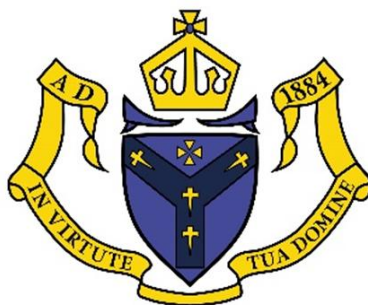


Sissinghurst Church of England VA Primary



Our School Vision

Let Your Light Shine – Matthew 5:16

At Sissinghurst Church of England Primary School in partnership with the Church, parents, and wider community, we offer an inclusive learning environment to nurture potential that enables all to be successful. Vibrant, rich curricular opportunities equip everyone with knowledge and skills to question, discuss and challenge.

Everyone's talents are discovered and celebrated. We foster spiritual growth and reflection to find wonder and joy in the World together. As light bearers, our shared responsibility is to encourage each other to be compassionate and kind so we can all shine with integrity, humility and wisdom. We find courage to act when we know there is darkness, illuminating the World with God's light and hope.

We are dedicated to providing an education of the highest quality within the context of Christian belief and practice. Our Christian values of:

Kindness Forgiveness Courage Service

Policy Title:	Remote Learning Policy
Date:	March 2026
Review Date:	May 2029
Reviewed by:	S Holman
Approved by:	FGB

Wording taken from DfE Guidance for schools – Providing Remote Education – August 2024

Why remote learning? Circumstances where it might not be possible for pupils to receive in person education fit into 2 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

This policy is in line with the DfE guidance to schools on providing high-quality remote education when it is not possible, or is contrary to government guidance, for some or all pupils to attend school.

Remote education should only ever be considered as a last resort where a decision has already been made that attendance at school is not possible, but pupils are able to continue learning.

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. We expect schools to consider it only 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.

Schools should consider the approaches set out in this guidance and work closely with pupils, parents, carers, and any other relevant partners such as the local authority, to remove any barriers to attendance as detailed in the [school attendance guidance](#).

Pupils absent from school and receiving remote education still need to be marked as absent in the register. Schools must continue to record pupil absence in the register in line with the [School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#) and attendance guidance, using the most appropriate code.

School closures or restrictions on attendance

Providing remote education does not change the imperative to remain open or to reopen as soon as possible. Every effort should be made to ensure pupils can be taught in person by attending their school or if appropriate and possible, attending a safe alternative site.

After exploring all options to ensure the school remains open to all pupils, there may still be some exceptional occasions when school leaders or the local authority decide it is not possible to open safely, or where opening would contradict guidance from local or central government. If restricting attendance for pupils is the only viable option, schools should consider providing remote education to help pupils stay on track with the education they would normally receive.

It can be helpful for schools to have a plan in place that outlines any remote education procedures for teachers, parents, carers and pupils. Remote education plans are particularly useful during emergency closures where the decision to close can often be made at short notice.

Schools should consult [DfE emergency planning guidance](#) in the event of school closures or restrictions on attendance.

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, schools should consider providing pupils with remote education on a case-by-case basis. This should be part of a plan to reintegrate back to school, and only when it is judged that providing remote education would not adversely affect the pupil's return to school.

Guidance for schools on [mental health issues affecting a pupil's attendance](#) has further support on dealing with mental health and attendance challenges.

Provision of remote education should be made as a short-term solution allowing absent pupils to keep on track with their education and stay connected to their teachers and peers. Pupils with long-term medical conditions or any other physical or mental health needs which affect attendance may need more support to continue their education.

Working with the local authority

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.

[Statutory guidance on education for children with health needs who cannot attend school](#) sets out that local authorities should provide education as soon as it is clear that the child will be away from school for 15 school days or more during the school year, whether consecutive or cumulative.

The s.19 duty sits with the local authority. Schools should work closely with them 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, for example, programmes of study that rely on a flexible approach which include agreed periods of remote education.

What to consider when providing remote education to individual pupils

When a pupil is absent, the school should always seek to overcome the barriers to attendance and provide support for the pupil to attend, regularly reviewing any barriers with the pupil; parents or carers; if appropriate, a relevant medical professional

Remote education should not be viewed as an equal alternative to attendance in school. Providing remote education during a pupil's absence does not reduce the importance of bringing that 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 should be considered:

- Ensuring mutual agreement of remote education by the school, parents or carers, potentially pupils, and if appropriate a relevant medical professional. If the pupil has an education, health and care plan or has a social worker, the local authority should also be involved in the decision.
- Where remote education is being used as part of a plan to reintegrate back to school, putting a formal arrangement in place to review its efficacy regularly, alongside identifying what other support and flexibilities can be put in place to help ease the pupil back to school at the earliest opportunity.
- Setting a time limit within which the period of remote education provision should be reviewed, with the aim that the pupil returns to in person education with the required support in place to meet their needs.

Good practice

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

At Sissinghurst we offer work on Google Classrooms that teachers and teaching assistants will access and feedback to children as work is completed. Communication of expectations for each class will be communicated to families if remote learning was needed and may include online games, videos and activities and worksheets along with practical tasks.

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

Where pupils have access to appropriate devices, remote education might include recorded and / or live direct teaching time, as well as time for pupils to complete tasks, reading, and assignments independently, depending on their age and stage of development.

Online video lessons do not necessarily need to be recorded by teaching staff at the school. If preferred, high quality lessons developed by external providers such as [Oak National Academy](#) can be provided instead of school led video content.

We aim to ensure that provision is 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.
- 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, especially pupils in primary schools 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.

We work to overcome barriers to digital access where possible for pupils by, for example by:

Distributing school-owned devices accompanied by a user agreement or contract if and where necessary and possible.

Supporting families to find appropriate internet connectivity solutions 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 regular feedback and interaction with teachers and peers during the school day.

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.

The Headteacher at Sissinghurst has overarching responsibility for the quality and delivery of remote education.