

# Remote Education Policy

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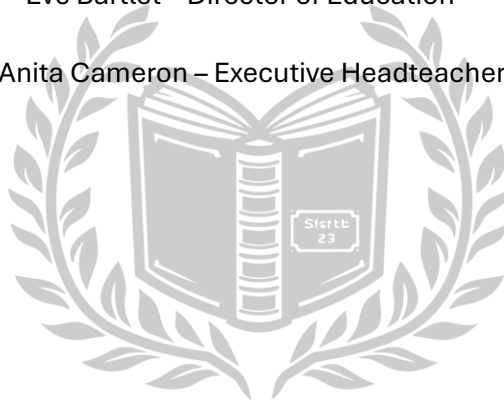
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# Helm Academy

EMPOWERING MINDS, NAVIGATING FUTURES

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, Safeguarding and Child Protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

While this current policy document may be referred to elsewhere in Helm Academy documentation, including particulars of employment, it is non-contractual.

## Policy Issues and Updates

Version Number	Created/ Reviewed/ Amended By	Date Created/ Reviewed/ Amended	Comment	Next Review Date
1	E. Bartlet	May 2025	Policy implemented	01/05/2026



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EMPOWERING MINDS, NAVIGATING FUTURES

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## Remote education information for parents

As of 24 March 2022, schools no longer have a legal duty to provide remote education under Corona Virus Lockdown regulations. The DfE's [guidance](#) is non-statutory and aims to support schools to maintain their capabilities to deliver high-quality remote education where necessary. Schools should consider providing remote education where they are required to close their premises in line with DfE guidance.

Scenarios where this might apply include:

- ✓ When school leaders decide that the school cannot open safely, or that opening would contradict guidance from local or central government.
- ✓ When individual pupils, are unable to physically attend school but are able to continue learning, e.g. a pupil has an infectious illness, EBSA, EOTAS, A Reintegration timetable

In the event of an emergency e.g. adverse weather conditions, the school may be required to partially or fully close. We want to ensure you, and your child understand what to expect from remote education if your child needs to learn from home. Where your child is unable to attend school, they will be provided with remote education for the period they are off – information regarding this provision is also included in this document.

Your child may also have a specific remote timetable where that are EBSA and EOTAS and receive their full curriculum remotely due to the requirements in their EHCP as agreed by the Local Authority. They will have a specifically designed and set out timetable and curriculum that has been designed and set out to meet their bespoke needs and requirements.

## Working with the LA

Under section 19 of the Education Act 1996, LAs 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.

The LA are required under [statutory guidance](#) to provide education as soon as it is clear that a pupil will miss 15 school days or more, whether consecutive or cumulative. Schools should work closely with the LA and any relevant medical professionals to ensure that pupils with health needs are fully supported at school, including putting IHPs in place if appropriate.

## What to consider when providing remote education to individual pupils

The school should make efforts to overcome barriers to attendance and provide support for the pupil to attend whilst regularly barriers alongside the pupil, their parents and any relevant medical professionals.

Remote education should not be viewed as equal to attendance in school and the period of physical absence should be brought to an end as soon as possible.

When deciding to use remote education, schools should:

- ✓ Ensure mutual agreement by the school, parents, potentially pupils and any relevant medical professionals.
- ✓ Involve the LA in the decision if the pupil has an EHC plan or a social worker.
- ✓ Where remote education is being used to reintegrate a pupil back to school, put a formal arrangement in place to review its efficacy regularly, alongside identifying what other support and adjustments can be introduced to ease the pupil back to school.
- ✓ Set a time limit on the review of remote education, with the aim that the pupil returns to in-person education with the required support in place to meet their needs.

## Good Practice

Remote education plans should be kept under review in consultation with staff to ensure that they remain up to date and relevant to the school's current context, while considering any additional burdens that remote provision may place on staff and families.

Remote education may include recorded and/or live direct teaching time, as well as time for pupils to complete tasks, reading and assignments independently, as appropriate for their age and stage of development.

