

Remote Education

Developed in response to the DFE document: Providing remote education Non-statutory guidance for schools January 2023

Aim of this Statement

To clarify how the school will provide high-quality remote education when it is not possible, or is contrary to government guidance, for some or all pupils to attend school.

Note: Remote education will only ever be considered as a last resort where a decision has already been made that attendance at school is not possible, but pupils are able to continue learning.

Prioritising attendance

Attendance is essential for pupils to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances.

Remote education should not be viewed as an equal alternative to attendance in school.

Pupils absent from school and receiving remote education still need to be marked as absent in the register.

Schools should continue to record pupil absence in the register in line with the Education (Pupil Registration) (England) Regulations 2006 and attendance guidance, using the most appropriate code

Scenarios where remote education should be considered

Circumstances where it might not be possible for pupils to receive in person education fit into two broad categories:

- School closures or restrictions on attendance, where school access for pupils is restricted
- Individual cases where a pupil is unable to attend school but is able to learn

School closures or restrictions on attendance, where school access for pupils is restricted

Providing remote education does not change the imperative to remain open or to reopen as soon as possible. Every effort should be made to ensure pupils can be taught in person by attending their school or if appropriate and possible, attending a safe alternative site. After exploring all options to ensure the school remains open to all pupils, there may still be some exceptional occasions when school leaders or the local authority decide that it is not possible to open safely, or where opening would contradict guidance from local or central government. If restricting attendance for pupils is the only viable option, schools should consider providing remote education to help pupils stay on track with the education they would normally receive.

Individual cases where a pupil is unable to attend school but is able to learn

- There should only be limited circumstances where a pupil is unable to attend school but is able and well enough to continue their education remotely. These circumstances should only involve a short-term absence and might include: pupils recovering from short-term infectious illnesses, pupils preparing for or recovering from some operations, or pupils recovering from injuries where attendance might inhibit recovery.
- **A short-term solution**

Provision of remote education should be made as a short-term solution allowing absent pupils to keep on track with their education and stay connected to their teachers and peers. Pupils with long-term medical conditions or any other physical or mental health needs affecting attendance may require additional support to continue their education.

- **What to consider when providing remote education to individual pupils**

When a pupil is absent, the school should always seek to overcome the barriers to attendance and provide support for the pupil to attend, regularly reviewing any barriers in conjunction with the pupil, parents or carers, and if appropriate, a relevant medical professional. This will include phone calls, emails, remote meetings and face to face meetings.

Remote education should not be viewed as an equal alternative to attendance in school, and providing remote education during a pupil's absence does not reduce the importance of bringing that absence to an end as soon as possible. In the limited circumstances when the school decides to use remote education for individual pupils when they are absent, the following should be considered:

- Ensuring mutual agreement of remote education by the school, parents or carers, potentially pupils, and if appropriate a relevant medical professional.
- If the pupil has an Education, Health and Care plan or has a social worker, the local authority should also be involved in the decision.
- Where remote education is being used as part of a plan to reintegrate back to school, putting a formal arrangement in place to review its efficacy regularly, alongside identifying what other support and flexibilities can be put in place to help ease the pupil back to school at the earliest opportunity.
- Setting a time limit within which the period of remote education provision should be reviewed, with the aim that the pupil returns to in person education with the required support in place to meet their needs.

Remote Education Plan

These are general principles and specifics will be determined according to the likely length of partial or full closure and the circumstances causing the closure.

- Where the whole school is closed, we will provide a mixture of live lessons and planned activities – we will aim to have at least one live lesson per day
- We will use Microsoft Teams as the platform for live lessons and each child has a log-in
- The majority of other learning activities will be on-line, although we will aim for them to be downloadable so that continuous internet access is not required
- Due to having mixed age classes, some live lessons will be for a whole class, some may be for a specific year group.
- Maths and English, including reading will be prioritised with an additional activity related to the current topic and other activities such as PE signposted to parents.
- Worked completed by pupils will be saved in shared areas so that the teachers can review and provide feedback or uploaded onto Class Dojo.
- Comments to parents and additional guidance and support will be provided on Classdojo
- Senior leaders will contact parents where children are not accessing or sending in the planned work

SEND

- For children with SEND that means they cannot access the work provided for the class, alternatives will be provided
- If the school has the capacity to open for some pupils, priority will be given to disadvantaged pupils, those who are working with a social worker, those with an EHCP and pupils of critical workers

Access to technology

- Where children have limited or no internet access, alternatives such as printed worksheets will be provided and the staff will liaise with parents to ensure those materials are received
- Where the expected closure is for a significant period, the school will aim to support parents through lending a small number of laptops that would be suitable for this. Parents should liaise with the headteacher to arrange access to these.
- For support with technology, parents can contact class teachers through Class Dojo, the office via email and telephone.

Communication

Parents will be kept informed through emails, the school website and class Dojo.