

Remote Education Provision Policy

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1. Our Christian Foundation and Purpose

At Bradford Christian School, we believe that every child is made in the image of God, unique and of inherent value. Our mission is to provide a holistic Christian education for all and to inspire discipleship.

Even when pupils cannot attend school in person, we remain committed to providing high-quality education that enables everyone to grow in character, faith, knowledge, understanding and

wisdom. This policy ensures continuity of learning while maintaining our Christian ethos and values.

2. Aims

This policy aims to:

- Ensure consistency in our approach to remote learning
- Set clear expectations for all members of the school community
- Provide appropriate guidelines for data protection and safeguarding
- Support effective communication between school and families
- Maintain a broad and balanced curriculum during remote education
- Ensure the quality of remote education matches in-school provision

3. When Remote Education May Be Provided

Remote education may be provided when:

- A pupil is absent from school for medical reasons but is well enough to learn (following discussion with parents/carers)
- A pupil is unable to attend school but able to continue learning (e.g., following medical advice, self-isolation)
- A class or group of pupils is unable to attend school (e.g., due to local restrictions)
- The whole school is closed but pupils are able to continue learning

Remote education will not be provided for pupils who are too unwell to complete work.

4. Roles and Responsibilities

4.1 The Headteacher

The Headteacher is responsible for:

- Ensuring staff, pupils and parents understand expectations regarding remote education
- Monitoring the effectiveness and quality of remote education provision
- Ensuring safeguarding procedures are followed
- Ensuring staff have appropriate training and resources
- Approving the use of any new platforms or AI tools
- Reviewing this policy annually

4.2 The Designated Safeguarding Lead (DSL)

The DSL is responsible for:

- Ensuring safeguarding procedures are followed during remote education
- Monitoring and responding to safeguarding concerns that arise during remote learning
- Ensuring staff know how to report safeguarding concerns
- Maintaining contact with vulnerable pupils and their families
- Approving any 1-to-1 remote sessions in exceptional circumstances

4.3 The IT Lead/School Business Manager

The IT Lead/School Business Manager is responsible for:

- Ensuring the school's digital platforms are accessible and secure
- Supporting staff and pupils with technical issues
- Ensuring appropriate filtering and monitoring is in place
- Maintaining a list of approved platforms and tools
- Managing device loans to families
- Ensuring compliance with data protection requirements

4.4 The SENCO

The SENCO is responsible for:

- Coordinating support for pupils with SEND during remote learning
- Ensuring work is appropriately differentiated
- Liaising with parents/carers and external agencies
- Monitoring the progress of pupils with SEND
- Ensuring EHCPs continue to be met

4.5 Teaching Staff

Teaching staff are responsible for:

- Providing remote education of equivalent quality and quantity to in-school teaching
- Setting meaningful and ambitious work each day across the curriculum
- Providing timely feedback on pupils' work
- Maintaining regular contact with pupils and parents
- Following safeguarding procedures at all times
- Attending required training on remote education
- Monitoring pupils' engagement and progress
- Reporting concerns about non-engagement or safeguarding

4.6 Support Staff

Support staff are responsible for:

- Supporting pupils with remote learning as directed by teaching staff
- Maintaining regular contact with assigned pupils
- Following safeguarding procedures at all times
- Reporting concerns to teaching staff or the DSL

4.7 Pupils

Pupils are expected to:

- Engage with remote learning to the best of their ability
- Complete work set by teachers
- Seek help if they need it
- Follow the school's Behaviour Policy and Acceptable Use Policy

- Attend live lessons where required and participate appropriately
- Communicate respectfully with staff and peers

4.8 Parents and Carers

Parents and carers are expected to:

- Support their child's learning to the best of their ability
- Ensure their child engages with remote learning
- Contact the school if their child is unwell or unable to complete work
- Follow the school's Behaviour Policy and Acceptable Use Policy
- Ensure appropriate supervision during live lessons
- Provide a suitable learning environment where possible
- Maintain regular communication with the school

5. Our Approach to Remote Education

5.1 Digital Platform

We use **Google Workspace for Education** as our primary platform for remote learning. This allows us to:

- Set and assign work via Google Classroom
- Provide resources (worksheets, videos, links)
- Give feedback on pupils' work
- Communicate with pupils and parents
- Conduct live lessons via Google Meet
- Monitor pupils' engagement and progress

All pupils have access to Google Workspace for Education through their school account.

