



Remote Education Information

Every school within Cumbria Futures Federation aims to provide a safe and hardworking environment where every child can be successful, whatever their abilities.

Our Values

Courage and Compassion; Inclusion and Equality; Respect and Courtesy; Optimism and Perseverance; Forgiveness and Tolerance; Ambition and Achievement.

Version No	Author/Owner	Date written	Note of amendments made
01-2021	JS	January 2021	New policy
2022-01	JR	August 2022	Review and refresh policy
2026-01	Executive Headteacher	August 2026	Full refresh: current DfE language and arrangements

Remote education provision: information for parents and carers

This information explains how the Federation will support learning when it is not possible for a pupil, a group of pupils or a whole school to attend in person. It replaces the previous COVID-era remote education notice.

Attendance at school remains the priority

Remote education is not an equal alternative to attending school. It will be considered only as a last resort, after it has been established that attendance is not possible but the pupil is well enough and able to continue learning. The school will continue to work with the pupil, family and relevant partners to remove barriers and secure a return to in-person education as soon as possible.

When may remote education be used?

Remote education may be considered in two broad circumstances. School closure or restricted access: when the school site, or part of it, cannot be used safely, for example because of adverse weather, loss of essential services, damage to premises, or government or public-health guidance. An individual pupil cannot attend: where a pupil is unable to attend for a limited period but is able to learn. This will be considered case by case and may include some absences linked to physical or mental health. Remote education will not normally be provided for short routine illness where a pupil is not well enough to learn, for unauthorised absence, or as a substitute for resolving barriers to attendance.

How quickly will remote education start?

The school will aim to make suitable work available as soon as reasonably practicable. For a very short or unexpected closure, initial work may focus on accessible independent learning while teachers organise the longer-term programme. The amount and form of provision will be proportionate to the likely duration of the absence, the pupil's age and needs, and the subjects being studied.

What curriculum and workload should my child expect?

Pupils will follow the same ambitious curriculum as pupils in school wherever this is appropriate. Teachers may adapt activities where specialist rooms, equipment, software, practical work or direct supervision are required. Work will be carefully sequenced, include clear explanations and give pupils opportunities to practise, apply and revisit important knowledge. The school will explain the expected daily or weekly workload when remote education begins. This will reflect the pupil's normal curriculum and include a sensible balance of teacher input, independent work, reading, practice and feedback.

Accessing remote education

How will my child access their work?

Microsoft Teams is the Federation's main platform for remote education. Work will normally be posted in the relevant class Team or as a Teams assignment. Pupils can open Microsoft Teams through their school Microsoft 365 account. School email may be used to receive messages, ask questions and contact staff. Links to approved learning platforms, resources, recorded explanations or live sessions may also be shared through Teams. Teachers will make instructions, deadlines and submission arrangements clear. Pupils should use their school account and follow the Federation's acceptable-use, online-safety and behaviour expectations.

What will remote teaching look like?

The approach will depend on the pupil, subject and length of absence. It may include teacher-prepared explanations, presentations, modelling or worked examples; live teaching or check-in sessions where this is educationally appropriate and can be delivered safely; recorded teaching produced by school staff or from an approved external source; tasks, assignments, quizzes and practice activities submitted through Microsoft Teams; textbooks, reading books, workbooks or printed materials; subject-specific websites and digital resources approved by the school; and adapted or alternative activities where practical work, specialist equipment or software cannot be accessed at home.

What if my child does not have suitable digital access?

If a pupil does not have a suitable device, reliable internet access or a quiet way to work, the parent or carer should contact the school promptly. The school will discuss the barrier and identify the most appropriate available support. This may include the loan of a school laptop or other suitable device, subject to availability and a signed loan agreement; support to connect to the internet, including a data solution where available and appropriate; printed work, textbooks or other resources where online access is not suitable; practical help with signing in, passwords, Microsoft Teams and submitting work; and an alternative arrangement agreed with the family where a pupil cannot use the normal online route. Families should contact the school if equipment is damaged, lost or not working, or if data access becomes unreliable. A lack of digital access will not be treated as a lack of willingness to engage.

