



**First Thought
Independent School**

FIRST THOUGHT CARE SERVICES

Remote Education Policy

2024-2025

Statement of Intent

At First Thought Independent School, we understand the need to continually deliver high-quality education, including during periods of remote education – whether for an individual pupil or for many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring all pupils have access to online lessons where required.

Through the implementation of this policy, we aim to address the key concerns associated with live online lessons, such as systems and technology, safeguarding, conduct, and accessibility.

This policy aims to:

- Minimise the disruption to pupils' education and delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high-quality lesson content.
- Protect pupils from the risks associated with using an online lesson platform through the internet.
- Ensure staff, parent and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures are in place during live online lessons.
- Ensure all pupils have the provisions required to take part in live online lessons and complete their work to the best of their ability, and to remain happy, healthy and supported during periods of remote learning.

Our remote education provision will be kept under review with staff and families, and the school will be mindful of the additional burdens remote education can place on both.

Legal Framework

This policy has due regard to all relevant legislation, guidance, including, but not limited to, the following:

- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- The Education (Pupil Registration) (England) Regulations 2024
- DfE (2024) 'Providing remote education'
- DfE (2022) 'Safeguarding and remote education'
- DfE (2023) 'Keeping children safe in education 2025'
- DfE (2015) 'SEND code of practice: 0 to 25 years'
- DfE (2024) 'Working together to improve school attendance'
- DfE (2022) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2025) 'Children missing education'

This policy operates in conjunction with the following school policies:

- Data Protection Policy
- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Behaviour Policy
- Accessibility Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance Policy
- Online Safety Policy
- Staff Code of Conduct
- Technology Acceptable Use Agreement for Pupils
- Technology Acceptable Use Agreement for Staff
- Marking and Feedback Policy
- Curriculum Policy
- Assessment and Examinations Policy
- Home Visit Risk Assessment

Roles and Responsibilities

The governing board will be responsible for:

- Evaluating the effectiveness of the school's remote learning arrangements.
- Reviewing the effectiveness of this policy on an annual basis in conjunction with the headteacher.
- Ensuring that online safety training for staff is integrated, aligned and considered as part of the school's overarching safeguarding approach.
- Ensuring that information regarding the school's remote education offering should be published on the school's website.

The headteacher will be responsible for:

- Ensuring staff, parents and pupils adhere to the relevant policies at all times.

- Ensuring that there are arrangements in place for identifying, evaluating and managing the risks associated with remote education, including live online lessons.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote education provision.
- Ensuring that the school has the resources necessary to carry out the procedures in this policy.
- Ensuring that pupils have access to remote education as soon as reasonably practicable, where appropriate.
- Reviewing the effectiveness of this policy on an annual basis in conjunction with the governing board and communicating any changes to staff, parents and pupils.
- Arranging any additional training staff may require to support pupils with live online lessons.
- Ensuring that the remote education provision expected from staff is accessible to staff with additional needs which may be impacted by the online format, e.g. staff who are visually impaired.
- Conducting termly reviews of the live online lesson arrangements to ensure pupils' education does not suffer.
- Considering the assignment of overarching responsibility for the quality and delivery of remote education to a member of the SLT.

Staff members will be responsible for:

- Adhering to this policy at all times when preparing and delivering remote education.
- Reporting any safeguarding incidents and concerns to the DSL and asking for guidance as appropriate.
- Taking part in training to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any defects on school-owned equipment used for remote education to the ICT manager.
- Adhering to the Staff Code of Conduct at all times.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.

The SENCO will be responsible for:

- Working closely with families and pupil groups to ensure that any technology or resources used for remote learning are accessible, practical, and appropriate for pupils' individual needs, including making reasonable adjustments where required.
- Ensuring that the outcomes and provision in pupils' EHC plans continue to be supported during periods of remote education, and liaising with the headteacher and external professionals to agree any alternative or supplementary arrangements where necessary.
- Identifying, with staff and parents/carers, the level and type of support each pupil requires while accessing learning at home – this may include adapted resources, visual supports, structured routines, or regular staff contact.
- Monitoring and reviewing the effectiveness of remote learning activities for pupils, and adapting approaches to maximise engagement, communication, and progress.
- Liaising with the headteacher and the local authority (where appropriate) if providing remote education for a pupil with an EHC plan proves to be significantly challenging or not in the child's best interests, in order to agree alternative provision or support.

