

MEREWORTH COMMUNITY PRIMARY SCHOOL



Remote Education Policy

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1. Purpose and Scope

This policy sets out how Mereworth Community Primary School will provide remote education in the limited circumstances where pupils cannot attend school in person. It applies to all pupils of compulsory school age on the school roll.

Remote education should only ever be considered as a last resort - where a decision has already been made that attendance at school is not possible, but pupils are able to continue learning. It is not an equal alternative to in-person education and does not reduce the imperative to reopen or return to school as soon as possible.

This policy has been written in accordance with the DfE non-statutory guidance: Providing Remote Education: Guidance for Schools (August 2024), and aligns with:

- School Attendance (Pupil Registration) (England) Regulations 2024
- Working Together to Improve School Attendance (DfE, August 2024)
- Keeping Children Safe in Education (KCSiE) 2025
- Children and Families Act 2014 (SEND duties)
- Equality Act 2010
- DfE Emergency Planning and Response guidance

2. When Remote Education May Be Used

There are two scenarios in which remote education may be considered:

2.1 School Closure or Restricted Attendance

On rare occasions, it may not be possible or safe for all pupils to attend school. This might include:

- Severe weather (e.g. snow days)
- A public health incident or outbreak
- Damage to the school premises
- Other emergencies as advised by the local authority or central government

In all such circumstances, every effort will be made to keep the school open or to reopen as quickly as possible. Remote education is provided only after the decision not to open has been made. Schools should consult DfE emergency planning guidance in the event of closures.

Important: Pupils absent from school and receiving remote education must still be marked as absent in the register using the most appropriate attendance code, in line with the School Attendance (Pupil Registration) (England) Regulations 2024.

2.2 Individual pupil absence where the pupil can still learn

In limited circumstances, a pupil may be unable to attend school but remain well enough to continue their education remotely. These situations should be short-term and may include:

- Recovery from a short-term infectious illness
- Preparation for or recovery from an operation
- Recovery from an injury where attendance could inhibit recovery

In exceptional cases, remote education may also be considered for pupils whose attendance has been affected by a special educational need or disability (SEND) or a mental health issue. This will only be offered:

- On a case-by-case basis, after the absence has been established
- As part of a formal plan to reintegrate the pupil back into school
- Where it is judged that remote education would not adversely affect the pupil's return

Remote education for individual pupils will always remain a short-term measure. It does not reduce the school's commitment to securing the pupil's return to full-time in-person education as soon as possible.

2.3 Circumstances where Remote Education does not apply

Remote education will not be used:

- As a substitute for attendance - it will never be offered as an alternative to attending school where attendance is possible
- As a disciplinary measure - any period at home for disciplinary reasons constitutes a formal suspension and must follow the legal process for suspensions
- During exclusions - see the school's Suspensions and Exclusions Policy

3. Snow Days - Provision for Days 1 and 2

During the first two days of school closure due to severe weather, pupils are invited to take part in snow-themed learning activities. This work is optional and enrichment-based. Pupils should bring any completed work into school when they return.

Year R - EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Play in the snow! Make a snowman and measure it from top to bottom with your hands.	Make a snowman - how many different ways can you measure it?	Make a selection of snowmen and measure and compare them using different units.	Make a snowman. Measure in metric and imperial units. Estimate how much it weighs.
Go on a snow walk with your adult. What can you see? Draw and describe.	Choose a winter book to read and write a book review.	Write a recount about your snow day.	Write a news report about your snowy day.
Make a snow globe from a jam jar.	Make a snow globe from a jam jar.	Make a snow globe from a jam jar.	Make a snow globe from a jam jar.
Write numbers to 10 in the snow and make snowballs to match.	Design a snow-themed snakes and ladders game.	Record the temperature and create a bar chart.	Record the temperature and create a line graph.

Find a snowy story from your bookshelf. Draw a picture and write a sentence about it.	Find a snowy story. Read it and write a book review.	Read a chapter of your current book. Write a short winter story using those characters.	Research: Where is the coldest place recorded this week? Watch the weather forecast and explain why it has been cold.
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4. Extended Closure — Day 3 Onwards (All Closure Types)

From Day 3 of any school closure (or Day 2 for non-weather closures — see section 5), class teachers will share structured learning activities via the class email account, aligned with current curriculum topics.