5.2 What Remote Education Will Include

Remote education will include:

- **Live teaching** via Google Meet (where appropriate)
- **Recorded teaching** (video/audio recordings made by teachers or from trusted sources)
- **Printed materials** for pupils without digital access (collected from school or delivered)
- **Commercially available websites** supporting teaching (e.g., BBC Bitesize, Oak National Academy, White Rose Maths)
- **Work set by teachers** via Google Classroom
- **Regular feedback** from teachers

5.3 Daily Expectations

The following are guidelines and will be adapted based on individual circumstances, including the pupil's age, stage of development, length of absence, specific needs (including SEND), and available resources at home.

EYFS and Key Stage 1:

- At least 3 hours of learning per day
- A mix of live/recorded teaching and independent work
- Daily phonics and reading activities
- Daily maths and English activities
- Other curriculum subjects across the week
- Opportunities for play-based learning

Key Stage 2:

- At least 4 hours of learning per day
- A mix of live/recorded teaching and independent work
- Daily reading, writing and maths activities
- Other curriculum subjects across the week
- Opportunities for creative and practical tasks

Key Stage 3 and 4:

- At least 5 hours of learning per day
- A mix of live/recorded teaching and independent work
- Work set across all curriculum subjects
- Regular feedback from teachers
- Opportunities for independent study and research

5.4 Live Lessons

Live lessons via Google Meet may be used to:

- Teach new content
- Provide explanations and demonstrations
- Answer pupils' questions
- Maintain relationships and sense of community
- Support pupils' spiritual, moral, social and cultural development

Expectations for pupils during live lessons:

- Be appropriately dressed (school uniform not required, but clothing should be suitable)
- Be in a suitable location (not a bedroom where possible)
- Have an appropriate adult in the home
- Mute microphone unless speaking
- Use the 'raise hand' feature to ask questions
- Use the chat function only for learning-related questions
- Follow the school's Behaviour Policy

Expectations for staff during live lessons:

- Be appropriately dressed and in a suitable location
- Follow the Staff Code of Conduct at all times
- Schedule lessons during normal school hours (8:30am - 4:00pm) unless exceptional circumstances require otherwise, with prior approval from the Headteacher
- **Not conduct 1-to-1 live sessions unless:**
 - Another member of staff is present, OR

- The session has been pre-approved by the Headteacher/DSL, AND
- Another adult in the school is informed and the session is logged

Important:

- Recordings of live lessons will not be shared
- Pupils can only join if invited by the teacher
- Pupils cannot re-join once the lesson has ended

5.5 Feedback

Teachers will provide feedback on pupils' work through:

- Comments on Google Classroom
- Whole-class feedback
- Individual feedback where appropriate
- Marking of key pieces of work
- Verbal feedback during live lessons

Feedback will be provided in line with our Feedback and Marking Policy and will be timely, meaningful and supportive.

6. Safeguarding

6.1 Key Principles

Safeguarding remains our top priority during remote education. All staff have a responsibility to provide a safe environment in which children can learn. All staff must follow our Child Protection and Safeguarding Policy at all times.

6.2 Reporting Concerns

If staff have any concerns about a child's welfare, they should act on them immediately. Staff must report safeguarding concerns immediately to the DSL using the usual reporting procedures:

- Via MIS 'Report a Safety/Welfare Issue' button, OR
- By contacting the DSL directly

If in exceptional circumstances, the designated safeguarding lead (or a deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local authority children's social care.

