



Remote Education Provision Plan

Statement of intent

At St Mark's CE Primary School, we are committed to ensuring that every child is supported to learn, grow and flourish. Our approach is rooted in our Trust values of courage, unity and equity. We believe that all pupils should have access to high-quality education, including in exceptional circumstances where they cannot attend school but are well enough to continue learning.

Remote education will only be considered where attendance at school is not possible, or would be contrary to official guidance, and where the pupil is able to continue learning. It will not be used as a routine alternative to attendance. Daily attendance in school remains the priority because pupils learn best when they are taught in person, are connected to their peers and have direct access to the wider support available in school.

This plan sets out how St Mark's CE Primary School will provide remote education safely, consistently and inclusively. It applies to remote education provided for individual pupils and, where necessary, for groups of pupils or whole cohorts.

Through the implementation of this plan, we aim to:

- minimise disruption to pupils' education and curriculum access;
- provide meaningful and appropriate learning where a pupil cannot attend school but is well enough to learn;
- ensure that remote education is used only in appropriate circumstances and as a last resort;
- protect pupils from risks associated with online learning and remote communication;
- ensure safeguarding, attendance, SEND, equality and data protection duties continue to be met;
- support pupils to remain happy, healthy, safe and connected to school during any period of remote education;
- support successful reintegration back into school as soon as possible.

The governing board will:

- evaluate the effectiveness of the school's remote education arrangements;
- ensure online safety is considered as part of the school's wider safeguarding approach;
- ensure there is a clear attendance plan which promotes the benefits of good attendance;
- support leaders to maintain a culture where attendance at school is prioritised;

The headteacher and senior leadership team will:

- ensure staff, pupils and parents are aware of the expectations in this plan;
- decide when remote education is appropriate and ensure it is used as a last resort;
- ensure arrangements are in place to identify, evaluate and manage risks linked to remote education;
- ensure safeguarding and attendance procedures are followed;
- ensure pupils have access to remote education as soon as reasonably practicable, where appropriate;
- identify a senior leader with oversight of the quality and delivery of remote education;
- review remote education arrangements and communicate any changes to staff, pupils and families;
- consider staff workload and wellbeing when remote education is required.

Staff members will:

- adhere to this plan when preparing or delivering remote education;
- set appropriate work that links to the class curriculum wherever possible;
- adapt learning where needed to support access and inclusion;
- report safeguarding concerns immediately to the DSL;
- report technical, data protection, health and safety or conduct concerns promptly;

- follow the Staff Code of Conduct and school communication systems at all times;
- monitor pupil engagement and raise concerns with SLT, the SENDCO or DSL as appropriate.

The SENDCO will:

- support staff to make reasonable adjustments and adapt remote education for pupils with SEND;
- consider the needs of pupils with EHCPs and how provision can be delivered, where reasonable and appropriate;
- liaise with families, staff, professionals and the Local Authority where remote education is challenging or not sufficient to meet need;
- help identify the level of support or intervention required for pupils with SEND during periods of remote education;
- monitor the effectiveness of remote education for pupils with SEND and support reintegration planning.

The DSL will:

- ensure safeguarding procedures continue to be followed during remote education;
- identify vulnerable pupils who may require additional contact or support;
- ensure welfare checks are completed where needed;
- liaise with social workers or other professionals where appropriate;
- support staff to understand safeguarding expectations for online and remote communication;
- record and respond to safeguarding concerns in line with the Child Protection and Safeguarding Plan.

The Data Protection Officer will:

- advise on data protection expectations linked to remote education;
- ensure school-approved systems are used appropriately;
- support the school to manage data protection risks, including where recorded content is used;
- ensure staff understand relevant data protection principles.

Parents and carers will be asked to:

- support their child to access remote education where possible;
- inform school if their child is unwell or unable to complete learning;
- report any access, technology or wellbeing difficulties to school as soon as possible;
- ensure their child uses school systems and resources appropriately;
- support age-appropriate online safety at home;
- maintain contact with school during any period of remote education.

Pupils will be supported to:

- complete learning to the best of their ability;
- ask for help when they need it;
- behave respectfully online and when communicating with school staff;
- use technology and resources safely and appropriately;
- tell a trusted adult if they see or hear anything that worries them.

Attendance and absence

St Mark's CE Primary School understands that daily on-site attendance is essential for pupils' attainment, wellbeing, safeguarding and wider life chances. Remote education is not an equal alternative to attendance at school and will only be considered when attendance has already been established as not possible or contrary to guidance.

Where a pupil is absent from school and receiving remote education, the pupil will still be recorded as absent in the attendance register using the most appropriate absence code. Engagement with remote education will be monitored separately and will not be used to mark a pupil as present in school.

The school will work proactively with pupils, parents, carers, the Local Authority and relevant partners to remove barriers to attendance and support pupils to return to school as soon as possible.

