



Remote Education Policy

Sparkenhoe Primary School

1. Aims

At Sparkenhoe Primary School, we recognise that attendance at school is fundamental to pupils' achievement, wellbeing and personal development. In line with Department for Education guidance, remote education is not viewed as an equal alternative to attending school and will only be used when attendance is not possible and pupils are well enough to learn.

The aims of this policy are to:

- Ensure continuity of learning when pupils cannot attend school.
- Provide high-quality, meaningful and ambitious learning activities.
- Enable pupils to remain connected to their teachers, peers and the curriculum.
- Support the reintegration of pupils into school as soon as possible.
- Ensure all remote education is delivered safely and accessibly.
- Clarify the roles and responsibilities of staff, pupils and parents/carers.

2. Circumstances for Remote Education

Remote education may be provided in the following circumstances:

School Closure or Attendance Restrictions

Remote education will be considered when:

- The school is required to close due to an emergency.
- Attendance is restricted due to circumstances beyond the control of the school.
- Government or local authority guidance prevents normal attendance.

Remote education will be provided as soon as reasonably practicable following a closure.

Individual Pupil Absence

Remote education may be considered for pupils who are unable to attend school but are well enough to learn, including those:

- Recovering from a short-term illness.
- Recovering from an operation or injury.
- Experiencing exceptional circumstances affecting attendance.

Remote education for individual pupils will be agreed with parents/carers and reviewed regularly. It will form part of a plan to support a timely return to school wherever possible.

Remote education will not be used as an alternative to attendance where barriers to attendance can reasonably be addressed.

3. Remote Education Provision Learning Platform

Microsoft Teams is the school's primary platform for remote education.

Learning materials will normally be available within 24 hours of confirmation that remote education is required.

Curriculum Delivery

Remote education will:

Reflect the curriculum being taught in school wherever possible.

Follow the normal sequence of learning.

Provide work that is age-appropriate, challenging and meaningful.

Cover an appropriate range of curriculum subjects.

For individual pupil absences, teachers will provide adapted work that enables pupils to remain aligned with classroom learning.

For wider closures, teachers will provide uploaded learning packs and resources through Microsoft Teams.

Teachers may supplement school-created materials with suitable external resources where appropriate.

4. Expectations for Pupils

Pupils accessing remote education are expected to:

Engage with all learning activities provided.

Complete work to the best of their ability.

Submit work through Microsoft Teams where possible.

Follow school expectations for behaviour and conduct online.

Attend any scheduled online interactions as requested.

Communicate respectfully with staff and peers.

Where digital submission is not possible, completed work may be returned to school in an agreed format.

5. Expectations for Parents and Carers

Parents and carers are expected to:

Support their child in accessing remote learning.

Encourage regular engagement with the learning provided.

Communicate any barriers to learning with the school.

Ensure younger pupils are appropriately supervised when accessing online learning.

Support pupils to follow online safety expectations.

Parents are not expected to act as teachers but are encouraged to provide reasonable support appropriate to the age of the child.

6. Feedback and Assessment

Teachers will monitor pupils' engagement and progress through submitted work and interactions.

Feedback may include:

Individual written feedback.

Whole-class feedback.

Verbal feedback during online interactions.

Recognition and celebration of pupils' achievements.

Assessment information will be used to inform future learning and identify any support that may be required.

7. Access to Technology

The school recognises that access to technology varies between families.

The school currently does not maintain a device loan scheme.

Where pupils are unable to access digital learning, the school will provide printed learning packs wherever reasonably possible.

Families experiencing difficulties accessing remote education are encouraged to contact the school so that appropriate support can be explored.

8. Provision for Pupils with SEND

The school remains committed to ensuring that pupils with Special Educational Needs and Disabilities continue to access high-quality education.

Teachers, supported by the SENDCo, will:

Adapt learning as required.

Consider the individual needs of pupils.

Provide appropriate resources and support.

Liaise with families where additional guidance is required.

Teaching Assistants may provide support for pupils with SEND through agreed remote methods where appropriate.

Where a pupil has an Education, Health and Care Plan, the school will continue to work with the local authority to meet statutory duties.

9. Safeguarding

Safeguarding remains paramount during periods of remote education.

The Designated Safeguarding Lead (DSL) is:

Penny Cooper

Staff will:

Follow all safeguarding and child protection procedures.
Monitor engagement with remote education.
Report any safeguarding concerns immediately in line with school procedures.
Promote safe online behaviour and digital citizenship.

The school will make reasonable efforts to check on the welfare of pupils who are receiving remote education and identify any concerns regarding their safety or wellbeing.

10. Online Safety

All members of the school community must follow the school's Online Safety Policy and Acceptable Use Agreements.

When participating in online learning:

School accounts must be used.
Pupils and staff must wear appropriate clothing.
Cameras should be switched on unless otherwise agreed.
Younger pupils should be supervised by a responsible adult where appropriate.
Communication must remain professional and respectful at all times.

Staff will only use school-approved platforms and communication methods.

11. Attendance

Pupils receiving remote education remain absent from school and attendance will continue to be recorded in accordance with statutory attendance requirements.

Remote education does not replace attendance and should not reduce efforts to secure a return to school.

The school will work with families and external agencies, where appropriate, to address barriers to attendance.

12. Free School Meals

Where pupils eligible for benefits-related Free School Meals are accessing remote education during a closure, support will be provided in line with Trust arrangements and any applicable government guidance.

13. Roles and Responsibilities

Teachers

Teachers are responsible for:
Providing work within agreed timescales.
Delivering high-quality learning materials.
Monitoring engagement.
Providing feedback.
Raising safeguarding concerns promptly.
Teaching Assistants

Teaching Assistants will:

Support learning where directed by teachers.
Provide targeted support for identified pupils.
Assist with communication and engagement where appropriate.
SENDCo

The SENDCo will:

Support teachers in adapting provision.
Coordinate additional support for pupils with SEND.
Liaise with external agencies where appropriate.
Deputy Headteacher

The Deputy Headteacher has overall responsibility for:

The quality and effectiveness of remote education.
Monitoring implementation of this policy.
Ensuring provision remains compliant with DfE expectations.
Reviewing and updating remote education arrangements.
14. Monitoring and Review

The effectiveness of remote education will be reviewed through:

Monitoring pupil engagement.
Feedback from pupils, parents and staff.
Evaluation of outcomes and accessibility.

This policy will be reviewed every two years or sooner if there are significant changes to legislation, guidance or school practice.

Policy Review

Approved by Headteacher / Deputy Headteacher
Review Frequency Every 2 Years
Next Review Due September 2028

This policy should be read alongside the school's Attendance Policy, Safeguarding and Child Protection Policy, SEND Policy, Online Safety Policy and Behaviour Policy.