The DSL will be responsible for:

- Attending and arranging, where necessary, any safeguarding meetings regarding remote education.
- Liaising with the ICT manager to ensure that all technology used for remote education is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they take part in remote education.

- Ensuring that child protection plans are enforced if vulnerable pupils take part in remote education.
- Identifying the level of support or intervention required while pupils take part in remote education and ensuring appropriate measures are in place.
- Assisting teachers with all remote education lesson planning to ensure the correct safeguarding measures are in place.

The Data Protection Officer will be responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the UK GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the UK GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

The health and safety officer will be responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

The Head of School will be responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

The ICT manager will be responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

Parents will be responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material.
- Reporting any absence in line with the terms set out in '[Attendance and absence](#)' section of this policy.
- Ensuring their child uses the equipment and technology provided for remote learning as intended.
- Adhering to the Parent Code of Conduct at all times.

Pupils will be responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues and any safeguarding concerns or incidents to their teachers as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behaviour Policy at all times.

Resources

Learning materials

The school will utilise a range of different teaching methods when delivering remote education. For the purpose of providing remote learning, the school may make use of the following:

- Printed and practical resources, such as personalised work packs, task boxes, visual timetables, and sensory activities that families can use at home.
- Communication with families via email, phone calls, or video calls to provide guidance, reassurance, and feedback.
- Short, pre-recorded video or audio clips from familiar staff, including songs, stories, routines, or instructions for simple activities.
- Use of carefully selected educational websites or apps, chosen to meet pupils' needs and interests, with guidance provided to families.
- Reading or listening activities, including sharing of story books, symbol-supported texts, and communication aids.
- Suggestions for everyday learning opportunities within the home environment (e.g. cooking, daily routines, sensory play).
- Live online contact (where appropriate) for short periods, such as story time, circle time, or interaction with familiar staff, to help maintain relationships and a sense of belonging.

The school recognises that not all pupils will engage with every approach in the same way. Families will be supported to use whichever methods best suit their child's needs, abilities, and home circumstances.

Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning. Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils who need it.

The arrangements for any 'live' classes, e.g. webinars, will be communicated via email no later than one day before the allotted time and kept to a reasonable length of no more than one hour per session.

Where remote education is needed, the school will ensure that it is equivalent in length to the core teaching pupils would receive in schools and includes recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently.

In line with DfE expectations, remote education will be broadly equivalent in length to the core teaching pupils would receive in school, adapted to pupils' age, stage of development, and individual needs. For primary pupils, this is typically around three hours per day in KS1 and four hours in KS2, with flexibility for younger children and those with SEND

When setting remote education work, the school will consider the pupil's age, stage of development and SEND. The school will also consider where this would likely require significant levels of support from parents. The school recognises that interactive lessons are most effective in aiding pupils' motivation and academic progression, and, to this effect, teachers will aim to ensure they regularly recreate aspects of in-person interactivity, e.g. live classes with questioning, eliciting and reflective discussion, to the best of their ability.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning. The school will review the resources pupils have access to and adapt learning to account for this.

Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from the school office.

Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period. The SENCO will arrange additional support for pupils with SEND in line with the individual's needs. Teaching staff will implement more individualised planning, in liaison with the SENCO who will also contact the pupil's parents to see how the pupil can be supported by adults while learning remotely.

Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff. Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops. For pupils who cannot access digital devices at home, the school will, where possible, loan equipment from its own resources or provide alternative means of accessing learning (e.g. printed and practical resources). Where this is not feasible, the school will work with families to identify appropriate solutions to minimise barriers to remote education. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources. The school will regularly review families' access to digital devices and internet connectivity to ensure barriers are identified early.

The ICT manager is not responsible for providing technical support for equipment that is not owned by the school.

Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with '[marking and feedback](#)' section of this policy.

Food provision

The school will signpost parents via email towards additional support for ensuring their children continue to receive the food they need, e.g. food banks. The school will work with their catering team and/or food provider to ensure good quality lunch parcels (or food vouchers where available) are provided to pupils who are accessing remote education until they are able to attend school.

