



Remote Learning Provision

September 2026

Information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if it is required.

1. Purpose and principles

Beechview Academy prioritises high-quality face-to-face education. Remote education is not an equal alternative to attendance at school and will only be considered as a last resort where attendance has already been established as not possible, but the pupil is able to continue learning.

This policy sets out how the school will provide safe, high-quality and proportionate remote education when it is required. It reflects Department for Education guidance current in September 2026, including Providing remote education: guidance for schools, Working together to improve school attendance, and Keeping Children Safe in Education 2026.

2. When remote education may be used

Remote education may be considered in two broad circumstances:

A school closure or restriction on attendance, after all reasonable options to remain open or use a safe alternative site have been explored.

An individual pupil is unable to attend for a short period but is well enough to learn, for example while recovering from an infectious illness, operation or injury.

In exceptional cases involving SEND, mental health or medical needs, remote education may form part of a short-term, agreed plan to support reintegration. It will be reviewed regularly and must not create a barrier to the pupil returning to school.

Where a pupil is likely to be unable to attend because of health needs for 15 school days or more, whether consecutive or cumulative, the school will work with the local authority and relevant professionals in line with the local authority's section 19 duties.

3. Attendance and registration

Pupils receiving remote education because they are not attending school remain absent from the school site and must be recorded in the attendance register using the most appropriate code. Remote education does not remove the school's duty to work with the pupil and family to overcome barriers to attendance and secure a return to in-person education as soon as possible.

4. What pupils can expect

Remote education will be made available as soon as reasonably practicable and will be proportionate to the expected length of absence. The school will aim to provide learning that is high quality, meaningful, ambitious and aligned with the curriculum being taught in school.

Learning across an appropriate range of subjects, with a strong focus on core knowledge and skills.

A suitable balance of teacher explanation or instruction, independent work, reading and practice. Live teaching may be used where appropriate but is not required for every lesson.

Learning broadly equivalent to the core teaching time pupils would receive in school where this is appropriate, taking account of age, development, SEND, home circumstances, screen time and the level of adult support reasonably available.

Regular opportunities for feedback, assessment and interaction with teachers and, where appropriate, peers.

Clear instructions about how and when work should be completed and submitted.

The school may use Google Classroom and other approved digital resources, including high-quality external materials such as Oak National Academy, alongside printed resources where these are more appropriate.

5. Access to technology

The school will work to identify and reduce barriers to digital access. Families should tell the school promptly if a pupil does not have a suitable device, internet connection or appropriate place to study.

Where possible, the school may loan a school-owned device subject to an appropriate user agreement.

The school will support families to identify suitable connectivity solutions where reasonably possible.

Printed materials and other forms of communication will be provided where digital access is not suitable or available.

Lack of access to technology should not prevent a pupil from receiving remote education.

6. Pupils with SEND and additional needs

The school's duties towards pupils with SEND continue during remote education. Teachers, the SENDCo and families will work together to adapt curriculum, teaching, resources and support so that pupils can continue to learn effectively.

For pupils with an Education, Health and Care Plan, the school will work with the local authority as required. Reasonable adjustments will be made in line with the Equality Act 2010. Where a pupil cannot access the usual remote approach, alternative arrangements will be considered with the family and relevant professionals.

7. Safeguarding, online safety and data protection

The school's Child Protection and Safeguarding Policy, staff Code of Conduct, Online Safety Policy and data protection requirements apply to remote education. Keeping Children Safe in Education 2026 remains the central statutory safeguarding guidance.

Staff will use school-approved accounts, platforms and communication channels.

Any live or recorded teaching will follow school safeguarding expectations. Pupils and families must not record, copy or redistribute lessons, images or learning materials without permission.

Personal information must be handled securely and only shared where there is a lawful and necessary reason.

The school will maintain appropriate filtering, monitoring and cyber-security arrangements for school systems and devices.

Staff will remain alert to signs of abuse, neglect, exploitation or online harm and report concerns immediately through the school's normal safeguarding procedures.

Where remote education is in place, the school will have appropriate arrangements to check pupil welfare and engagement. The frequency and method will reflect the

pupil's circumstances and safeguarding needs.

8. Roles and responsibilities

Senior leaders

Maintain an up-to-date remote education plan and ensure staff understand how it will operate.

Oversee the quality, accessibility and safeguarding of remote provision.

Consider staff workload and the demands placed on families.

Ensure provision is reviewed and that remote education remains necessary and proportionate.

Teachers

Provide or signpost suitable learning and communicate clearly with pupils and families.

Give appropriate feedback and monitor engagement and progress.

Raise concerns about access, welfare, safeguarding or prolonged absence promptly.

Follow school expectations for online safety, professional conduct and data protection.

Parents and carers

Support the agreed remote education plan as far as reasonably possible and encourage their child to engage with learning.

Keep the school informed about illness, access difficulties or other barriers to learning or attendance.

Ensure school login details are kept secure and support children to use school platforms safely.

Contact the school if additional support, equipment or printed resources are needed.

Pupils

Engage with remote learning as well as they are able, following school expectations for behaviour and online safety.

Complete and submit work as directed and ask for help when needed.

Keep login details private and report anything online that makes them feel unsafe or uncomfortable.

9. Welfare and free school meals

The school will maintain appropriate contact with pupils receiving remote education and will respond to welfare or safeguarding concerns in line with school procedures. Contact may include telephone calls, approved online communication or, where appropriate and risk assessed, home visits.

Where a pupil eligible for benefits-related free school meals is receiving remote education, the school will work with its catering arrangements to provide support in line with current DfE guidance, which may include a suitable lunch parcel or a voucher where available.

10. Suspensions and permanent exclusions

Remote education must not be used as an informal alternative to a suspension or as a reason to send a pupil home for disciplinary purposes. Where a pupil is suspended or permanently excluded, the school will follow current statutory guidance, including taking steps to set and mark work during the first five school days.

11. Monitoring and review

The senior leader responsible for remote education will review this policy at least annually and sooner if national guidance changes. The school will also review individual remote education arrangements regularly, with the aim of returning pupils to face-to-face education at the earliest appropriate opportunity.

Key guidance

Department for Education – Providing remote education: guidance for schools (updated 19 August 2024)

Department for Education – Working together to improve school attendance (updated 9 July 2026)

Department for Education – Keeping Children Safe in Education 2026 (in force from 1 September 2026)

Department for Education – Safeguarding and remote education

Department for Education – Education for children with health needs who cannot attend school

Equality Act 2010; Children and Families Act 2014; Education Act 1996, section 19; School Attendance (Pupil Registration) (England) Regulations 2024