

Farnborough Road Infant School

Remote Education Policy

"Learning, Caring and Achieving Together"

1. Guidance and aims

This policy has been updated with regard to the Department for Education's Providing Remote Education: Guidance for Schools (August 2024), Working Together to Improve School Attendance (updated July 2026), Keeping Children Safe in Education 2026, and statutory guidance on arranging education for children who cannot attend school because of health needs.

This remote education policy aims to:

- ensure consistency in the school's approach to remote education when pupils cannot attend in person;
- make clear that attendance at school is the expectation for every pupil and that remote education is not an equal alternative to attendance;
- set out expectations for staff, pupils, parents/carers and governors;
- ensure remote education is safe, inclusive, accessible and appropriate to pupils' age and developmental stage; and
- provide clear expectations for safeguarding, data protection, engagement and reintegration.

2. Use of remote education

All pupils should attend school in line with the school's Attendance Policy. Remote education is not an equal alternative to attendance in school and will only be considered as a short-term, last-resort measure where attendance is not possible, the pupil is well enough to learn, and remote provision is judged to be appropriate.

Pupils receiving remote education will be recorded in the attendance register in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024 and current DfE attendance guidance. Providing remote education does not, by itself, mean that a pupil is recorded as attending school.

The school will first seek to understand and overcome barriers to attendance and support the pupil to attend in person. Remote education may be considered where in-person attendance is not possible or is contrary to government guidance, including:

- where the school cannot open safely, or opening would be contrary to local or central government guidance;
- where an individual pupil is unable to attend physically for a limited period but is able to continue learning, for example because of an infectious illness, recovery from some types of operation or injury, or health-related needs;
- where a pupil's attendance is affected by SEND, disability or mental health needs and a carefully planned, time-limited period of remote education forms part of wider support for reintegration.

Remote education for an individual pupil will be considered on a case-by-case basis. Where used, the school will:

- seek agreement with parents/carers and the pupil, where appropriate, and involve relevant medical professionals when needed;
- involve the local authority where appropriate, including where the pupil has an EHC plan or a social worker;
- put formal arrangements in place to review the provision, barriers to attendance and the pupil's welfare and engagement;
- identify support and reasonable adjustments that will help the pupil return to school as soon as possible;
- set a clear time limit and reintegration plan, with regular review; and
- ensure remote education is not used as a justification for informally sending a pupil home because of behaviour. Any suspension will be managed under the school's Behaviour Policy and statutory suspension and exclusion guidance.

Where a child cannot attend school because of health needs and it becomes clear that they are likely to be absent for 15 school days or more during the school year, whether consecutive or cumulative, the school will work closely with Sefton Local Authority and relevant health professionals in relation to the local authority's section 19 Education Act 1996 duty. Remote education may form part of a wider, flexible programme but will not replace the local authority's responsibilities.

3. Early Years and infant-school approach

The DfE remote education guidance applies to pupils of compulsory school age. At FRIS, any support offered to children below compulsory school age, including children in Nursery and Reception who are not yet of compulsory school age, will be developmentally appropriate and agreed with families.

For our youngest children, provision will prioritise play, talk, stories, practical experiences, physical development and familiar routines rather than prolonged screen-based activity. Expectations will recognise that young children require adult support and that family circumstances differ.

For Reception and Key Stage 1 pupils, remote education will be equivalent to the core teaching that is appropriate and practicable, while taking account of age, developmental stage, SEND, family circumstances, screen time and the level of adult support required. The school does not prescribe a fixed number of hours for every pupil.

4. Roles and responsibilities

Teachers

When providing remote education, teachers will work within normal professional expectations and will:

- provide access to remote education as soon as reasonably practicable and in proportion to the likely length of absence and the needs of the pupil;
- provide high-quality, meaningful and ambitious learning across an appropriate range of subjects, linked where practicable to learning taking place in school;
- make reasonable adjustments for pupils with SEND and disability and consider pupils' individual learning, communication, sensory and accessibility needs;
- consider how much adult involvement an activity requires and whether the family has appropriate resources and a suitable place to learn;
- use the school's agreed digital learning platform and/or provide printed or practical resources where this is more appropriate or where digital access is a barrier;
- explain to parents/carers how completed learning can be shared with school and provide age-appropriate feedback through the school's agreed communication systems;
- maintain appropriate contact with parents/carers to answer questions, support engagement and monitor welfare; and
- report any safeguarding concern immediately in accordance with the Child Protection and Safeguarding Policy.

Senior leaders

Senior leaders have overarching responsibility for the quality, safety and delivery of remote education. They will:

- co-ordinate the remote education approach across the school and identify a named lead where individual arrangements are required;
- ensure staff are trained and confident in the school's digital systems, including relevant accessibility features;
- identify and reduce barriers to digital access, including loaning school-owned devices where available, supporting connectivity where possible and providing printed or practical alternatives;
- ensure there is regular, normally daily, oversight of a pupil's engagement and welfare when the pupil is learning remotely, with prompt follow-up where contact is not achieved or concerns arise;
- monitor the quality and effectiveness of provision through communication with teachers, subject leaders, pupils and parents/carers;
- monitor safeguarding, online safety, data protection and security arrangements;
- ensure pupils with SEND, disability, medical needs or other vulnerabilities receive appropriate adjustments and support;
- ensure arrangements remain time limited and focused on reintegration into school; and
- ensure eligible families continue to receive appropriate support in relation to free school meals in accordance with current arrangements.

