

Remote Learning Policy

“Small School with a Big Heart”

1. Introduction

This policy is informed by the Department for Education’s non-statutory guidance on remote education (January 2023).

At High Green Primary School, attendance is always the priority. Remote learning is used only as a last resort, where it has been agreed that a pupil cannot attend school in person but is well enough to learn.

Remote learning is intended as a short-term measure to maintain continuity of education and support reintegration back into school as soon as possible. It is not an alternative to in-person education.

2. When Remote Learning May Be Considered

Remote learning may be considered only in the following circumstances:

- School closures or restrictions on attendance, where pupils cannot safely attend in person
- Individual short-term absences, where a pupil is unable to attend school but is well enough to learn (e.g. recovery from illness, medical procedures or injury)

In all cases, remote learning will be:

- agreed on a case-by-case basis
- time-limited
- reviewed regularly
- part of a clear plan to return to school

Pupils receiving remote learning will continue to be recorded as absent in line with statutory attendance guidance.

3. School closures or restrictions on attendance

Providing remote learning 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, HGPS will consider providing remote learning to help pupils stay on track with the education they would normally receive. HGPS will consult DfE Emergency Planning guidance in the event of school closures or restrictions on attendance.

4. 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.

In some exceptional cases, these circumstances might also include pupils whose attendance has been affected by a special educational need or disability (SEND) or a mental health issue.

In these circumstances, and after the pupil's absence from school has been established, HGPS will consider providing pupils with remote learning on a case-by-case basis. This should be part of a plan to reintegrate back to school, and only when it is judged that providing remote learning would not adversely affect the pupil's return to school.

Further support on dealing with mental health and attendance challenges can be found in the **Mental health issues affecting a pupil's attendance: guidance for schools**.

Provision of remote learning 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.

5. Working with the local authority

Under section 19 of the Education Act 1996 (s.19 duty) local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health or other reasons, would otherwise not receive a suitable education.

Statutory guidance sets out that local authorities should provide education as soon as it is clear that the child will be away from school for 15 school days or more during the school year, whether consecutive or cumulative. While the s.19 duty sits with the local authority, HGPS will work closely with them and any relevant medical professionals to ensure that children with health needs are fully supported at school, including putting in place individual healthcare (IHC) plans if appropriate. This may involve, for example, programmes of study that rely on a flexible approach which include agreed periods of remote learning.

6. What Remote Learning Looks like at HGPS

Where remote learning is provided, High Green Primary School will deliver work that is purposeful, age-appropriate and aligned with the school curriculum. Provision will be proportionate to the length and reason for absence and tailored to meet individual pupil needs.

Remote learning may include:

- Recorded or live teaching where appropriate
- Access to online learning platforms used in school (e.g. Purple Mash, Kapow, TT Rock Stars)
- Independent tasks such as reading, written work or practical activities

Remote learning is not an alternative to attendance. Where it is used for individual pupils, it will be agreed on a case-by-case basis with parents or carers (and pupils where appropriate), and, where relevant, in consultation with medical professionals or the local authority. It will form part of a clear plan to support reintegration back into school and will be time-limited and regularly reviewed.

Provision will take account of:

- Pupils' age, stage of development and ability to work independently
- SEND or additional needs
- Access to technology and home circumstances
- Wellbeing, including appropriate screen time and breaks

The school will work to reduce barriers to access where possible. This may include providing printed materials, access to school-owned devices, or support with connectivity where appropriate. Provision will be ready to access as soon as reasonably practicable, in proportion to the length of absence and expected disruption to learning. Opportunities for feedback and interaction with teachers will be planned in line with pupil need and the nature of the absence. The school recognises the additional demands remote learning may place on families and staff and will keep arrangements under review to ensure they remain appropriate and manageable. A senior leader holds overarching responsibility for the quality and delivery of remote learning. Safeguarding remains a priority at all times, and systems are in place to monitor engagement and respond to any concerns about pupil safety or wellbeing.

7. Providing information about remote learning

The Remote learning Policy will be shared on the school's website for the school community. It will also be made available to parents appropriate to need.

8. Free school meals and remote learning

Where pupils eligible for benefits-related free school meals are receiving remote learning, HGPS will work with their school catering team (Taylor Shaw) either to provide good quality lunch parcels or to issue a food voucher if available. This will ensure that eligible pupils continue to be supported for the period they are unable to attend school.

9. Remote learning during a suspension or permanent exclusion

As outlined in the Suspension and Permanent Exclusion guidance, headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension or permanent exclusion. Remote learning should not be used as a justification for sending pupils home due to their misbehaviour. Any time a pupil is sent home due to disciplinary reasons, this is a suspension and must be done in line with the law on disciplinary suspensions. This is the case even if they have been asked to log on or access online education while suspended. After a period of off-site direction or suspension, a pupil is expected to attend fulltime. The school's legal duties to pupils with SEND remain in force.

10. Provision for pupils with SEND

Where pupils with SEND are unable to attend school but are able to learn, class teachers, supported by the SENCO, will plan appropriate remote learning to enable continued access to the curriculum. Provision will be tailored to individual needs and may include adapted tasks, alternative approaches or additional support.

Some pupils with SEND may require significant adult support to engage with remote learning. In these cases, HGPS will work collaboratively with families to agree practical arrangements, taking into account home circumstances and the type of support or services that can be accessed remotely.

The school's statutory duties under the Children and Families Act 2014 and the Equality Act 2010 continue to apply during periods of remote learning. This includes the duty to use best endeavours to secure special educational provision, to make reasonable adjustments, and to avoid discrimination. Where a pupil has an Education, Health and Care Plan, HGPS will work in partnership with the local authority and parents or carers to ensure that statutory duties are met, recognising that alternative arrangements may be required where aspects of in-school provision cannot reasonably be delivered remotely.

11. Delivering remote learning safely

Keeping children safe online is essential. HGPS will ensure that Online Safety policies are up to date and in line with keeping children safe online. This includes.

- Accessing safe remote learning
- virtual lessons
- live streaming
- information sharing with parents and carers to support them in keeping their children safe online.

HGPS will ensure that child protection policies are up to date and reflect the potential need for remote online education provision and the fact that pupils might be learning both online and in the classroom.