EAVES PRIMARY SCHOOL

Remote Education and Continuity of Learning Plan

2026-27

Document type	Operational continuity plan
Headteacher / plan owner	Mrs Melissa Lawrenson
DSL	Mrs Lloyd
DDSLs	Mrs Lawrenson, Mrs Leavesley and Mrs Bowles
Approval	Headteacher
Governor oversight	Governing Body
Review	September 2027, and after any significant activation or change in guidance

Purpose

To maintain safe, high-quality and inclusive education when normal on-site education is temporarily disrupted, while keeping attendance at school as the norm whenever it is safe and possible.

1. Scope and principles

Remote education is not an equal alternative to attendance at school and will not routinely be used simply because a pupil is absent. Eaves will prioritise on-site education wherever possible. Remote education may be used as a short-term continuity measure where attendance at school is not possible or would be contrary to government guidance, and where it is appropriate for the pupil or group concerned.

This plan may be activated for whole-school, class/group or individual continuity needs arising from circumstances such as severe weather, building or utility failure, emergency closure, significant public-health or security incidents, or exceptional individual circumstances where school leaders judge remote education appropriate.

It operates alongside the Child Protection and Safeguarding Policy, Attendance Policy, SEND Policy, Online Safety arrangements, Staff Code of Conduct, Data Protection procedures, Emergency/Business Continuity arrangements and Supporting Pupils with Medical Conditions procedures.

2. National framework

- DfE Providing remote education: guidance for schools (non-statutory guidance);
- Keeping Children Safe in Education 2026 (statutory safeguarding guidance);
- DfE Safeguarding and remote education guidance;
- DfE Emergency planning and response for education, childcare and children's social care settings;
- Children and Families Act 2014 duties for pupils with EHC plans and Equality Act 2010 duties, including reasonable adjustments;
- School Attendance (Pupil Registration) (England) Regulations 2024 and current attendance guidance, where relevant.

3. Activation and decision-making

The Headteacher will decide whether and how this plan is activated, taking account of the nature and likely duration of the disruption, safeguarding, staffing, pupil needs, access to technology and any local-authority or government advice.

- School closure will be avoided wherever safe and practicable.
- Remote education will be proportionate to the expected duration and circumstances.

- Parents will be told what provision is being made, when it begins, expected routines and how to seek help.
- Where a disruption is brief, continuity may initially consist of suitable independent work rather than a full remote timetable.
- Arrangements will be reviewed regularly and ended when normal on-site provision can safely resume.

4. Curriculum and teaching expectations

Remote provision will be aligned as closely as reasonably possible with the curriculum pupils would receive in school. Teachers will prioritise important curriculum knowledge and skills and avoid unnecessary reliance on busywork or excessive screen time.

- Provide clear explanations, modelling and appropriately sequenced work.
- Use a manageable mix of teacher-directed activity, independent practice, reading and practical/offline tasks.
- Provide resources that pupils can access at home and alternatives where specialist resources are unavailable.
- Give pupils opportunities to submit or discuss work and receive feedback appropriate to the length and nature of the remote period.
- Use assessment information to identify misconceptions and plan support when pupils return.
- Maintain appropriate expectations for reading, phonics and core learning, adapted to age and need.

5. Early Years

Remote provision for Nursery and Reception will be developmentally appropriate. It will prioritise communication and language, stories and reading, early phonics where appropriate, number, physical activity, play, creativity and practical learning. Expectations will recognise that young children require adult support and should not spend prolonged periods using screens.

6. SEND, EHC plans and vulnerable pupils

The school will consider individual needs rather than assuming the same remote approach will work for every pupil.

- Reasonable adjustments will be made for disabled pupils.
- Work will be adapted and additional explanation, resources or contact provided where needed for pupils with SEND.
- For a pupil with an EHC plan, the school will work with the local authority and parents so that relevant statutory duties continue to be met.
- Where provision cannot reasonably be delivered remotely, leaders will consider other ways of meeting the pupil's needs.
- Vulnerable pupils will receive appropriate pastoral and safeguarding oversight, with frequency of contact determined by need and risk.

7. Digital access and equality of access

Lack of a suitable device, connectivity, printing or adult availability must not prevent a pupil from accessing education. School will identify barriers and, where reasonably possible, provide or facilitate devices, printed materials or alternative ways of accessing and returning work.

Families will be given clear instructions that do not assume high levels of technical confidence. Passwords and login information must be kept secure.

8. Safeguarding during remote education

KCSIE 2026 and Eaves' safeguarding procedures continue to apply when pupils learn remotely. Safeguarding is everyone's responsibility and staff must act immediately on concerns.

- Concerns must be reported to Mrs Lloyd (DSL) or a DDSL without delay and recorded in accordance with school procedures.
- If a child is in immediate danger, staff must contact emergency services.
- Staff must remain alert to changes in engagement, attendance, behaviour or presentation and to online harms, abuse, neglect or exploitation.

- Approved school communication channels and school accounts/devices should be used wherever possible.
- Staff must follow the Staff Code of Conduct during online communication and must not share personal contact information.
- Clear routes for pupils and parents to report safeguarding or online-safety concerns will be communicated.
- Any one-to-one remote contact required for pastoral/SEND reasons will be risk considered and approved in line with school safeguarding arrangements.