Costs and expenses

The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax. The school will not reimburse any costs for travel between pupils' homes and the school premises, or childcare costs. If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

Systems and technology

Staff will only download software for live online lessons from a trusted source, e.g. Apple App Store, Google Play or a reputable provider's official website. The ICT manager will research the providers the school will use for live online lessons, taking into account ease of use, privacy measures and suitability for the purposes of live online lessons.

Where necessary, they will refer to government-approved resources, e.g. from the [National Cyber Security Centre \(NCSC\)](#) and from the [South West Grid for Learning](#), when selecting their recommended providers.

Teachers will review the DfE's list of [online education resources](#) and utilise these resources as necessary.

To prevent the misuse of remote education software, staff will:

- Ensure privacy settings are adjusted appropriately on the provider's site or application.

- Ensure their live online lesson service account is protected with a strong password and will not autosave their password on any device.
- Ensure they test and understand the service before conducting their first live online lesson using the 'test' function, where applicable.
- Ensure they understand how to mute the microphone and how to turn off their camera on their device before their first live online lesson.
- Ensure all pupils due to attend live online lessons have access to equipment that will enable them to participate, e.g. a laptop and internet access, to ensure pupils continue to make progress towards their individual outcomes and curriculum goals.

For aspects of the curriculum which are difficult to deliver through online provision, e.g. science experiments, teachers will consider using video demonstrations accompanied by supporting explanation.

For live online PE lessons where replicating in-person teaching provision is difficult to achieve, teachers will consider using video demonstrations accompanied by supporting explanation. Pupils will be encouraged to take regular physical exercise to maintain fitness.

Safeguarding

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy. The school recognises that children can be at risk of harm both online and offline when learning remotely and has systems in place to check daily whether pupils are safe at home and engaging with their remote education. All teaching staff will be made aware that the procedures set out in the school's Staff Code of Conduct apply at all times during the delivery of remote education. Regular communications with parents will be used to reinforce the importance of keeping pupils safe online. Parents will be made aware of the systems the school uses to filter and monitor online use, as well as what their children are being asked to do during remote education, including:

- The sites that they will be accessing.
- The school staff that they will be interacting with online.

The DSL will arrange for regular contact to be made with pupils during a period of remote education.

Additional contact, including home visits, will be considered where required. Phone calls made to pupils will be made using school phones where possible. All contact with pupils will be recorded on paper and suitably stored. The DSL will keep in contact with vulnerable pupils' social workers or other care professionals when the pupil is receiving remote education, as required.

All home visits will:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded on paper and the records stored so that the DSL has access to them.
- Actively involve the pupil.
- Only take place following the completion of a Home Visit Risk Assessment.

Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.

The DSL will meet, in person or remotely, with the relevant members of staff termly to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

All members of staff will report any safeguarding concerns to the DSL immediately. Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

Staff will always have due regard for the school's Child Protection and Safeguarding Policy during remote education, e.g. whilst conducting live online lessons. The planning of live lessons will always be carried out in conjunction with

the school's DSL. The school will ensure the system used for live online lessons does not have a minimum age requirement above the age bracket of pupils attending the lesson. Pupils will not share private information through the live online system. Pupils will not respond to contact requests from people they do not know when using systems for live online lessons.

Pupils will be informed of the reporting lines, should they see or hear anything inappropriate during live online lessons, via email. Pupils will be provided with the contact details of the DSL to report any concerns.

Staff will ensure all video and phone calls are not set to public, and meetings are protected with passwords. Meeting links and passwords will not be published publicly.

Support staff will be on hand to supervise and handle any sudden changes or developments, such as disputes between pupils, that may occur during the live online lesson.

Staff will uphold their safeguarding obligations and will report any incidents or potential concerns to the DSL in line with the school's Child Protection and Safeguarding Policy.

The school will ensure that parents know what pupils are expected to do for a live online lesson, including the websites pupils will be asked to use and the school staff pupils will interact with online.

The school will communicate the importance of online safety to parents and encourage parents to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. The school will inform parents of the [government-approved resources](#) on child online safety to support parents further.