Expected daily learning time:

Year R - EYFS	Years 1 & 2	Years 3–6
2 hours per day	3 hours per day	4 hours per day

These times reflect core teaching time and take into account pupils' ages, developmental stages, and independent study skills. Breaks are encouraged. We are mindful of the demands placed on families, particularly for younger children who may require adult support.

4.1 What Teachers will provide

- Curriculum-linked tasks based on current topics in English, Maths and Foundation subjects
- A mix of written tasks, reading activities, and creative work appropriate to the year group
- Links to high-quality external resources including Oak National Academy lessons where appropriate
- Clear instructions accessible to both pupils and parents/carers
- Regular feedback and opportunities for pupil–teacher interaction as far as practicable

4.2 Recommended Online Resources by Year Group

Year R - EYFS	Years 1 & 2	Years 3–6
Oak National Academy Numbots Phonics Play Busy Things	Purple Mash Oak National Academy BBC Bitesize Mathletics	Purple Mash Oak National Academy BBC Bitesize Mathletics SPAG.com Times Table Rockstars

5. Non-Weather School Closure (Day 1 Onwards)

Where school closes for reasons other than snow (for example, a premises issue, public health directive or other emergency):

Day 1: Pupils complete any home learning already set for that week, plus age-appropriate activities from the recommended websites listed in section 4.2.

Day 2 onwards: Class teachers will email structured activities to the class email account and share via Class Dojo, based on current curriculum topics. Expected daily learning time is as per the table in section 4.

6. Individual Pupils Unable to Attend School

6.1 Agreeing Remote Education

Before remote education is provided to an individual absent pupil, the following must be in place:

- Mutual agreement between the school, parents/carers, and - where appropriate - the pupil
- Where relevant, the agreement of a medical professional
- Where the pupil has an Education, Health and Care (EHC) plan or is known to a social worker, the involvement of the local authority

6.2 Review and time limits

Where remote education is being used to support reintegration, a formal review arrangement will be put in place that:

- Sets a clear time limit for the period of remote provision
- Reviews the efficacy of the arrangement regularly
- Identifies what additional support or flexibilities can ease the pupil back to school
- Aims to return the pupil to full-time in-person education with appropriate support as soon as possible

6.3 Attendance registers

Pupils receiving remote education remain on the school roll and must be recorded as absent using the appropriate code in the register, in line with the School Attendance (Pupil Registration) (England) Regulations 2024. The school will continue to monitor attendance and escalate concerns in accordance with the Attendance Policy.

6.4 Working with the Local Authority

Under section 19 of the Education Act 1996, local authorities are responsible for arranging suitable education for children of compulsory school age who, because of illness or other reasons, would otherwise not receive a suitable education. The s.19 duty triggers when a child has been (or is expected to be) absent for 15 or more school days in the year, whether consecutive or cumulative.

Mereworth Community Primary School will work closely with Kent County Council and any relevant medical professionals to ensure children with health needs are fully supported, including through individual healthcare plans where appropriate.

7. Pupils with SEND

The school's duty to use best endeavors to secure the special educational provision required by a pupil (Children and Families Act 2014) continues to apply during any period of remote education. So do all duties under the Equality Act 2010, including the duty to make reasonable adjustments and not to discriminate.

Where a pupil with SEND is receiving remote education, the school will:

- Ensure their class teacher and SENCO plan provision that reflects their individual needs
- Work collaboratively with families to put in place arrangements that allow the pupil to access remote education successfully
- Consider the level of adult support the pupil may require at home and plan accordingly
- Liaise with the local authority where the pupil has an EHC plan to ensure all statutory duties continue to be met
- Provide printed resources as an alternative to digital provision where necessary

8. Quality of Remote Education

Work provided during periods of remote education will be:

- High quality, meaningful and ambitious
- Curriculum-linked and appropriate to the pupil's age and stage of development
- Covering an appropriate range of subjects to keep pupils on track
- Mindful of screen time - a balance of digital and non-digital tasks will be offered where possible

The school uses school class email accounts as its primary platforms for communicating remote education tasks to parents. These platforms are kept secure and up to date, and staff are trained in their use. Where pupils lack access to appropriate devices or internet connectivity, the school will consider:

- Providing printed resource packs for collection or delivery
- Signposting families to internet connectivity support
- Distributing school-owned devices where necessary and possible, accompanied by a user agreement

The quality and delivery of remote education is the overarching responsibility of the Headteacher (Miss Lavelle), supported by the Deputy Headteacher and class teachers.