Pupils and parents/carers

Staff can expect pupils, with support appropriate to their age and needs, to:

- engage with the learning provided as far as they are able;
- ask for help when they need it;
- tell an adult if they cannot complete the learning; and
- follow the school's behaviour and online safety expectations.

Staff can expect parents/carers to:

- maintain regular contact with school and support a manageable learning routine;
- inform school if their child is unwell or unable to engage with learning;
- raise any barriers to learning, including difficulties with devices, connectivity, resources or adult support;
- seek help from school where needed; and
- communicate respectfully with staff.

Governing Body

The Governing Body is responsible for:

- monitoring the school's approach to remote education and its impact on education, attendance, inclusion and safeguarding;
- seeking assurance that remote education is used appropriately, is time limited and supports return to in-person education;
- ensuring systems used for remote education are appropriately secure and meet safeguarding and data protection requirements; and
- ensuring leaders have considered access, equality and the needs of pupils with SEND and disability.

5. SEND, disability and equality

FRIS will maintain high expectations for pupils with SEND and disability while recognising that remote education may require personalised adjustments. The school will use its best endeavours to secure the special educational provision called for by a pupil's SEND and will have regard to duties arising from the Children and Families Act 2014, the Equality Act 2010 and, where applicable, the pupil's EHC plan.

Reasonable adjustments may include adapted tasks, alternative formats, reduced or broken-down activities, practical resources, visual supports, assistive technology, additional adult contact or a different balance of online and offline learning. Decisions will be made with families and, where appropriate, the SENCO and relevant professionals.

6. Safeguarding and online safety

Safeguarding remains the school's highest priority when pupils are learning remotely. All staff must follow Keeping Children Safe in Education 2026, the school's Child Protection and Safeguarding Policy, Online Safety Policy, staff code of conduct and reporting procedures.

Staff will:

- maintain appropriate professional boundaries and use school-approved systems and accounts for communication;
- follow school procedures for any live or recorded online activity, including expectations about privacy, conduct and appropriate adult oversight;
- remain alert to signs of abuse, neglect, exploitation, online harm or changes in behaviour, attendance or engagement;
- act immediately on any safeguarding concern and report it to the DSL or deputy DSL without delay;
- record safeguarding concerns, actions, decisions and outcomes in accordance with school procedures;
- follow up promptly when expected contact with a child or family cannot be established; and
- ensure that online safety, filtering and monitoring expectations remain applicable to school-owned devices and school systems used remotely.

Where a child is known to a social worker, has an EHC plan or is otherwise vulnerable, remote education arrangements will be considered alongside the child's wider safeguarding, SEND and multi-agency support.

7. Data protection and information security

The school will follow its Data Protection Policy, privacy notices, acceptable-use arrangements and information-security procedures when providing remote education.

Staff will:

- access personal information only where necessary for their role and through school-approved, secure systems;
- use school-provided devices for school business wherever these are available and follow school procedures where any other device is authorised;
- collect, use and share the minimum personal data necessary for the school's official functions and safeguarding duties;
- keep devices password protected and locked when unattended;

- not share school devices or confidential information with family or friends;
- keep operating systems and security software up to date and use encryption where required by school procedures; and
- report any loss, breach or security concern promptly in accordance with the school's data-protection procedures.

8. Contact and support

If staff have questions or concerns about remote education, they should contact:

- learning, curriculum or resources – the relevant Key Stage Lead or subject leader;
- SEND or accessibility – the SENCO;
- behaviour or attendance – a senior leader;
- IT or digital access – the school's designated IT support/contact;
- workload or wellbeing – the Headteacher;
- data protection – the Data Protection Officer; and
- safeguarding – the DSL or deputy DSL.

Parents/carers should normally contact their child's class teacher in the first instance. Safeguarding or urgent welfare concerns should be raised with the school immediately.

9. Monitoring and review

This policy will be reviewed annually by the Governing Body, or earlier where there are changes to legislation, statutory guidance, DfE remote education guidance or school procedures. Leaders will monitor the use and impact of remote education, including attendance, engagement, safeguarding, accessibility and reintegration.

10. Links with other policies and guidance

This policy should be read alongside the school's:

- Attendance Policy;
- Behaviour Policy;
- Child Protection and Safeguarding Policy;
- Supporting Pupils with Medical Conditions Policy;
- SEND Policy and SEND Information Report;
- Equality Policy and Equality Objectives;
- Data Protection Policy and privacy notices;
- ICT/Acceptable Use and Online Safety Policies; and
- Emergency Planning / Business Continuity arrangements.

Relevant national guidance includes Providing Remote Education: Guidance for Schools; Working Together to Improve School Attendance; Keeping Children Safe in Education 2026; and Arranging Education for Children Who Cannot Attend School Because of Health Needs.

Policy date	September 2026
Review date	September 2027, or earlier if guidance changes
Signed – Headteacher	Date: 28 th September 2026
Signed – Chair of Governors	Date: 28 th September 2026