



# Synergy SCHOOLS

*Learn, Grow & Shine Together*

## Remote education policy (March 2026)

This policy was adopted by the federation on:	24 <sup>th</sup> March 2026
Date of next review	March 2027

### Purpose

This policy sets out the federation's approach to providing remote education for pupils who are unable to attend school due to exceptional circumstances. It ensures consistency, clarity, and high standards in remote teaching and learning, in line with government guidance.

### Scope

- Applies to pupils of compulsory school age.
- Applies in situations where attendance is restricted (e.g. school closures), or where an individual pupil is unable to attend in person but is able to learn.
- Applies to all staff involved in remote education: teachers, teaching assistants, senior leaders.

### Definitions

- **Remote education:** Education delivered when a pupil is not physically present at school, through digital and/or non-digital (paper) means.
- **Direct teaching time:** Live or recorded instruction delivered by teachers or external high-quality providers.
- **Digital education platforms:** Virtual learning environments, cloud-based systems, tools enabling teaching, feedback, interaction.



## Roles and responsibilities

Role	Responsibility
<b>Executive Headteacher and Headteacher/Head of School</b>	<ul style="list-style-type: none"><li>• Identify a senior leader responsible for oversight of remote education provision.</li><li>• Ensure the remote education plan is kept under review and updated.</li><li>• Allocate resources (devices, training, connectivity) to support remote learning.</li><li>• Monitor quality, participation, impact</li></ul>
<b>Teachers</b>	<ul style="list-style-type: none"><li>• Plan and deliver remote education that is meaningful, ambitious, and covers a broad curriculum.</li><li>• Provide direct teaching (live or recorded) and independent tasks appropriate to age and stage.</li><li>• Give feedback on pupil work.</li><li>• Be available during agreed hours to support pupils and parents.</li></ul>
<b>Support Staff</b>	<ul style="list-style-type: none"><li>• Assist in adapting materials, supporting pupils with SEND or other needs.</li><li>• Help maintain contact with pupils.</li></ul>
<b>Parents /Carers</b>	<ul style="list-style-type: none"><li>• Support children to engage in remote learning: providing a suitable space, ensuring access to devices, helping where needed.</li><li>• Communicate with school about any barriers (connectivity, well-being).</li></ul>
<b>Pupils</b>	<ul style="list-style-type: none"><li>• Try to engage with remote learning as fully as possible.</li><li>• Follow agreed routines, meet deadlines, participate in live sessions as able.</li></ul>

## Remote education plan

- The school will prepare and maintain a remote education plan (REP) to be used when remote education is required.
- The REP will be reviewed regularly in consultation with staff and, where appropriate, pupils and families to ensure it remains suitable.

## Delivery of remote education

- **Quality and ambition:** Work provided should be high quality, meaningful, ambitious, and cover a broad range of subjects so pupils stay on track.
- **Direct teaching time:** Where possible, include live teaching sessions and/or pre-recorded lessons. Use high quality external resources if needed.
- **Independent work:** Pupils should also have tasks, reading, and assignments to complete independently. The balance of direct teaching vs independent work should be age appropriate.

- **Equity and accessibility:**
  - All children have their own personal email address (mailbox) that provides access to their own class's Team page.
  - Audit access to devices and the internet in the school community.
  - Provide school-owned devices or printed materials to pupils who cannot access digital tools.
  - Make reasonable adjustments for pupils with special educational needs and/or disabilities.
- **Curriculum coverage:** Ensure remote lessons mirror what pupils would be taught in school in terms of breadth, subject mix, skills.
- **Workload and screen time:** Provide breaks, limit excessive screen time especially for younger pupils, and consider the load on families and staff.

### **Engagement, interaction and feedback**

- Teachers will plan opportunities for regular interaction with pupils through live sessions, forums, online discussions or other mediums.
- Feedback will be timely and constructive; assessment of pupils' work remains core to remote learning provision.
- Monitor engagement by tracking attendance in remote lessons, submission of tasks, and contact with pupils/families.

### **Safeguarding and wellbeing**

- Existing safeguarding and child protection policies must reflect remote education: online behaviour, safe remote learning, live streaming, etc.
- Daily checks on pupil safety and welfare where pupils are learning remotely, especially for vulnerable children.
- Provide guidance for parents and carers on online safety.

### **Special educational needs and disability (SEND)**

- Teachers and support staff will collaborate with families to deliver remote education that meets pupils' needs.
- Make reasonable adjustments for accessibility and consider what additional support is needed, including differentiated tasks and resources.
- If a pupil has an Education, Health and Care Plan (EHCP), the school and local authority will ensure statutory duties continue to be met.

## **Free school meals and other support**

- Where pupils eligible for free school meals are remote, the school will ensure alternative provision: lunch parcels or vouchers as appropriate.
- Identify other vulnerable pupils and provide additional pastoral or material support where needed.

## **Registration, attendance and accountability**

- Even during remote learning, attendance should be recorded in the register using the correct codes.
- The school will continue to follow statutory attendance requirements.
- Leaders will review how pupils performed, their engagement levels, and lessons learned to improve future provision.

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

- The Head of School or Headteacher will ensure work is set and marked for pupils during the first 5 school days of a suspension or permanent exclusion.

## **Communication**

- Communicate clearly with parents, carers and pupils about remote education expectations, platform use, and support options.
- Information about remote provision will be published on the school website or sent home.

## **Monitoring and review**

- The Executive Headteacher will monitor how remote education is implemented, quality of content, pupil and staff feedback and engagement data.
- This policy and the remote education plan will be reviewed at least annually, or sooner if circumstances or guidance change.