.

The SENCO and Resource Base staff will work with families to identify provision that is appropriate, realistic and meaningful within the home environment.

The school will consider individual needs and the suitability of remote education carefully. Where remote education is not appropriate or sufficient to meet a pupil's needs, the school will work with parents/carers, the local authority and other professionals to consider alternative arrangements.

5. Access to remote education

The school will use approved and secure systems for remote learning and communication.

Where a pupil does not have suitable digital access, the school will seek to identify and reduce barriers. Depending upon individual circumstances and available resources, this may include:

- providing printed learning materials;
- providing or loaning appropriate technology;
- telephone contact and support; or
- providing learning in an alternative accessible format.



Families should inform the school as soon as possible if they experience difficulties accessing remote education.

6. Safeguarding and online safety

The school's safeguarding responsibilities remain the same when pupils are learning remotely.

All remote education will be delivered in accordance with the school's Safeguarding and Child Protection Policy, Online Safety Policy, Staff Code of Conduct and current statutory safeguarding guidance.

Staff will:

- use school-approved systems and accounts when communicating with pupils;
- follow safer working practices during online contact;
- report safeguarding concerns immediately through the school's usual safeguarding procedures;
- maintain appropriate professional boundaries; and
- follow school procedures relating to data protection and confidentiality.

The DSL or a Deputy DSL will remain available during the school day.

Where there are concerns about a pupil's welfare or a pupil is not engaging with remote education, staff will make appropriate contact with the family. Safeguarding concerns will be escalated in accordance with school procedures.

Pupils and parents/carers are expected to follow the school's acceptable use and online safety expectations.

7. Roles and responsibilities

The Headteacher and Senior Leadership Team will:

- oversee the school's remote education arrangements;
- ensure provision meets current DfE guidance;
- ensure appropriate safeguarding arrangements are in place;
- ensure staff have appropriate resources and guidance; and
- monitor the quality and accessibility of remote provision.

Teachers will:

- provide appropriate remote learning;
- maintain reasonable contact with pupils and families;
- monitor engagement and understanding;
- provide appropriate feedback;
- identify and respond to barriers to learning; and



- work with the SENCO and support staff to make reasonable adjustments for pupils with SEND.

Teaching Assistants and Resource Base staff will:

- support learning under the direction of teachers;
- provide targeted or individual support where appropriate;
- support adaptations for pupils with SEND; and
- maintain appropriate contact with identified pupils and families.

The SENCO will:

- advise staff on reasonable adjustments and appropriate SEND provision;
- support arrangements for pupils with EHCPs;
- work with Resource Base staff and families where appropriate; and
- liaise with external professionals and the local authority where necessary.

Parents and carers will:

- support their child to engage with remote education as far as reasonably possible;
- support appropriate routines for learning;
- ensure their child follows online safety expectations; and
- inform school of difficulties with access, engagement or wellbeing.

Pupils will:

- engage with remote learning to the best of their ability;
- follow school behaviour and online safety expectations;
- communicate respectfully with staff and other pupils; and
- ask for help when needed.

8. Assessment and feedback

Teachers will use appropriate methods to assess pupils' understanding during remote education.

This may include submitted work, questioning, quizzes, discussion, photographs of completed work and other formative assessment.

Feedback will be proportionate to the learning provided and may include individual feedback, whole-class feedback, verbal feedback or feedback during online sessions.

Teachers will use assessment information to identify gaps in learning and inform subsequent teaching, including when pupils return to school.



9. Attendance and engagement

Pupils who are absent from school and receiving remote education will continue to be recorded as **absent from school using the appropriate national attendance code**.

Engagement with remote education will be monitored separately from the statutory attendance register.

Where a pupil does not engage with remote education, staff will contact parents/carers to identify any barriers and offer appropriate support.

Where lack of engagement raises a concern about a pupil's welfare, this will be referred to the DSL or safeguarding team in accordance with school procedures.

Remote education will not be used as a substitute for addressing barriers to attendance or supporting a pupil's return to school.

10. Communication and wellbeing

The school recognises that remote education can affect pupils and families differently.

Staff will maintain appropriate contact with pupils and families during periods of remote education. The frequency and nature of this contact will reflect the length and circumstances of the absence and the individual needs of the pupil.

Pastoral and wellbeing support will continue where appropriate.

Families should contact the school if they have concerns about their child's learning, wellbeing, SEND provision or ability to access remote education.

11. Data protection

All personal information processed during remote education will be managed in accordance with UK GDPR, the Data Protection Act 2018 and the school's Data Protection Policy.

Staff will use school-approved systems and accounts and will only share information necessary for educational or safeguarding purposes.

12. Monitoring and review

The Senior Leadership Team will monitor the effectiveness of remote education, including:

- the quality and appropriateness of learning;
- pupil engagement;
- accessibility;
- provision for pupils with SEND;



- safeguarding and welfare; and
- barriers to accessing remote education.

The Governing Body will maintain appropriate strategic oversight of the school's remote education arrangements.

This policy will be reviewed annually or sooner where there are significant changes to Department for Education guidance or legislation.