



Westbury C of E Junior School

Remote Education Provision Policy

“Let your light shine.” – Matthew 5:16

This policy is to be read in conjunction with the vision, values and Christian character of the school. At the heart of Westbury C of E Junior School is the belief that every child should be supported to flourish, grow in confidence and fulfil their potential. Our approach is underpinned by our values:

Respect Care Inspire

Policy Information

Date policy was written: September 2026

Date of next review: September 2028

Introduction and Rationale

At Westbury Church of England Junior School, we believe that children learn best through regular attendance at school and access to high-quality, face-to-face teaching.

Remote education is not considered an equal alternative to attending school and will only be considered when it is not possible, or is inappropriate, for a child or group of children to attend school but they remain able to continue learning.

This policy sets out the school's approach to supporting learning in these circumstances. Our approach will remain flexible and proportionate, recognising that the needs of individual children, families and situations will vary.

Our priority will always be to support children to attend school and return to face-to-face education as soon as this is appropriate.

Home Learning and Homework

Where a child is absent from school for a short period but is well enough to undertake some learning, the school's first approach will be to encourage the child to continue with their established homework expectations.

At Westbury Church of England Junior School, children are expected to:

- read at least four times each week;
- complete four sessions of times tables practice each week; and
- complete at least two out of five creative challenges provided each term.

Creative challenges are linked to learning from previous or current areas of the curriculum and provide opportunities for children to apply their learning in creative and practical ways. Children are encouraged to bring completed challenges into school during the final week of each term to celebrate their achievements.

During short periods of absence, continuing with these established expectations will be the initial priority. This enables children to maintain important basic skills, including reading and times tables, while also providing meaningful opportunities to engage with wider learning.

Remote Education

Where an absence is expected to continue for a longer period, or where exceptional circumstances restrict access to school for a group or groups of children, the school will consider whether additional remote education is appropriate.

The nature and level of provision will be determined by the circumstances at the time and will take account of:

- the expected length of absence or disruption;
- the age and stage of development of the child;
- individual learning needs;
- any special educational needs or disabilities;
- the health and wellbeing of the child;
- access to appropriate technology and resources; and
- the level of support available at home.

Remote education will be proportionate to the circumstances and may include:

- activities that consolidate or revisit previous learning;
- reading activities;

- English and mathematics activities;
- times tables and other key mathematical skills;
- foundation subject activities;
- practical and creative challenges;
- high-quality resources provided by external organisations; and
- printed resources or alternative arrangements where appropriate.

The school is not required to replicate the full school timetable during short periods of individual absence. The provision offered will reflect the individual circumstances of the child and the expected duration of their absence.

Individual Circumstances

There may be limited circumstances where an individual child is unable to attend school but is well enough to continue learning.

In these circumstances, the school will consider the appropriateness of remote education on a case-by-case basis.

Any arrangements will be proportionate to the child's circumstances and will not replace the school's ongoing efforts to support the child to return to face-to-face education as soon as possible.

Where appropriate, the school may work with parents and carers, medical professionals, the Local Authority and other relevant professionals to agree suitable arrangements.

Where remote education forms part of a plan to support a child's return to school, arrangements will be reviewed as appropriate.

School Closures or Restrictions on Attendance

In the event of an emergency school closure or where attendance is restricted for some or all children, the school will consider the most appropriate approach to remote education.

The school's response will take account of:

- the nature and anticipated duration of the disruption;
- the number of children affected;
- the availability of staff;
- children's access to technology and learning resources; and
- the individual needs and circumstances of children and families.

Where remote education is required for an extended period, the school will aim to provide meaningful and appropriately ambitious learning that enables children to continue making progress and maintain their connection with learning.

Provision will be developed and adapted in proportion to the length and nature of the disruption.

The school will communicate arrangements clearly with parents and carers should such circumstances arise.

Pupils with Special Educational Needs and Disabilities

We recognise that remote education may not be appropriate or accessible in the same way for every child.

Where a child with SEND requires remote education, the school will consider their individual needs and work collaboratively with parents and carers to identify appropriate ways of supporting continued learning.

The type and level of provision will take account of the child's individual needs, access to support at home and ability to engage with remote learning.

Where appropriate, the school will work with the Local Authority and other relevant professionals to ensure that its responsibilities towards children with SEND continue to be met.

Access to Learning

The school recognises that access to technology, internet connectivity and suitable learning environments may vary between families.

Where barriers to accessing remote education are identified, the school will consider reasonable and appropriate alternatives where possible.

This may include:

- providing printed learning resources;
 - adapting the type of activities provided;
 - signposting families towards suitable resources; or
 - making other reasonable arrangements appropriate to the individual circumstances.
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Communication and Feedback

The level of communication and feedback provided during periods of remote education will be proportionate to the circumstances and the nature of the provision.

Teachers are not expected to provide individual feedback on every activity completed at home.

Feedback and interaction may take a range of forms, including:

- acknowledgement of completed work;
- verbal feedback;
- feedback when the child returns to school;
- whole-class or group feedback; or
- communication through agreed school systems.

The school will determine the most appropriate arrangements based on the circumstances at the time.

Safeguarding and Online Safety

The safety and wellbeing of children remain a priority during any period of remote education.

All remote education and communication arrangements will operate in accordance with the school's existing safeguarding, child protection, online safety and data protection procedures.

Staff will use agreed school communication systems and platforms when communicating with children and families.

Any safeguarding concerns identified during a period of remote education will be dealt with in accordance with the school's established safeguarding procedures.

Roles and Responsibilities

The Senior Leadership Team will maintain oversight of the school's approach to remote education and ensure that arrangements remain appropriate to the school's context and the circumstances in which remote education is required.

Teachers will support the provision of remote education where appropriate and in accordance with arrangements agreed by the school. The level and nature of provision will take account of the circumstances at the time and the wider responsibilities of staff.

Parents and carers are encouraged to support their child's learning at home where possible. The school recognises that families have different circumstances and that the level of support available at home will vary.

Children are encouraged to engage with the learning provided as far as they are able, taking account of their individual circumstances and wellbeing.

Review

This policy will be reviewed periodically and updated as necessary to ensure that it remains appropriate to the school's context and reflects relevant Department for Education guidance.

This policy should be read alongside the school's existing policies and procedures relating to attendance, safeguarding, SEND, online safety and teaching and learning.