6.3 Communication

All communication between staff and pupils/parents must:

- Take place through school platforms (Google Classroom, school email)
- Be professional at all times
- Follow the Staff Code of Conduct
- Take place during school hours where possible (8:00am - 5:00pm, Monday to Friday during term time)

Staff must not:

- Use personal email addresses or social media to communicate with pupils or parents
- Share personal phone numbers with pupils or parents
- Communicate with pupils via personal devices
- Respond to emails or messages outside of normal school hours (except in emergency safeguarding situations)

Response times:

- Staff will aim to respond to queries within 24 hours during the school week
- Urgent safeguarding concerns should be reported immediately via the usual safeguarding procedures

6.4 Monitoring

We will monitor remote education platforms to ensure:

- Appropriate use by pupils and staff
- Safeguarding procedures are followed
- Any concerns are identified and addressed promptly

7. Data Protection and Online Safety**7.1 Processing Personal Data**

When processing personal data during remote education, we will follow our Data Protection Policy at all times. We will:

- Only use secure and trusted platforms (Google Workspace for Education)
- Minimise the personal data we process
- Ensure parents and pupils are aware of how data is being used (see our privacy notices)
- Update our privacy notices if we introduce new AI tools or platforms

7.2 Use of AI Tools

Personal data should not be entered into AI tools unless strictly necessary. The Key Leaders When using AI tools to support remote education:

- Only secure and trusted AI tools should be used to process personal data The Key Leaders
- Staff must follow the school's Use of Artificial Intelligence (AI) Policy
- Any use of AI tools that processes pupil data must be approved by the Headteacher and DPO
- If we use an AI tool to process identifiable personal information, we will update our privacy notices The Key Leaders

7.3 Sharing Images and Videos

Staff must:

- Not share images or videos of pupils without parental consent
- Follow our Online Safety Policy regarding images and videos
- Be aware that pupils may be visible in the background during live lessons

Parents must:

- Not take screenshots or recordings of live lessons
- Not share images or videos of other pupils

7.4 Online Safety

We will ensure appropriate filtering and monitoring is in place when pupils access remote learning, in line with 2025.

Parents should ensure appropriate supervision when their child is learning remotely and discuss online safety with their child regularly.

8. Access to Devices and Internet

8.1 Supporting Families

We recognise that not all families have access to devices or internet at home. We will:

- Survey families to identify those who need support
- Provide devices on loan where possible (subject to availability)
- Provide printed materials for collection or delivery where digital access is not possible
- Signpost families to sources of support (e.g., internet providers offering free or reduced-cost packages)

8.2 Requesting Support

Parents who need support with devices or internet access should contact the school office or their child's class teacher.

8.3 Device Loan Agreement

When devices are loaned to families:

- A loan agreement must be signed
- Devices remain the property of Bradford Christian School
- Devices must be returned in good condition
- Parents/carers are responsible for the device while on loan
- Devices must only be used for educational purposes
- Any damage or loss should be reported immediately to the school office
- Devices must be returned when the pupil returns to school or when requested

9. Engagement and Monitoring

9.1 Monitoring Engagement

We will monitor pupils' engagement with remote learning by:

- Checking completion of work set on Google Classroom
- Monitoring attendance at live lessons
- Maintaining regular contact with pupils and families
- Tracking submission of key pieces of work

9.2 Supporting Pupils Who Are Not Engaging

If a pupil is not engaging with remote learning, we will:

- Contact parents/carers to discuss barriers to engagement
- Provide additional support where needed
- Consider whether the pupil has access to appropriate devices and internet
- Consider whether there are safeguarding concerns
- Adapt provision to meet the pupil's needs

9.3 Vulnerable Pupils

We will maintain regular contact with vulnerable pupils (including those with a social worker, those with SEND, and other identified vulnerable groups) and offer additional support as needed. This may include:

- More frequent contact from staff
- Adapted provision
- Liaison with external agencies
- Safeguarding checks

10. Supporting Pupils with SEND

We will work with families to ensure pupils with SEND can access remote learning. This may include:

- Adapting work to meet individual needs
- Providing additional resources or support
- Maintaining regular contact with parents/carers
- Liaising with external agencies where appropriate
- Providing differentiated materials
- Offering additional live support sessions

For pupils with Education, Health and Care Plans (EHCPs):

- We will continue to work with parents/carers and external agencies to meet the outcomes in the EHCP
- Adjustments to provision will be made in consultation with the SENCO
- Regular reviews will be conducted to ensure the pupil's needs are being met
- Annual reviews will continue as planned (via video call if necessary)

For pupils receiving SEN Support:

- Teachers will differentiate work appropriately

- Additional resources and support will be provided as needed
- Regular contact will be maintained with parents/carers
- Progress will be monitored and reviewed

Our SENCO will coordinate support for pupils with SEND during remote learning and is available to discuss individual needs.

