Ribchester St. Wilfrid's C of E Primary School

"Together, with Jesus, we can LOVE, LEARN and SUCCEED"

Remote Education Policy

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Introduction

At Ribchester St Wilfrid's CE Primary School, we believe that attending school in person provides the best possible education for our pupils. Remote education is not viewed as an equal alternative to attendance and will only be used when attendance at school is not possible, or where it is contrary to government guidance, and pupils are well enough to engage in learning. This approach reflects the Department for Education's Providing Remote Education: Guidance for Schools (updated 19 August 2024).

Aims

At Ribchester St. Wilfrid's C of E Primary School we aim to:

- Ensure continuity of education when pupils cannot attend school.
- Minimise disruption to learning.
- Support pupils to remain connected with their class and school community.
- Support pupils' wellbeing during periods of absence.
- Ensure that arrangements for remote education support a successful return to school.

Circumstances Where Remote Education May Be Used

Remote education may be considered in two circumstances:

A. Whole-School or Class Closure

This may include situations such as:

- Severe weather affecting access to school by pupils and/or staff
- Loss of utilities or building access.
- Public health emergencies.
- Restrictions on attendance directed by government or local authorities.
- Other exceptional circumstances that prevent safe opening.

Providing remote education does not change the expectation that the school should remain open, or reopen, as soon as it is safe and practicable to do so.

B. Individual Pupils Unable to Attend School

There may be limited circumstances where a pupil is unable to attend school but remains well enough to continue learning.

Examples may include:

- Recovery from surgery.
- Recovery from injury.
- Recovery from a medical condition.
- Exceptional circumstances linked to SEND or mental health needs, where remote education forms part of an agreed support plan.

Remote education for individual pupils will be considered on a case-by-case basis and will not replace efforts to remove barriers to attendance and secure a return to school as soon as possible.

Principles of Remote Education

Where remote education is required, the school will seek to ensure that learning is:

- High quality, meaningful and ambitious.
- Aligned, where possible, with the curriculum being taught in school.
- Appropriate to the age and stage of development of the pupils.
- Inclusive and accessible.
- Adapted where necessary to meet individual needs.

Where possible, remote education will be equivalent in length to the core teaching pupils would normally receive in school, whilst taking account of:

- Age and stage of development.
- SEND and additional needs.
- Home circumstances.
- Access to technology.
- Appropriate breaks from screen-based learning.
- The level of parental support required.

Remote Education During Whole-School Closures

As a mixed-age primary school, learning will usually be organised by class.

Teachers may provide:

- English lessons and activities.
- Mathematics lessons and activities.
- Reading opportunities.
- Wider curriculum learning.
- Practical and outdoor learning tasks where appropriate.
- Recorded explanations or teaching materials 9use of Oak Academy and White Rose teaching resources.
- Access to approved educational websites and resources.

Learning may be delivered through:

- The school's online learning platform: Class Dojo.
- Email communication.
- Paper-based learning packs.
- Recorded lessons.
- Live online sessions where appropriate.

Learning materials will be made available as soon as reasonably practicable following any closure.

Remote Education for Individual Pupils

Where a pupil is unable to attend school but remains medically able to learn, the school will consider remote education on an individual basis following discussion with parents/carers and, where appropriate, relevant health professionals and the Local Authority.

Remote education will form part of a planned approach to support the pupil's continuing education and successful reintegration into school.

Planning Provision

The school will consider:

- The pupil's wellbeing and medical needs.
- Advice from health professionals where appropriate.
- The pupil's ability to engage with learning.
- The likely duration of absence.
- How learning can best support future reintegration.

Working with the Local Authority

Where a pupil is absent from school for 15 school days or more, whether consecutively or cumulatively, due to medical needs, the school will work closely with the Local Authority, parents/carers and relevant professionals to help ensure suitable education is provided.

This reflects the Local Authority's duties under Section 19 of the Education Act 1996 to arrange suitable education for children who would otherwise not receive an appropriate education because of health needs or other reasons.

Reintegration into School

Remote education will be regarded as a temporary measure.