Data Protection

- Staff will have due regard for the school's Data Protection Policy at all times whilst conducting live online lessons.
- The school will obtain consent from parents to conduct any live online lessons via letter.
- The school will communicate the details of how to access the live online lesson and any additional information regarding online learning to parents and pupils via email.
- The school will obtain consent from parents if any images or identifying information about any pupil may be used during the live online lesson, e.g. by using video conferencing, via letter.
- The school will provide pupils with a school email address and login for the chosen live online lesson platform to ensure no personal email addresses or usernames are used by pupils.
- Staff will ensure data is only transferred between devices if it is necessary to do so for the purposes of live online lessons, e.g. to report anything serious that has taken place during the online lesson.
- Any data transferred between devices will be suitably encrypted. Where this is not possible, other data protection measures will be in place, such as using the initials of pupils instead of full names.
- When recording a live lesson is necessary, prior permission will be acquired from parents in writing via email and all members of the live lesson will be notified before the lesson commences via email, and again once they have joined the live online lesson before recording commences.

Pupil Conduct

During live sessions, pupils will be supported to participate in ways that are appropriate for their needs. This may include listening, using communication aids, joining in with songs or stories, or interacting with staff when encouraged. Parents and carers are encouraged to help their child find a calm and comfortable space, where possible, to support engagement.

Staff Conduct

- Staff will follow the requirements set out in the Staff Code of Conduct and will ensure they understand their responsibilities with regard to conduct during live online lessons.

- The school will ensure that staff read, sign and return the Technology Acceptable Use Agreement for Staff prior to commencing live online lessons.
- Staff will only use school-provided email addresses and phone numbers to communicate with pupils when conducting live online lessons.
- Staff will only use school-owned devices for conducting live online lessons, where possible.
- Staff will not share personal information whilst conducting live online lessons.
- Staff will ensure they conduct their live online lesson from an appropriate location – either the classroom or, if this is not possible, from a quiet area in their home which has a neutral background.
- Staff will communicate with pupils within school hours as far as possible, or within hours agreed with the school to suit the needs of staff.
- Staff will only communicate and conduct live online lessons through channels approved by the SLT.

Staff will not commence online lessons until at least one other member of staff is in the live lesson 'room', and not without confirmation that at least one other colleague is aware that the live online lesson is taking place.

Staff will keep a log of what happens during live online lessons, e.g. behavioural issues or technical glitches, and ensure it is properly documented in line with the school's Records Management Policy.

Meeting Pupils Needs

As all pupils attending the school have SEND and an Education, Health and Care (EHC) plan, the school will ensure that remote education is tailored to each child's individual needs and outcomes.

- Remote learning will focus on personalised targets, communication, engagement, and life skills, as well as curriculum content, in line with each pupil's EHC plan.
- Staff will work closely with families to adapt and deliver activities in ways that are meaningful, motivating, and manageable in the home environment.
- Approaches may include one-to-one contact, small-group interaction, or pre-recorded materials from familiar staff, depending on what is most appropriate for the child.
- Staff will be sensitive to pupils' individual preferences, sensory profiles, and emotional regulation needs when planning and delivering remote education.
- Where pupils cannot engage with digital platforms, alternative approaches (e.g. practical resources, visual supports, printed packs, or structured daily routines) will be provided.
- The SENCo, SLT, and class staff will monitor the effectiveness of remote provision and make adjustments in collaboration with families and external professionals where required.

Where it is not possible to replicate in-school provision (e.g. certain therapies or TA support), the school will work with families and, where appropriate, the local authority to identify other ways to meet statutory duties.

Online Safety

This section of the policy will be enacted in conjunction with the school's Online Safety Policy.

Where possible, all interactions will be textual and public.

All staff and pupils using video communication will:

- Wear suitable clothing – this includes others in their household.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

All staff and pupils using audio communication will:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.

- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

The school will consider whether one-to-one sessions are appropriate in some circumstances. This will be decided and approved by the SLT, in collaboration with the SENCO. Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy.

