



## **PRIOR HEATH INFANT SCHOOL POLICY AND PROCEDURES STATEMENT**

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**TITLE: REMOTE EDUCATION PLAN**

**DATE: March 2025  
REVIEW: March 2028**

**APPROVED/MONITORED BY: Published Materials & Website designated governor  
AGREED BY: Whole school staff and Governors**

### **Introduction**

Remote education should only ever be considered as a last resort where a decision has been made that attendance at school is not possible but pupils are able to continue learning. We follow the Department for Education's non-statutory guidance on providing high-quality remote education in cases where it is not possible, or is contrary to government guidance, for some or all pupils to attend school. This guidance only applies to pupils of a compulsory school age.

### **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 and will only be considered as a last resort when the alternative would be no education and only after it has been established that the pupil is, or will be, absent from school. In such cases, remote education can have the benefit of allowing absent pupils to keep on track with their education and stay connected to their teachers and peers.

Pupils who are absent from school and receiving remote education will be marked as absent in the register.

### **Scenarios where remote education may 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**

Every effort will be made to ensure pupils can be taught in person by attending school or, if appropriate and possible, a safe alternative site.

There may be some exceptional occasions when school leaders and/or the local authority decide it is not possible to open safely or where opening would contradict guidance from local or central government.

## **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.
- Preparing for or recovering from some operations.
- 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, after the pupil's absence from school has been established, the school will consider providing pupils with remote education on a case-by-case basis. This should be part of a plan to reintegrate back into school, and only when it is judged that providing remote education would not adversely affect the pupil's return to school.

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. Local authorities should provide education as soon as it is clear that a pupil will be away from school for 15 school days or more during the school year, whether consecutive or cumulative. The school will work closely with the local authority and any relevant medical professionals to ensure children with health needs are fully supported at school, including putting in place individual healthcare plans if appropriate. This may involve programmes of study that rely on a flexible approach which includes agreed periods of remote education.

## **Remote education provision for individual pupils**

When a pupil is absent, in the first instance the school will seek to overcome any barriers to attendance and will provide support for the pupil to attend. Remote education should not be viewed as an equal alternative to attendance in school and it is important to bring any 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 will be considered:

- We will ensure there is mutual agreement of remote education between the school, parents and, if appropriate, a relevant medical professional. If the pupil has an Education, Health and Care Plan (EHCP) or has a social worker, the local authority will also be involved in the decision.
- Where remote education is being used as part of a plan to reintegrate back to school, regular arrangements will be put in place to review its effectiveness. In addition, we will identify what other support can be put in place to help ease the pupil back into school at the earliest opportunity.

Our remote education plan will be kept under review in consultation with staff and will demonstrate a consideration of any additional burdens that providing remote education may place on staff and families.

Work provided during periods of remote education should aim to be high quality, meaningful, ambitious, and cover an appropriate range of subjects to enable pupils to keep on track with their education.

When planning whether remote education would be suitable for a specific child's situation, our school considers the following:

- Provision being ready for pupils to access as soon as reasonably practicable, though in proportion to the length of absence and expected disruption to education.
- Providing remote education that is equivalent in length to the core teaching time pupils would receive in school where possible, being mindful of the individual needs and circumstances of the pupil and their families. These include, but are not limited to:
  - Consideration of age, stage of development, and independent study skills.
  - Impact on staff and practicality of matching provision time.
  - Any SEND or other additional needs the pupils might have.
  - The pupils' home environment, which includes having a suitable place and opportunity to study.
  - Screen time, making reasonable allowances for adequate breaks for pupils and staff during digital remote education.
  - Any significant demands on parents' or carers' help or support. Younger children, and some children with SEND, might require high levels of adult involvement to support their engagement with remote education, which can make it a particular challenge for these groups.
- Working to overcome barriers to digital access where possible for pupils by, for example, distributing school-owned devices accompanied by a user agreement if and where necessary and possible.
- If required, ensuring equal access through the provision of printed resources, supplemented with other appropriate forms of communication between the school and pupils.
- Planning opportunities for weekly feedback and interaction with teachers and peers during the school day, if possible.
- Identifying a senior leader with overarching responsibility for the quality and delivery of remote education. Responsibilities may include consulting with staff and relevant leaders within the school to develop any remote education plans, ensuring they are relevant and up to date.
- Having an understanding that children can be at risk of harm inside and outside of the school, inside and outside of home and online, and having systems for checking, daily, whether pupils are safe at home and engaging with their remote education.

### **Tapestry Online Learning Platform**

Tapestry is our school's e-platform to support those pupils who may be at home. This system will be used by class teachers to upload English, Maths and Foundation subject tasks with the expectation that they are completed and then submitted back to the teacher on the system. Finished pupil work will be reviewed and important feedback sent on to the pupil from the teacher.

Teachers may share links to externally prepared videos developed by external providers such as [Oak National Academy](#). There may be annotated and animated images or PowerPoints to view and/or more open-ended tasks to be completed.

Teachers will also upload information to support remote learning within the curriculum areas of the school website.

Parents will be able to liaise with the class teacher through the class email or Tapestry.

If the school is forced to close for a prolonged period of time, teachers will be setting work and activities for pupils using Tapestry.

The Tapestry system allows teachers to contact parents as a class or individually to share ideas for learning and check in on how their children are getting on at home. Pupils can upload or post their work on to their online portfolio to share any home learning.

### **Free school meals and remote education**

Where pupils eligible for benefits-related free school meals are receiving remote education for a prolonged period and the school is open to other children, our school catering team will provide lunch parcels on a daily basis.

### **Remote education during a suspension or permanent exclusion**

The Headteacher will take steps to ensure work is set and marked for pupils during the first 5 school days of a suspension or permanent exclusion. Remote education will not be used as a justification for sending pupils home due to their misbehaviour. Any time a pupil is sent home for disciplinary reasons will be a suspension and must be done in line with the government guidance.

### **Provision for pupils with SEND**

If a pupil with SEND is not able to attend school and requires remote education, their teacher is best placed to know how their needs can most effectively be met to ensure they continue to access the curriculum. The school will put in place an appropriate curriculum, teaching and support that will enable the pupil to continue learning effectively.

Some pupils with SEND may not be able to access remote education without adult support. In which case, we will work collaboratively with families and put arrangements in place that will allow pupils with SEND to access remote education successfully.

### **Safeguarding**

To ensure that children are kept safe online, this plan will be delivered in accordance with our Online Safety and Child Protection and Safeguarding Policies.

### **Links with other policies**

Attendance Policy  
Child Protection and Safeguarding Policy  
Online Safety Policy  
SEND and Inclusion Policy

### **Related Documents**

[Arranging education for children who cannot attend school because of health needs](#)

[Education for children with health needs who cannot attend school](#)

[Emergency planning and response for education, childcare, and children's social care settings](#)

[Safeguarding and remote education](#)

[Supporting pupils with medical conditions at school](#)

[Working together to improve school attendance](#)