11. Behaviour Expectations

The school's Behaviour Policy applies to remote learning. We expect pupils to:

- Engage with remote learning
- Complete work set by teachers
- Behave appropriately during live lessons
- Communicate respectfully with staff and peers
- Follow the school's Acceptable Use Policy
- Uphold our Christian values of respect, kindness and integrity

Inappropriate behaviour during remote learning will be addressed in line with our Behaviour Policy.

Sanctions for inappropriate behaviour during remote learning may include:

- Warning and discussion with the pupil
- Removal from live lessons
- Loss of access to live lessons (with alternative provision made)
- Contact with parents/carers
- In serious cases, following the school's full behaviour policy procedures

12. Staff Wellbeing

We recognise that remote education can be challenging for staff. To support staff wellbeing during remote education:

- We will provide appropriate training and support
- We will set realistic expectations for remote education provision
- We will monitor staff workload
- We will maintain regular communication with staff
- We will provide opportunities for staff to raise concerns
- **Clear boundaries between work and home life will be maintained**
- **Staff are not expected to be available outside normal working hours**
- **Regular check-ins will be conducted by line managers**
- **Workload concerns should be raised with line managers immediately**

Staff should contact their line manager or the Headteacher if they have concerns about remote education or their wellbeing.

13. Communication

13.1 Communication with Parents

We will communicate with parents about remote learning through:

- Google Classroom announcements
- School website
- School email
- Phone calls where necessary
- Letters (where appropriate)

Parents should contact their child's class teacher (via Google Classroom or school email) if they have questions about remote learning.

13.2 Communication with Pupils

Teachers will communicate with pupils through:

- Google Classroom
- Live lessons via Google Meet
- Comments on submitted work
- Whole-class announcements

13.3 Response Times

- Staff will aim to respond to queries within 24 hours during the school week
- Staff are not expected to respond outside of normal school hours (8:00am - 5:00pm, Monday to Friday during term time)
- Urgent safeguarding concerns should be reported immediately via the usual safeguarding procedures

14. Quality Assurance

14.1 Monitoring Quality

The quality of remote education will be monitored through:

- Regular review of work set on Google Classroom by SLT
- Sampling of feedback provided to pupils
- Pupil and parent surveys
- Staff feedback and discussion
- Analysis of engagement data
- Learning walks (virtual observations of live lessons)
- Monitoring of curriculum coverage

14.2 Staff Support and Development

- Staff will receive training on effective remote teaching
- Good practice will be shared across the school
- Support will be provided to staff who need it
- Regular opportunities for staff to discuss remote education will be provided

- Staff will have access to resources and guidance

14.3 Curriculum

We will ensure that remote education:

- Maintains a broad and balanced curriculum
- Reflects our Christian ethos and values
- Provides opportunities for spiritual, moral, social and cultural development
- Includes opportunities for creative and practical learning where possible
- Supports pupils' mental health and wellbeing

15. Monitoring and Review

15.1 Monitoring

The Headteacher and Senior Leadership Team will monitor the effectiveness of remote education by:

- Reviewing pupils' engagement and progress
- Gathering feedback from staff, pupils and parents
- Monitoring safeguarding during remote learning
- Reviewing the quality of remote education provision
- Analysing data on engagement and outcomes

15.2 Review

This policy will be reviewed annually or when there are significant changes to remote education provision, technology, or statutory guidance.