The DfE states that online lessons do not necessarily need to be recorded by school teaching staff – external providers such as [Oak National Academy](#) can be used instead of school-led content.

When developing remote education provision schools should consider:

- ✓ Ensuring it is ready for pupils to access as soon as possible and that it is proportionate to the length of absence.
- ✓ 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, including:
  - Age, stage of development and independent study skills.
  - SEND and additional needs.
  - The home environment.
  - Screen time and allowances for adequate breaks.
  - Significant demands on parents whose children may require high levels of support.

- ✓ Working to overcome barriers to digital access, e.g. by auditing access to devices, connectivity or distributing school devices and by supporting families to find appropriate internet connectivity solutions if and where necessary and possible..
- ✓ Ensuring equal access through the provision of printed resources, supplemented with other appropriate forms of communication between the school and pupils.
- ✓ Planning opportunities for feedback and interaction with teachers and peers.
- ✓ Identifying a senior leader with responsibility for the provision of remote education.

Understanding that pupils may be at risk of harm inside and outside of the school, home and online and having systems for checking whether pupils are safe at home and engaging with their remote education.

## The remote curriculum

If the school is required to restrict entry at short notice, we will provide workbooks for the first day or two whilst we make the necessary arrangements for remote learning.

Our school will continue to provide the same curriculum at home as we do on the school site.

Due to the nature of some lesson plans we have made amendments to certain activities, e.g. ceasing practical science lessons.

## Remote teaching time

**[Schools with pupils in KS1]** Pupils will receive 3 hours of remote education a day on average, with less for younger children.

**[Schools with pupils in KS2]** Pupils will receive 4 hours of remote education a day.

**[Schools with pupils in KS3 and KS4]** Pupils will receive 5 hours of remote education a day.

## Remote learning approach

Remote learning is delivered in a variety of different ways, including the following:

- ✓ Live online lessons
- ✓ Recorded lessons (video/audio recordings made by teachers)
- ✓ Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- ✓ Textbooks and reading books pupils have at home
- ✓ Commercially available websites supporting the teaching of specific subjects or areas,

including video clips or sequences

- ✓ Long-term project work and/or internet research activities
- ✓ Timetabled 1:1 and small group sessions for EOTAS and EBSA pupils

## Feedback

In order for us to provide high-quality remote learning, we will continue to provide constructive feedback to ensure pupils are meeting the correct standards in their learning. We will use the following methods to ensure your child is learning efficiently and effectively:

- ✓ Whole-class feedback or quizzes marked automatically via digital platforms, amongst many others
- ✓ Asking pupils to submit work for marking at the end of the day and returning marked work via digital platforms
- ✓ Return individually marked pieces of work directly to the pupil and discuss feedback 1:1

## Accessing remote education

We are providing remote education on the following platforms:

- ✓ Microsoft Teams
- ✓ ClassDojo
- ✓ Google classroom
- ✓ Mymaths

We understand that some pupils may not have suitable online access at home. The following approaches are implemented to support pupils to access remote education:

- ✓ We will issue or lend laptops or tablets to pupils who require extra support for technology
- ✓ Will issue or lend devices that enable an internet connection (e.g. routers or dongles) and offer support for where parents can find more information.
- ✓ We will provide printed materials needed if they do not have online access.
- ✓ We will collect or allow hard copy submission of any work completed if online submission is not available.

If your child does not have access to the necessary technology for online learning, please contact the school to make suitable, confidential arrangements.

## Pupils with additional needs

Our school recognises that some pupils with additional needs, e.g. pupils with SEND, may not be able to access remote education without the support of an adult at home. In order to support these pupils, we will work with you to ensure they are able to access a high-quality education in the following ways:

- ✓ Our SENCO will get in touch with you if your child has SEND to discuss how to support your child's remote learning
- ✓ We will ensure pupils are provided with regular check-ins with their teachers via telephone, face-to-face, and on-line

We encourage you to get in touch if you believe your child may struggle or is struggling with accessing remote education.