Engagement, assessment and feedback

What do we expect from pupils?

Pupils should log in regularly and check Microsoft Teams and school email for instructions; complete work as carefully and independently as possible and submit it by the stated deadline; attend any agreed live lesson, tutorial or check-in and follow school expectations; ask for help when instructions are unclear or work is not accessible; and maintain safe and respectful behaviour online.

How can parents and carers help?

Parents and carers are not expected to replace the teacher. Where possible, they should help the pupil establish a routine, provide an appropriate workspace, encourage regular breaks, check that work is being accessed and let the school know quickly if there are difficulties.

How will engagement be checked?

Teachers will monitor access to assignments, attendance at any scheduled online sessions, work submitted and other agreed contact. Where engagement is a concern, the school will contact the pupil and parent or carer to understand the reason, remove barriers and agree support. The response will be supportive, proportionate and focused on keeping the pupil connected to learning and school.

How will work be assessed and feedback provided?

Feedback may include individual written or verbal feedback; whole-class feedback and explanations of common misconceptions; self-marking or teacher-marked quizzes; model answers, success criteria and opportunities to improve work; feedback through Microsoft Teams, email or an agreed telephone or online check-in; and assessment tasks that help teachers decide what pupils need to learn or revisit next. Feedback will be regular and appropriate to the task. It will not always take the form of detailed written comments on every piece of work. Teachers will use assessment information to adapt future teaching and identify gaps that may need support when the pupil returns.

How is attendance recorded?

A pupil who is not attending school remains absent for attendance-register purposes even if they are receiving remote education. The school will record the most appropriate attendance or absence code. Engagement with remote education will be monitored separately and will not be recorded as attendance at school.

Additional and individual support

What support is available for pupils with SEND or other additional needs?

The school recognises that some pupils, including pupils with special educational needs and disabilities, may need adapted resources, additional adult support, assistive technology or an alternative way to access learning. The SENCO, teachers and support staff will work with the pupil and family to make remote education as accessible as possible. Support may include adapted presentation, chunking, scaffolding or reduced written demand while retaining appropriate ambition; resources in an accessible format and support to use assistive technology; regular contact from an identified member of staff where this is needed; support from teaching assistants or specialist staff, where available and appropriate; reasonable adjustments to live sessions, tasks, deadlines or submission methods; and coordination with the pupil's education, health and care plan, medical plan or wider support plan. The school will consider carefully whether remote education is suitable for an individual pupil. If it is not accessible or would not meet the pupil's needs, the school will work with the family and relevant professionals to identify a more suitable arrangement.

How will safeguarding and online safety be maintained?

The Federation's safeguarding and child-protection procedures continue to apply during remote education. Staff will use approved school systems and professional accounts. Pupils should not record or redistribute live sessions, share passwords, or post images or personal information. Any safeguarding or online-safety concern should be reported to the school immediately through the usual channels.

How will the school maintain contact and support a return?

Remote education should help an absent pupil keep on track and remain connected to teachers and peers. It does not replace the school's work to support attendance. The school will maintain appropriate contact, review the arrangement and plan for the pupil's return to in-person education. Where needed, this may include pastoral support, curriculum catch-up, reasonable adjustments or a time-limited reintegration plan agreed with the family and relevant professionals.

What happens about free school meals?

If a pupil who is eligible for benefits-related free school meals is receiving remote education, the school will provide information about the arrangements that apply during the period of absence or closure.

Contacting the school

When should parents and carers contact the school?

Please contact the school office in the first instance if your child cannot access Microsoft Teams or their school email; your child does not have a suitable device or internet connection; work is not accessible or your child needs additional support; you are unsure what work should be completed or how it should be submitted; and you have a safeguarding, wellbeing or attendance concern. The relevant teacher, form tutor, pastoral lead, SENCO or senior leader will respond or make contact as appropriate.

Review arrangements

This information will be reviewed when arrangements or national guidance change, and otherwise as part of the Federation's regular policy review cycle.

Reference: Department for Education, Providing remote education: guidance for schools, updated 19 August 2024.