9. Safeguarding during Remote Education

The school's safeguarding and child protection obligations do not change during periods of remote education. In line with KCSiE 2025 and the DfE Safeguarding and Remote Education guidance:

- The Designated Safeguarding Lead (DSL) remains responsible for all safeguarding decisions
- Staff will check, at least daily, whether pupils are safe and engaging with remote education

- Any safeguarding concerns identified during remote education will be reported and logged via CPOMS in the usual way
- The Child Protection and Safeguarding Policy and Online Safety Policy remain in force and apply to all remote education activity
- Any live or recorded online teaching sessions will comply with the school's online safety expectations for staff and pupils
- Parents/carers will be reminded of online safety guidance for pupils learning at home

10. Free School Meals during Remote Education

Where pupils eligible for benefits-related free school meals are receiving remote education, the school will work with Caterlink (the school's catering partner) to arrange either quality lunch parcels or food vouchers for the period of absence. Eligibility will be checked and provision arranged as quickly as possible following the decision to close or restrict attendance.

11. Communication with Parents and Carers

The school will notify parents and carers as soon as possible if remote education is required, using MCAS (My Child at School) as the primary communication channel. Notifications will include:

- The reason for closure or remote provision
- What to expect from the school on Day 1, Day 2, and beyond
- How and when learning tasks will be shared (class email / Class Dojo)
- Contact details for raising any concerns or reporting difficulties in accessing remote education

Parents and carers are asked to inform the school office if their child is unable to engage with remote education tasks, so that appropriate support can be arranged. The school office can be contacted at office@mereworth.kent.sch.uk or on 01622 812569.

12. Staff Responsibilities

Role	Responsibility
Headteacher Miss Lavelle	Overall responsibility for the quality and delivery of remote education. Decides when remote education provision is triggered. Communicates with parents, staff and the local authority as required.
Deputy Headteacher Miss Maryon	Supports the Headteacher in planning and overseeing remote education provision. Acts as lead in HT's absence.
Class Teachers	Prepare and share high-quality remote learning tasks. Maintain contact with pupils and families. Monitor pupil engagement and flag concerns to the DSL or SLT.

DSL Miss Lavelle	Maintains safeguarding oversight. Ensures daily welfare checks are carried out. Receives and acts on safeguarding concerns arising during remote education.
SENCO Mrs Delaney	Advises on adaptations for pupils with SEND. Liaises with families and the local authority on EHC plan duties during remote education.
SBM Mrs Morris	Coordinates logistical arrangements (FSM, device distribution if needed, communication platforms). Maintains this policy and the BCP.

13. Monitoring and Review

This policy will be reviewed every two years, or sooner following:

- A significant change to DfE guidance on remote education
- Any period of extended school closure
- Feedback from staff, pupils or parents following a period of remote provision

The policy is held by the School Business Manager and approved by the Headteacher. It does not require Full Governing Body ratification (it is a headteacher-delegated operational policy) but will be shared with the governing body as part of the annual review cycle.

Any additional burdens that the provision of remote education may place on staff and families will be considered in each review.

Approved by	Signature	Date
Miss Lavelle Head Teacher		

Related Policies and Documents

Document	Location
Child Protection & Safeguarding Policy	School policy register
Online Safety Policy	School policy register
Attendance Policy (Pupils)	School policy register
SEND Policy & Information Report	School policy register
Emergency Management & Business Continuity Plan	School policy register
DfE: Providing Remote Education (Aug 2024)	gov.uk
DfE: Working Together to Improve School Attendance (Aug 2024)	gov.uk
DfE: Safeguarding and Remote Education	gov.uk
KCSiE 2025	gov.uk