Next review date: March 2027

16. Related Policies and Legislation

Related Policies

This policy should be read alongside:

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Data Protection Policy
- Use of Artificial Intelligence (AI) Policy
- Acceptable Use Policy
- Behaviour Policy
- Staff Code of Conduct
- SEND Policy
- Feedback and Marking Policy
- Curriculum Policy
- Equality Policy

Legislation and Guidance

This policy references:

- Keeping Children Safe in Education (2025)
- The Education (Independent School Standards) Regulations 2014 (specifically Standard 1: Quality of education provided)
- UK GDPR and Data Protection Act 2018
- Equality Act 2010
- DfE guidance on Remote Education Good Practice (2023)

Version Control

Date of Adoption of this Policy	17 March 2026
Date of last review of this policy	March 2024
Date of next review of this policy	March 2027
Policy Owner (SLT)	Jane Prothero

Appendix A: Quick Reference Guide for Parents

How to Access Google Classroom

1. Go to classroom.google.com
2. Sign in with your child's school email address and password
3. Click on your child's class
4. Check the 'Stream' for announcements and the 'Classwork' tab for assignments

Forgotten password? Contact the school office.

What to Do If Your Child Can't Access Work

1. Check your internet connection
2. Try logging out and logging back in
3. Contact your child's class teacher via Google Classroom or school email
4. If the problem persists, contact the school office

Who to Contact for Different Issues

Issue	Contact	How
Questions about work	Class teacher	Google Classroom or school email
Technical problems	School office	01274 532649 or office@bradfordchristianschool.co.uk
Safeguarding concerns	DSL	01274 532649 (ask for DSL)
Device or internet access	School office	01274 532649 or office@bradfordchristianschool.co.uk
SEND support	SENCO	senco@bradfordchristianschool.co.uk

Expected Response Times

- Teachers will respond to queries within 24 hours during the school week
- Teachers are not expected to respond outside of 8:00am - 5:00pm, Monday to Friday

Safeguarding Contacts

- **Designated Safeguarding Lead:** Hannah Pickles - 01274 532649
- **Deputy DSL:** Jane Prothero, Susanne Shackleton, Steph Hoskins - 01274 532649
- **If you cannot reach the school:** Contact Bradford Children's Social Care on 01274 435600

Tips for Supporting Your Child

- Create a routine and dedicated learning space
- Encourage regular breaks
- Celebrate successes
- Contact the school if you're struggling - we're here to help
- Ensure your child is supervised during live lessons
- Discuss online safety regularly

Appendix B: Quick Reference Guide for Staff

Daily Checklist for Remote Teaching

- Check Google Classroom for messages from pupils/parents
- Post daily work/announcements
- Conduct any scheduled live lessons
- Provide feedback on submitted work
- Monitor engagement and follow up on non-engagement
- Report any safeguarding concerns immediately
- Log any significant issues or concerns

Safeguarding Reminders

- **Report all concerns immediately** to the DSL via MIS or direct contact
- **Do not delay** - if the DSL is unavailable, contact SLT or local authority children's social care
- **Maintain professional boundaries** at all times
- **Follow the Staff Code of Conduct** during all remote interactions
- **Do not conduct 1-to-1 live sessions** unless pre-approved and logged
- **All communication** must be through school platforms only

Technical Support Contacts

- **IT Lead:** Shaun McGrail- mrmcgrail@bxs.org.uk
- **School Business Manager:** Hannah Pickles- mrspickles@bxs.org.uk

Approved Platforms and Tools

Approved for use:

- Google Workspace for Education (Google Classroom, Google Meet, Google Docs)
- BBC Bitesize
- Oak National Academy

- White Rose Maths

Requires approval before use:

- Any AI tools
- Any new platforms or apps
- Any tools that process pupil data

Contact the Headteacher or IT Lead for approval.

Response Time Expectations

- Respond to queries within 24 hours during the school week
- You are **not expected** to respond outside of 8:00am - 5:00pm, Monday to Friday
- Urgent safeguarding concerns should be reported immediately

Wellbeing Support

If you have concerns about workload or wellbeing:

- Contact your line manager
- Contact the Headteacher
- Remember: clear boundaries between work and home are important