St Michael & St Martin Catholic Primary School

Learning our faith. Living our faith. Loving our faith.

Remote Education Policy

1 Purpose and scope

This policy explains when and how the school may provide education to pupils who cannot attend in person but are well enough to learn. In keeping with our Catholic mission, we seek to maintain each child's connection with learning and the school community. Attendance in school remains the priority. Remote education is a short-term, last-resort response after the reason for absence is established; it is not an alternative attendance pathway or a substitute for the school's duties to support attendance.

The policy applies to pupils of compulsory school age. For Nursery and children below compulsory school age, staff may share suitable optional learning activities with families during a closure or absence, taking account of the Early Years Foundation Stage and the child's circumstances.

2 When remote education may be used

- A temporary closure or restriction on attendance where leaders have explored safe in-person provision, including a suitable alternative site, and reopening as soon as possible.
- An individual short-term absence, such as recovery from illness, surgery or injury, where the pupil is well enough to learn and school attendance is not possible.
- Exceptionally, an established absence linked to SEND or mental health, where a case-by-case decision shows that remote education will support learning and will not hinder a planned return to school.

The headteacher or delegated senior leader decides the offer in consultation with parents and the pupil where appropriate. For a pupil with an education, health and care plan or social worker, the local authority must also be involved in the decision. Relevant clinicians should be consulted where appropriate. The school will record the reason, agreed provision, start date, review date, responsible staff member and plan for returning to in-person education.

Remote education will not be offered as routine provision for a holiday, an unauthorised absence or a pupil who is too unwell to learn. It must not be used to send a pupil home for disciplinary reasons. During suspension or permanent exclusion, work will be set and marked for the first five school days under the separate statutory process.

3 Attendance and reintegration

A pupil receiving remote education while absent will still be recorded as absent, using the appropriate national attendance code. Engagement with remote work may be recorded separately but does not count as attendance. Staff will continue to work with the pupil and family to remove barriers to attendance, consider reasonable adjustments and review a time-limited reintegration plan. Where a health need is likely to prevent suitable education for 15 school days or more, whether consecutive or cumulative, the school will work promptly with the local authority on its section 19 responsibilities.

4 Learning offer

Teachers will provide meaningful work linked, where practicable, to the curriculum being taught in school. Provision will start as soon as reasonably practicable and be proportionate to the expected duration of

absence. It may include teacher instructions, suitable recorded teaching, reading, independent tasks, practical activities and, where appropriate, supervised live contact. It will not assume that every child can spend the full school day on a screen.

The teacher will take account of age, independence, health, SEND, home circumstances and the support realistically available from adults. Where possible, the amount of learning will be comparable to core teaching time, with breaks and flexible ways to complete work. Teachers will explain how to submit work, provide proportionate feedback and check progress. Parents will be told how to contact the school if work is inaccessible or the child's condition changes.

5 Inclusion and access

The class teacher and SENDCo will agree adjustments, accessible resources and any support needed with the pupil and family. The school will use its best endeavours to secure special educational provision and will work with the local authority to meet relevant duties for pupils with education, health and care plans. If a particular element of provision cannot be delivered remotely, the school and local authority will consider suitable alternatives. Reasonable adjustments and equality duties continue to apply.

Staff will check access to a suitable device, internet and a place to work. Subject to availability, the school may lend equipment under a user agreement, support connectivity or supply printed materials and a means of regular contact. Families should tell the school promptly if access or adult support is a barrier. For eligible pupils learning remotely, the school will liaise with its caterer about available free school meal support.

6 Safeguarding and online safety

The safeguarding and child protection policy, Keeping children safe in education 2026, staff code of conduct, online safety policy and data protection procedures apply throughout. Staff will use school-approved systems and accounts, protect access credentials and share only the personal information necessary for learning. Live sessions, if used, will follow school protocols on invitations, supervision, appropriate setting, conduct and recording; staff will not use personal messaging accounts for pupil contact.

The school will arrange a daily welfare and engagement check for pupils receiving remote education, proportionate to risk and family circumstances. A lack of response or safeguarding concern will be escalated under the safeguarding policy to the designated safeguarding lead; emergency concerns will be referred to the relevant agencies. Families should supervise children appropriately online and report concerns to school promptly.

7 Responsibilities and communication

- The headteacher oversees decisions, resources, staff workload, safeguarding and regular review of provision.
- Teachers plan and explain suitable work, maintain contact, monitor engagement and give feedback; the SENDCo coordinates adjustments and liaison for pupils with SEND.
- Parents notify school of absence, advise whether the child is well enough to learn, support access as reasonably possible and keep school informed of difficulties or changes.
- Governors monitor the policy and the quality, accessibility and safeguarding of provision through normal oversight arrangements.

When the school restricts attendance, it will communicate the reason, expected duration, how and when learning will be available, arrangements for contact and support, and updates about reopening. For individual pupils, these arrangements will be agreed directly with the family and reviewed at a recorded date.

8 Monitoring and related policies

The headteacher will review arrangements after each substantial closure and each extended individual arrangement, considering engagement, accessibility, welfare, workload and return to school. The policy will

be reviewed by September 2027 or sooner if guidance changes. Read alongside the Attendance, Safeguarding and Child Protection, SEND, Online Safety, Behaviour, Data Protection and Emergency Planning policies.

Reference guidance: DfE, Providing remote education: guidance for schools (2024); Working together to improve school attendance (July 2026); Keeping children safe in education 2026. These sources should be checked at review.