Safeguarding priority
A pupil's non-engagement may be an educational issue, a technology/access issue or a safeguarding/welfare indicator. Staff should establish the reason rather than simply recording missing work.

9. Live or recorded online teaching

Eaves may use live or recorded teaching where leaders judge it educationally useful, safe and proportionate. Live lessons are not a requirement for every period of remote education.

- Only school-approved platforms and accounts will be used.
- Staff will use professional language, dress and surroundings and avoid sharing personal information.
- Pupil behaviour expectations continue to apply online.
- Recording will only take place where authorised and handled in accordance with data-protection and safeguarding arrangements.
- Parents will be given appropriate information about expectations for online sessions.
- Staff will consider privacy, backgrounds, cameras, chat functions and access settings when planning sessions.

10. Engagement, attendance and welfare

The school will maintain appropriate contact with pupils during extended remote provision. The method and frequency will depend on age, need, vulnerability and duration.

- Teachers will monitor engagement with learning and follow up unexplained concerns.
- Pastoral/welfare contact will be prioritised for vulnerable pupils and those causing concern.
- Remote education will not be used as an unofficial exclusion or as a substitute for the proper attendance, suspension or exclusion processes.
- Where illness or another attendance issue is involved, attendance coding and expectations will follow current statutory attendance requirements rather than treating completion of remote work as physical attendance.

11. Communication with parents and carers

Parents will receive concise information explaining:

- why continuity arrangements have been activated and the expected duration;
- where and how learning will be accessed;
- reasonable expectations for the school day and how parents can support without being expected to teach;
- how work is submitted and feedback provided;
- how to request help with technology, SEND, wellbeing or curriculum access;
- how to raise safeguarding or online-safety concerns;
- how and when the school will communicate changes or return to on-site education.

12. Staff roles

Headteacher

- activates and ends the plan;
- coordinates staffing and communications;
- ensures provision is proportionate, safe and inclusive;
- keeps governors appropriately informed during significant disruption.

DSL / safeguarding team

- maintains safeguarding oversight;
- coordinates response to welfare concerns and vulnerable pupils;
- ensures reporting routes remain clear and effective.

Teachers

- provide appropriately sequenced learning;
- monitor engagement and provide proportionate feedback;
- raise access, SEND, welfare or safeguarding concerns promptly;
- maintain professional communication and data security.

SENDCo / relevant leaders

- coordinate reasonable adjustments and individual support;
- liaise with families, staff and the local authority where required;
- consider how statutory provision can continue for pupils with EHC plans.

13. Data protection and cyber security

Staff will follow the school's data-protection and cyber-security procedures. Personal data will only be shared where necessary and through approved systems. Staff will take particular care with pupil information, contact details, safeguarding information, recordings, screenshots and work containing personal data.

Suspected data breaches, compromised accounts or cyber incidents must be reported immediately through school procedures.

14. Return to on-site learning

When normal provision resumes, teachers will identify significant gaps, misconceptions or wellbeing needs without assuming all pupils had equal access to remote learning. Support will be proportionate and integrated into normal curriculum planning.

Where disruption has been significant, leaders will evaluate the response, including safeguarding, communication, curriculum access, SEND, technology, staffing and any lessons for business continuity.

15. Governor oversight and review

This is an operational plan approved by the Headteacher. The Governing Body provides strategic oversight of the school's arrangements for safeguarding, education continuity, SEND, online safety and organisational resilience. Formal governing-body ratification of this operational plan is not required unless Eaves' own scheme of delegation or policy schedule requires it.

The Headteacher will report significant activations, risks or lessons learned to governors as appropriate. The plan will be reviewed annually and following any significant activation.

Appendix 1 - Activation checklist

- ☐ Reason and expected duration of disruption established.
- ☐ Headteacher decision recorded and relevant LA/government advice checked.
- ☐ Safeguarding/DSL arrangements confirmed.
- ☐ Vulnerable pupils and pupils with SEND/EHC plans identified and support agreed.
- ☐ Staffing capacity and curriculum priorities agreed.
- ☐ Digital/device/connectivity barriers identified.
- ☐ Parent communication issued with access and safeguarding routes.
- ☐ Learning provision activated and engagement monitoring assigned.
- ☐ Emergency/IT/data-protection issues considered.

- ☐ Review date/time set and return-to-school communication planned.

Appendix 2 - Continuity levels

Level	Typical situation	Eaves response
1 - Short disruption	Brief closure or disruption, e.g. part of a day/one day	Parent communication; suitable reading/practice/independent work where useful; prioritise safe reopening.
2 - Limited continuity	Small group/class or short multi-day disruption	Curriculum-aligned work; regular teacher communication; access/SEND/welfare checks; proportionate feedback.
3 - Extended continuity	Whole-school or significant multi-day disruption	Structured remote programme; leadership oversight; planned safeguarding/welfare contact; SEND/EHC coordination; device/access response; regular parent updates and review.

Appendix 3 - Key references

- DfE - Providing remote education: guidance for schools.
- DfE - Keeping Children Safe in Education 2026.
- DfE - Safeguarding and remote education.
- DfE - Emergency planning and response for education, childcare and children's social care settings.
- Current statutory school attendance guidance and regulations.
- Eaves Primary School safeguarding, SEND, attendance, online safety, data protection and emergency/business continuity procedures.