



Remote Education Policy



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Version	Author	Date	Changes
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1. Aims

At Enlighten Learning Trust, we place a strong emphasis on inclusion and the delivery of high-quality education for every pupil, whether learning takes place in school or remotely. This remote learning policy for staff is designed to ensure a consistent approach for pupils who are not in school, clearly outline expectations for all members of the school community, and provide clear guidelines for data protection. Through this policy, we aim to support equitable access to learning and uphold our commitment to safeguarding and educational excellence in all settings. All actions of remote education will be supported by and must consider the ELT ICT, Online safety and acceptable use policy.

2. Use of remote learning

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when we decide that opening our school is either:
 - Not possible to do safely
 - Contradictory to guidance from local or central government
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
 - They have an infectious illness which requires extended isolation
 - They are preparing for or recovering from serious form of surgical operation
 - They are recovering from injury and attendance in school may inhibit such recovery
 - Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing pupils with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
- Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school as soon as is possible
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

3. Roles and responsibilities

Deputy Headteacher: must approve any individual package of remote education.

SENCO: will be consulted on any package and required to approve for any SEND pupils.

DSL: will be consulted on any package to ensure all safeguarding considerations have been risk assessed.

3.1 Teachers

Will only provide remote learning in exceptional circumstances, for example extended school closure. Teachers will follow the ELT ICT, Online safety and acceptable use policy to deliver any online lessons.

3.2 Learning support assistants

Will only provide remote learning in exceptional circumstances, for example extended school closure. All staff will follow the ELT ICT, Online safety and acceptable use policy to deliver or support any online lessons.

3.4 Senior leaders

The Deputy Headteacher for Quality of Education has overarching responsibility for the quality and delivery of remote education.

The school will endeavour to overcome barriers to digital access where possible for pupils by, for example:

- Distributing school-owned laptops accompanied by a user agreement or contract where available
- Securing appropriate internet connectivity solutions where possible
- Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern

The wider SLT are also responsible for:

- Co-ordinating the remote learning approach across the school – if you've assigned 1 member of staff to lead on this, highlight them here
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents/carers

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring staff remain trained and confident in their use of online digital education platforms
- Training staff on relevant accessibility features that your chosen digital platform has available
- Providing information to parents/carers and pupils about remote education – specify if you will do this on your website or via email
- Working with the catering team to ensure pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

3.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Act in accordance with normal behaviour rules / conduct rules of the school (and any specific online behaviour rules where applicable)

Staff can expect parents/carers with children learning remotely to:

- Engage with the school and support their children's learning, and to establish a routine that reflects the normal school day as far as reasonably possible
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

3.8 Local Governing Body

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains of as high a quality as possible
- Monitoring the school's approach to remote learning to ensure systems remain secure and fully compliant with data protection and safeguarding guidance.

4. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals: office@esherhigh.surrey.sch.uk our Main Office team will direct communication to the correct teams.

5. Data protection and Safeguarding

- All staff will follow the school's Safeguarding policy along with the ELT ICT, Online safety and acceptable use policy. This will ensure all appropriate steps are considered, all pupils and staff are kept safe and data is handled in the correct manner.

6. Monitoring arrangements

This policy will be reviewed every 3 years by the Headteacher and SLT for approval. It will be communicated with the LGB.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding Policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT, Online safety and acceptable use policy