Circumstances where remote education may be considered

Remote education may be considered in two broad circumstances:

- school closures or restrictions on attendance, where school access for pupils is restricted;
- individual cases where a pupil is unable to attend school but is able and well enough to learn.

School closures and attendance restrictions

The school will make every effort to ensure pupils can be taught in person where possible. If it is not possible to remain open safely, or remaining open would contradict local or national guidance, the school may provide remote education. This may include full or partial closure due to severe weather, site safety, public health guidance or other emergency circumstances.

Individual cases where a pupil is unable to attend but is able to learn

There may be limited circumstances where a pupil cannot attend school but is well enough to continue learning. These may include short-term recovery from an infectious illness, preparation for or recovery from an operation, recovery from an injury where attendance would inhibit recovery, or short-term absence affected by SEND or mental health needs.

In these circumstances, remote education will be considered on a case-by-case basis as part of a wider plan to support attendance and reintegration. Remote education will only be provided where it is judged that doing so will not adversely affect the pupil's return to school.

The school day

Where remote education is provided for a wider group or cohort, the school will set out clear expectations for the school day. As a guide, remote education will be provided for an average of three hours a day across the cohort for Key Stage 1, with less for younger children, and four hours a day for Key Stage 2. This may include a mixture of recorded input, independent tasks, reading, practical activities and breaks.

Pupils who are unwell are not expected to complete remote learning until they are well enough to do so. Parents should inform school in line with the school's normal absence procedures if their child is unwell.

Pupils with SEND or medical needs may require shorter learning sessions, sensory breaks, movement breaks, practical activities or adult-supported tasks. These adjustments will be considered individually.

Principles and practice

When providing remote education, the school will follow these principles:

- remote education will only be used where attendance is not possible or would be contrary to guidance;
- learning will be high quality, meaningful and linked to the curriculum wherever possible;
- provision will be made available as soon as reasonably practicable and proportionate to the expected length of absence;
- work will be appropriate to pupils' age, stage of development and independent learning skills;
- staff will consider pupils' SEND, EAL, medical, wellbeing and safeguarding needs;
- staff will consider pupils' access to devices, internet, quiet space and adult support;
- screen time will be balanced with practical and offline learning where appropriate;
- younger pupils will not be expected to learn independently for long periods;
- feedback and contact will be planned in a manageable and proportionate way;
- remote education arrangements will be reviewed and adjusted where they are not meeting pupils' needs.

Communication

The school will communicate remote education arrangements clearly and as soon as reasonably possible. Communication may take place through school-approved systems, including email, the school website, Arbor, Class Dojo, telephone calls or printed information where appropriate.

Communication with pupils and families will usually take place during school hours. Staff will use school-approved accounts and systems and will follow the Staff Code of Conduct at all times.

Families should contact school as soon as possible if work cannot be accessed or completed. Staff will keep parents and pupils informed of any changes to remote education arrangements.

Where there are concerns about non-engagement, wellbeing, safeguarding or access, the school will contact parents and carers to understand the barriers and agree next steps.

Resources

Learning materials

The school may use a range of resources to support remote education, including:

- printed work packs, books or practical resources;
- school-approved online platforms;
- email, Arbor, Class Dojo or the school website;
- pre-recorded video or audio explanations;
- reading, phonics, spelling and maths activities;
- educational websites and approved online resources;
- practical learning tasks and wider curriculum activities;

Lesson plans and resources will be adapted where needed so that pupils can access learning. Where families do not have access to a printer, work packs may be made available for collection from school where appropriate.

Access to devices and connectivity

The school recognises that families may have different levels of access to devices, internet, quiet space and adult support. Where remote education is required, the school will seek to identify barriers to access and will consider reasonable support, which may include paper-based alternatives, signposting or the loan of school-owned equipment where available.

Where school-owned equipment is loaned, parents and pupils must follow the school's acceptable use expectations and any loan agreement. The school is not responsible for technical support for devices not owned by the school.

Costs and expenses

The school will not contribute to household expenses incurred while pupils learn remotely, such as heating, lighting or internet costs, unless specific national or local arrangements apply.

Pupils with SEND

St Mark's CE Primary School is committed to inclusion and will continue to use its best endeavors to secure the special educational provision called for by a pupil's SEND when remote education is in place.

Where pupils with SEND are unable to attend school and require remote education, the school will consider how the curriculum, teaching and support can be adapted. This may include:

- simplified or reduced tasks;
- visual supports, now and next prompts or social stories;
- practical learning activities;
- shorter tasks and movement or sensory breaks;
- reduced recording demands;
- additional adult explanation where possible;
- printed resources;
- communication supports;
- activities linked to individual targets or provision plans.