The school will consult with parents at least two weeks prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

The school will communicate to parents via email about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required. The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

Marking and Feedback

All schoolwork completed through remote learning will be:

- Finished when returned to the relevant member of teaching staff.
- Returned on or before the deadline set by the relevant member of teaching staff.
- Completed to the best of the pupil's ability.
- The pupil's own work.
- Marked in line with the Marking and Feedback Policy.
- Returned to the pupil, once marked, by an agreed date.

Pupils and staff will maintain a good work ethic during the period of remote learning.

If there are problems submitting work on the school's remote platform or the work is not able to be submitted on the platform, pupils will use email to send work to teachers for review and feedback, and screenshots can be taken and emailed as attachments. The school will also consider alternative options where appropriate, e.g. drop-off points at the school. Feedback may also be verbal (phone/video), via photos sent by parents, or through regular contact with families.

Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email if their child is not completing their schoolwork or their standard of work has noticeably decreased.

Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the headteacher as soon as possible.

The school will implement a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

The school will log participation and pupil engagement with remote education, as well as motivation levels and progress, and this will be shared with parents via formal regular reports or, if there is a concern, individually via telephone.

The school will consider ways to use feedback to secure consistent engagement with remote material, e.g. introducing a newsletter sent to parents and pupils which displays exemplary work and rewards engagement or outcomes.

Health and Safety

This section of the policy will be enacted in conjunction with the school's Health and Safety Policy. Teaching staff and the ICT manager will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every two hours. Screen break frequency will be adjusted to five minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.

With support from parents/carers, pupils will engage with remote learning activities to the best of their ability. Parents should communicate with school staff if their child experiences difficulties, any incidents or near-misses or is unable to complete work.

Attendance and Absence

The school will not view remote education as an equal alternative to on-site attendance and will only consider remote education as a last resort when the alternative would be no education.

Circumstances where remote education will be considered will fit into the following two 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

The school will continue to record pupil attendance and absence in the register in line with the education regulations and [attendance guidance](#), using the most appropriate code, and in line with the school's Attendance Policy.

Where remote education is required, the school will provide a suggested daily structure with suitable breaks. Families are encouraged to adapt this to suit their child's needs, taking into account attention span, regulation, and wellbeing. Pupils who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

Pupils who are unwell are not expected to be present for remote learning until they are well enough to do so. Parents will inform their child's teacher no later than 8:30am if their child is unwell.

The school will monitor absence and lateness in line with the Attendance Policy.

For individual cases where a pupil is unable to attend school but is able to partake in remote education, the school will consider providing remote education on a case-by-case basis as part of a plan to reintegrate the pupil back to school. Remote education will only be provided when it is judged that its provision will not adversely affect the pupil's return to school.

School closures and attendance restrictions

The school will ensure that every effort is made to ensure pupils can be taught in person where possible.

The school will explore all options to ensure the school can remain open to all pupils; however, in circumstances where it is not possible to safely remain open or where remaining open would contradict local or central government guidance, the school will consider providing remote education.

The school will ensure that it has a plan in place outlining remote education procedures for teachers, parents and pupils. The DfE's [emergency planning guidance](#) will be consulted in the event of school closures or attendance restrictions.

Communication

Up-to-date information on remote education procedures will be shared with families and, where appropriate, published on the school website for transparency. The school will ensure adequate channels of communication are arranged in the event of an emergency. The school will communicate with parents via email and the school website

about remote learning arrangements as soon as possible.

All communication that takes place via email between staff and pupils will be done via school email addresses. The headteacher will communicate with staff as soon as possible via email about any remote learning arrangements. Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.

The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.

Members of staff will have contact with their line manager once per week.

As much as possible, all communication with pupils and their parents will take place within the school hours outlined in the '[Attendance and absence](#)' section. Pupils will have verbal contact with a member of teaching staff at least once per week via group phone call. Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed. Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue. The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set. The headteacher will review the effectiveness of communication on a termly basis and ensure measures are put in place to address gaps or weaknesses in communication.

Monitoring and Review

- The headteacher, SENCO and DSL will review the measures outlined in this policy termly to ensure it reflects the most up-to-date circumstances of the school's online learning provision.
- The headteacher and governing board will schedule a review of the effectiveness of this policy annually.
- Any changes to this policy will be communicated to relevant stakeholders, including parents and teachers.
- The next scheduled review date of this policy is date.