

Department for Education (DfE) Remote Learning Guidance Summary – 2025

This document summarises the current Department for Education (DfE) expectations for schools in England (updated August 2024) regarding the provision of remote education, applicable for the 2024–25 academic year.

1. Core Principles

- Remote education should only be used as a last resort when pupils are unable to attend school physically but are able to learn.
- Provision should ensure pupils receive a high-quality, meaningful, and ambitious education equivalent in scope to classroom learning.
- Curriculum coverage must remain broad and balanced, supporting progression and long-term retention of knowledge.
- Schools must ensure inclusion and accessibility for all pupils, including those with SEND and EAL.
- Safeguarding, online safety, and data protection must underpin all remote education activity.

2. DfE Expectations for Remote Learning

- Schools must have a remote education plan that is regularly reviewed and communicated with staff and parents.
- Pupils should receive a planned sequence of lessons consistent with the ambition of the school curriculum.
- Key Stage 2 pupils should access around 4 hours of meaningful learning per day when learning remotely.
- Live, recorded, or high-quality external resources can all be used to deliver learning effectively.
- Engagement, attendance, and progress should be monitored with support provided where necessary.
- Provision must not create unreasonable workload for staff or families; flexibility is key.

3. Inclusion and Accessibility

- Schools should loan or provide access to devices and internet connectivity for pupils who need them.
- Paper-based resources should be available for those unable to access online learning.
- Adjustments must be made for pupils with SEND; this may include differentiated materials or personalised support.
- Parents and carers should be supported to understand how to access and assist with remote education.

4. Monitoring, Feedback and Safeguarding

- Teachers must check pupils' engagement daily and follow up promptly where pupils are not participating.
- Regular feedback should be provided to pupils, addressing misconceptions and supporting progress.

- Assessment information should inform ongoing planning and intervention.
- All online learning must comply with the school's safeguarding and online safety policies.

5. Review and Continuous Improvement

Schools are encouraged to review their remote education strategy annually and after any period of significant use. Feedback from pupils, parents, and staff should be used to refine provision. Leaders should ensure that remote learning remains effective, inclusive, and aligned with Ofsted's Quality of Education framework.

Source: Department for Education – 'Providing remote education: guidance for schools' (updated August 2024).