## Remote education for self-isolating pupils

In the case that your child is required to self-isolate due to having an infectious illness, but is well enough to continue learning, the remote education they will receive may differ to what they would receive if the school were to close. These pupils will have the following support put in place for them:

- ✓ Pupils will initially be provided with a workbook, and their class teacher will organise access to remote learning for them

## Contacting the school

We will provide you with all the details you may need when contacting the school while your child is learning from home. When contacting the school, here are four important things both you and your child need to remember:

- ✓ When on a video call, sit in a suitable area, e.g. a living room with a neutral background.
- ✓ When on a video call, wear suitable clothing and ensure your conduct is respectful, school uniform is preferable.
- ✓ Understand that staff may not always be able to help, but they will try their best.
- ✓ Remember to act in the same manner as in the school building.



## Additional information

Additional information you need to be aware of includes the following:

- ✓ The school will provide you with all the important contact information for key members of staff, including your child's teachers and the headteacher
- ✓ Any concerns regarding the safety of your child should be directed to the school's designated safeguarding lead
- ✓ Teachers will monitor work completed to ensure your child is still completing set work

## Supporting your child's learning

**Top tips for supporting your child while they learn from home:**

- ✓ Keep to a routine as much as possible so your child knows what to expect
- ✓ Keep active – ensure your child is getting enough exercise and incorporate this into their daily routine
- ✓ Use different methods to assist learning, e.g. online programmes and documentaries
- ✓ Stay sociable – organise with other parents to arrange video calls with your child's friends so they can stay connected during social hours

**For younger children, you can:**

- ✓ Incorporate learning in make-believe play.
- ✓ Play educational games with numbers or letters and read together.
- ✓ Involve them in things you are doing, e.g. chores, and talk with them about it.

## Additional resources

The following resources can help you support your child while they are participating in the school's remote education programme:

- ✓ [Top tips to support parents with remote learning](#) – practical tips for parents to support remote learning
- ✓ [The Education Endowment Foundation](#) – an independent charity that has produced support resources for parents
- ✓ [COVID-19 educational resources](#) – resources aimed at children with and without learning difficulties
- ✓ [SEND-specific resources for learning from home](#) – resources to aid the remote learning experience for children with SEND

- ✓ [Specialist content for pupils with SEND](#) – learning resources for children with SEND
- ✓ [SEND-specific BBC resources and activities](#) – BBC resources aimed at children with SEND
- ✓ [BBC Bitesize](#) – resources for children, teachers and parents
- ✓ [LendED platform](#) – resources for remote education
- ✓ [Isaac Physics](#) – remote education resources for physics, chemistry and maths lessons from GCSE to A-level
- ✓ [Find your local library](#) – an online tool to help children and parents find their closest library, which can provide access to hundreds of helpful resources
- ✓ [Support for parents and carers to keep children and young people safe from online harm](#) – advice and guidance to help parents and carers to keep children safe online during remote education

## Free school meals and remote education

The school should work with its school catering team to provide good quality lunch parcels or to issue a food voucher for pupils eligible for FSM. Further information can be found via the DfE's '[Free school meals: guidance for schools and local authorities](#)'.

## Remote education during a suspension or permanent exclusion

Headteachers are responsible for ensuring that work is set and marked for pupils during the first five school days of a suspension or permanent exclusion. Remote education should not be used as a justification for sending pupils home due to misbehaviour.

Schools must have regard to the DfE's [Suspension and Permanent Exclusions](#) guidance and their legal duties to pupils with SEND.

## Delivering remote education safely

Schools should pay attention to the DfE's '[Safeguarding and remote education](#)' guidance which provides information on what to do to ensure pupils are protected online during a period of remote education.

Schools should ensure that their safeguarding and child protection policies are up to date and reflect the potential need for remote online education provision and the fact that pupils might be learning both online and in the classroom.