



Remote Education Policy

January 2026

Date of Review: January 2026
Approved by: Trust Board
Next Review Date: January 2027

The **Remote Education Policy (REP)** covers both primary and secondary phases; it aligns closely with current Department for Education (DfE) and UK Government guidance and legislation.

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Purpose and Scope

- Ensures all compulsory school-age pupils receive timely, high-quality remote learning when in-person attendance is impossible—either due to whole-school closures (e.g. public health restrictions) or individual needs (e.g. illness, self-isolation).
- Applies across all schools within Vision MAT, including primary (KS1–2) and secondary (KS3–4/5) phases.

Alignment with Legislation and Guidance

- Based on the DfE’s “Providing remote education: guidance for schools” (updated Aug 2024), which sets quality expectations and acknowledges remote education as a last resort, not a substitute for in-school learning.

- Complies with Remote Education Regulations (Feb 2021) requiring trusts to publish remote education provision details online.
- Supports statutory attendance obligations; pupils learning remotely must still be coded as absent and recorded per the School Attendance (Pupil Registration) (England) Regulations 2024.

Strategic Objectives

- Continuity & Consistency: Remote provision ensures no learning disruption.
- Parity and Ambition: Maintaining curriculum breadth and challenge comparable to in-class instruction.
- Inclusion & Accessibility: Supports SEND and disadvantaged pupils.
- Safeguarding and Safety: Uphold online safety and data protection.
- Workload Balance: Sustainable for pupils, staff, and families.

Remote Education Plan (REP)

Each school within Vision MAT must, when needed, maintain a documented REP, including:

- Clear activation triggers.
- Platforms, resources, and lesson delivery methods.
- Device and connectivity support for pupils.
- Safeguarding protocols, including designated staff availability.
- Communication routines with staff, pupils, and families (e.g. daily check-ins, weekly updates).
- Review mechanisms post-implementation, with stakeholder input.

Teaching and Curriculum Delivery

- Provide a planned sequence of learning aligned with the in-school curriculum, preserving coverage, progression, and retention.
- Primary pupils: aim for 4 hours of daily meaningful activity including synchronous and/or asynchronous delivery methods: live teaching, pre-recorded content and structured tasks, supported by high-quality internal and external resources, where needed.
- Secondary pupils: similar expectations adapted to subject depth and engagement strategies.
- Feedback mechanisms: regular submission reviews, intervention where misconceptions arise.

Access and Technology

- Trust ensures devices and connectivity loans where needed; paper packs if digital access isn't possible.
- Platforms (e.g. Teams, Showbie, for example) are chosen for reliability, safeguarding compliance, and usability.
- IT support available for families; schools maintain device loan inventories.

Roles and Responsibilities

Role	Responsibilities
Trust Leadership	Oversee policy implementation and review school REPs. Allocate funding and technical support.
School Senior Leadership	Activate REP; monitor provision quality; liaise with Trust safeguarding lead.
Classroom and Subject Teachers	Design and deliver remote lessons; track engagement; provide feedback; differentiate for SEND/EAL. Maintain welfare checks on pupils.
Support Staff/ TAs	Support curriculum adaptation; maintain welfare checks on pupils.
Pupils and Families	Engage with scheduled lessons and tasks; report barriers; maintain remote learning routines.

Attendance, Monitoring and Data

- Record remote days as **absent** per regulations, noting code depending on the cause.
- Monitor daily engagement: log logins, task completion; follow up swiftly on non-engagement.
- Use data to adapt instruction and support.

Inclusion and SEND

- Provide reasonable adjustments, such as simplified work and/or 1:1 support (including instructional support/adaptations).
- Work closely with SENCOs and families for tailored plans.
- Maintain equal access to resources and support for disadvantaged pupils (e.g., devices, connectivity, paper materials).

Safeguarding and Online Safety

- Follow staff conduct and acceptable use policies during remote delivery.
- DSLs remain accessible online; reporting pathways must be clear.

- Risk-assess digital tools and platforms.
- Provide ongoing online safety education for pupils, staff, and families.

Staff Workload and Wellbeing

- Balance live sessions with asynchronous content to manage teacher workload.
- Train staff in effective online pedagogy.
- Regularly gather staff feedback on remote teaching.

Review and Continuous Improvement

- Evaluate REP after each deployment, incorporating feedback from all stakeholders.
- Annually review policy, protocols, and technology choices.

Data Protection and GDPR Compliance

Legal Framework:

- Vision MAT schools comply with UK GDPR and the Data Protection Act 2018, covering the processing of personal, special category, and safeguarding data relating to pupils, staff, and families.
- Trust and schools act as Data Controllers, registered with the ICO. A Data Protection Officer (DPO) is appointed and accessible.
- Lawful, Fair, and Transparent Processing:
- We process data under lawful bases:
 - o Public task for education and safeguarding activities.
 - o Consent for optional uses (e.g., non-essential photos, marketing materials).
- Data processing activities are communicated clearly through privacy notices, supplied at data collection points.

Security & Access Control:

- All remote platforms must meet required technical and organisational measures (access controls, encryption, secure login, MFA).
- Regular updates and audits ensure compliance with the DfE's data protection toolkit and Data Protection Act requirements.

Data Protection Impact Assessments (DPIAs):

- DPIAs are carried out for significant remote-education changes and new digital tools, documented per UK GDPR principles.

Third-Party Tools and Contracts:

- All external providers (e.g., MS Teams, Showbie, Century, LBQs) have data processing agreements in place and are GDPR-compliant.
- The trust only uses platforms meeting minimum security, safeguarding, and data protection standards.

Data Subject Rights:

- Pupils, parents/carers, and staff can exercise their rights — access, rectification, erasure, objection — via the MAT's published procedures.
- All Subject Access Requests (SARs) are handled within statutory timescales, with escalation to the DPO.

Training and Awareness:

- All staff involved in remote learning receive regular GDPR training and refreshers.
- Additional training enhances understanding of the overlap between data protection and safeguarding, especially regarding online communication and pupil contact.

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This policy ensures:

- A robust framework for delivering inclusive, high-quality remote education. It reflects national standards, ensuring educational continuity, regulatory compliance and equity of access across our primary and secondary schools.
- Remote education complies robustly with UK data protection law alongside safeguarding obligations.