The school will work in partnership with parents/carers, the pupil and, where appropriate, medical professionals and the Local Authority to develop and review arrangements that support a return to school at the earliest appropriate opportunity.

Provision will be reviewed regularly to:

- Assess effectiveness.
- Identify any barriers to attendance.
- Consider additional support or adjustments.
- Support successful reintegration into full-time education.

A review date will be agreed when remote education is put in place and provision will be amended or withdrawn as attendance improves.

Provision for Pupils with SEND

Teachers are best placed to understand how pupils with SEND can continue to access learning effectively.

Where remote education is required, the school will:

- Make reasonable adjustments.
- Adapt learning tasks and expectations where required.
- Provide additional guidance and support.
- Work in partnership with families.
- Liaise with external agencies where appropriate.

For pupils with Education, Health and Care Plans, the school will continue to work with the Local Authority to ensure statutory duties are met. The school will continue to use its best endeavours to secure the special educational provision required by pupils with SEND.

Access to Technology

The school recognises that, as a rural community, some families may experience challenges with broadband connectivity or access to suitable devices.

The school will work to identify and reduce barriers to learning by:

- Providing printed learning packs where appropriate.
- Using alternative methods of communication.
- Supporting families to access available technology and connectivity support where possible.
- Offering flexible arrangements where required.

Feedback and Interaction

Teachers will provide opportunities for:

- Regular feedback on completed work.
- Interaction with teachers.
- Contact with peers where appropriate.
- Monitoring of engagement and participation.

Feedback may be provided through:

- Written comments.
- Online learning platforms.
- Email.
- Telephone conversations.

The school will seek to maintain regular contact with pupils and families during extended periods of remote education.

Safeguarding

Safeguarding remains our highest priority.

All staff will continue to follow the school's Child Protection and Safeguarding Policy, Acceptable Use Policy and Staff Code of Conduct when delivering remote education.

The school will:

- Use approved communication platforms: Class Dojo.
- Monitor pupil engagement and welfare.
- Follow up concerns appropriately.
- Maintain systems to check that pupils are safe and supported.
- Report safeguarding concerns in accordance with school procedures.

Parents and pupils are expected to use technology safely and responsibly.

The school will ensure that safeguarding procedures continue to reflect any use of remote education and online learning.

Attendance

Attendance remains a priority for all pupils. Remote education is not a substitute for attendance at school and will only be considered where attendance is not possible.

Pupils receiving remote education because they are absent from school will continue to be recorded as absent in the attendance register using the appropriate attendance code.

The school will continue to work with pupils, parents/carers and other agencies where appropriate to overcome barriers to attendance and support a return to school.

Free School Meals

Where pupils eligible for benefits-related free school meals are unable to attend school during a period of remote education, the school will seek to provide a packed lunch for the pupils who are entitled to them.

Roles and Responsibilities

Headteacher

The Headteacher is the designated senior leader responsible for the quality, implementation and review of remote education provision. Responsibilities include:

- Overseeing the effectiveness of remote education.
- Ensuring provision remains up to date and fit for purpose.
- Supporting staff implementation.
- Monitoring engagement and safeguarding.
- Reporting to governors as required.

Teachers

Teachers will:

- Provide appropriate learning activities.
- Monitor engagement.
- Provide feedback.
- Maintain communication with families where appropriate.

SENDCo

The SENDCo will:

- Support pupils with additional needs.
- Advise staff on adaptations.
- Liaise with families and external agencies.

Parents and Carers

Parents and carers are encouraged to:

- Support engagement with learning.
- Communicate any concerns to school promptly.
- Promote safe and responsible use of technology.

Pupils

Pupils are expected to:

- Engage with learning as fully as possible.
- Complete work to the best of their ability.
- Follow school expectations, including online safety expectations.

Monitoring and Review

This policy will be reviewed annually, or sooner if government guidance changes.

The Governing Body and Headteacher will monitor the effectiveness of remote education arrangements to ensure they continue to meet the needs of pupils and families.

Related Policies

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance Policy
- Behaviour and Relationships Policy
- Supporting Pupils with Medical Conditions Policy