For pupils with EHCPs, the school will consider the provision set out in the plan and whether aspects can reasonably be delivered remotely. Some pupils with SEND may not be able to access remote education without high levels of adult support, specialist approaches, personal care, sensory regulation or a highly structured environment. Where remote education is not sufficient to meet a pupil's needs, the school will work with parents, carers, professionals and, where appropriate, the Local Authority to consider suitable next steps.

Remote education for pupils with SEND will be monitored and reviewed so that barriers can be identified and pupils can be supported to return to school as soon as possible.

Remote education during a suspension or permanent exclusion

Where a pupil is suspended or permanently excluded, the school will take steps to ensure that work is set and marked during the first five school days, in line with statutory guidance on suspension and permanent exclusion.

Remote education will not be used as a justification for sending pupils home because of misbehaviour. If a pupil is sent home for disciplinary reasons, this will be treated as a suspension and managed in line with the law and the school's policies. After a period of suspension or off-site direction, the expectation will be that the pupil returns to full-time attendance unless a lawful alternative arrangement is in place.

Pupil conduct

Pupils are expected to follow the same standards of behaviour during remote education as they would in school. Expectations will be shared in an age-appropriate way.

- pupils should use school systems and resources appropriately;
- pupils should communicate respectfully with staff and other pupils;
- pupils should not share passwords or personal information;
- pupils should tell a trusted adult if they see or hear anything that worries them;
- where conduct concerns arise, these will be managed in line with school policies and safeguarding procedures where appropriate.

Staff conduct

Staff will follow the Staff Code of Conduct, safeguarding procedures, data protection requirements and acceptable use expectations at all times during remote education.

- staff will only use school-approved systems to communicate with pupils and families;
- staff will not share personal contact details with pupils;
- staff will maintain professional boundaries in all remote communication;
- staff will record concerns, incidents or technical issues in line with school procedures;
- staff will report safeguarding concerns immediately to the DSL.

Safeguarding

Safeguarding remains a priority during any period of remote education.

The school will ensure that:

- all staff understand that children can be at risk of harm in school, at home, in the community and online;
- staff know how to report safeguarding concerns to the DSL;
- regular contact is maintained with vulnerable pupils where appropriate;
- non-engagement is followed up where it may indicate a safeguarding or welfare concern;
- parents are informed about the systems pupils will use and the staff they may interact with;
- online safety messages are shared with pupils and families;

- home visits are considered where necessary
- the DSL liaises with social workers and other professionals where appropriate.

All safeguarding concerns will be recorded and responded to in line with the school's procedures. If there is immediate risk of harm, staff will follow emergency safeguarding procedures.

Systems and technology

The school will use systems and technology that are appropriate for pupils' age, needs and learning. Staff will only use school-approved platforms for remote education and communication.

To reduce risk, staff will:

- use secure accounts and strong passwords;
- ensure pupils know how to report concerns;
- use video demonstrations or supporting explanation for practical curriculum areas
- seek support from the Trust IT support where technical concerns arise.

Data protection

The school will ensure that:

- personal data is processed lawfully, fairly and securely;
- school-approved systems are used for communication and learning;
- personal email accounts are not used to communicate with pupils;
- data is only shared where necessary and proportionate;
- images, videos or recordings are only used where there is a clear educational purpose and appropriate consent or lawful basis;
- staff report data protection concerns or breaches in line with school procedures.

Parents, carers and pupils must not record, screenshot or share remote learning materials involving staff or other pupils without permission.

Online safety

The school will reinforce online safety expectations before and during periods of remote education.

The school will communicate with parents about online safety and encourage age-appropriate parental controls and internet filters on home devices. The school is not responsible for providing internet access or online safety software for devices not owned by the school, but will share advice and signposting where appropriate.

Marking and feedback

The school will provide feedback in a way that is proportionate, manageable and appropriate to the age and needs of pupils. Feedback may include written comments, verbal feedback, whole-class feedback, quizzes, acknowledgement of completed work, or feedback through school-approved platforms.

Pupils should complete work to the best of their ability and submit or return work by the agreed method where possible. If pupils are unable to submit work online, the school will consider alternative arrangements, such as photographs of work, email submission or collection/drop-off points where appropriate.

Teachers will monitor engagement and progress and will raise concerns with parents, SLT, the SENDCO or DSL as appropriate. Non-engagement will be considered carefully, with the school seeking to understand any barriers before deciding next steps.

Health and safety

Pupils will be encouraged to take regular breaks from screens and to balance online tasks with practical or offline learning where appropriate. Younger pupils and pupils with medical or sensory needs may require more frequent breaks.

Parents and carers are responsible for the health and safety of pupils in the home environment. If any incident or concern arises linked to remote education, parents should inform school so that advice or support can be considered.

Staff working remotely must follow school expectations for safe and appropriate working arrangements and should report any health and safety concerns in line with school procedures.