



BREDON HILL ACADEMY

REMOTE EDUCATION POLICY

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Author: Deputy Head - BHA

Reviewer: Headteacher - BHA

Audience: Intranet, Public Website

This information is designed to outline the school's approach to providing high-quality remote education in compliance with the Department for Education (DfE) guidelines. The policy ensures that students can continue to learn effectively in the event of school closures, partial closures, or individual students needing to learn remotely due to public health concerns or other emergencies.

1. Aims:

- Ensure continuity of education for all students when they are unable to attend school in person.
- Provide access to a well-planned, high-quality curriculum through remote learning.
- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

This policy applies to all students, teachers, support staff, and parents involved in remote education. It will be implemented during any period where remote learning is required, including but not limited to:

- National or local lockdowns.
- Self-isolation due to COVID-19 or other illnesses.
- Temporary school closures due to emergencies.
- Cases where individual students need to learn remotely due to health concerns.

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
 - They are preparing for or recovering from some types of 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
- 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

3.1 Teachers

When providing remote learning, teachers must be available between their contracted hours.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure, contacting the Assistant Headteacher with responsibility for cover.

When providing remote learning, teachers should:

- Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners.
- Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely.
- Planning the learning for classes they would normally teach in school.
- Monitor the progress of all pupils and provide timely feedback which may take the form of written comments, whole class feedback, quizzes and knowledge checks marked automatically through the digital platform.
- Keeping in touch with pupils who aren't in school and their parents.
- Attending virtual meetings with staff, parents/carers and pupils.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their normal contracted hours.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure, contacting the Assistant Headteacher with responsibility for cover and the SENCO.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely, following the timetable to support those with EHCPs and other SEND needs as directed by the SENCO.

3.3 Subject leaders

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other.
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set.
- Alerting teachers to resources they can use to teach their subject remotely.

3.4 Senior leaders

The Deputy Headteacher responsible for Curriculum, Teaching and Learning has overarching responsibility for the quality and delivery of remote education.

Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.

They should continue to overcome barriers to digital access where possible for pupils by, for example:

- Distributing school-owned laptops accompanied by a user agreement or contract (if possible).
- 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.

They are also responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning – meeting with teachers and subject leaders to review the provision of learning.

- 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.
- Providing information to parents/carers and pupils about remote education – via email and the website.
- 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.

3.5 Designated safeguarding lead (DSL)

The DSL will continue to be responsible for safeguarding of students and all incidents of concern should continue to be addressed in line with the Safeguarding Policy. Any concerns should be recorded in CPOMS. The DSL will ensure that students and staff are kept safe.

3.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents/carers with any technical issues they're experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.
- Assisting pupils and parents/carers with accessing the internet or devices.

3.7 Governing board

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.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

3.8 Pupil Expectations

Pupils should:

- Attend tutor time sessions at 8:12am every morning.
- Attend and engage positively with lessons.
- Submit all work requested by the teacher through Bromcom or Microsoft Teams.
- Must communicate sensibly with their teachers and peers when using the chat functions.
- Should work in a supervised area at home.
- Should maintain our Behaviour for Learning expectations throughout live lessons.

4. Provision for pupils who do not have digital or online access at home.

Pupils and families will be supported in the following way:

- Vulnerable children and children of key workers will be offered the opportunity to work from school where they can access learning.

- Pupils who struggle to access remote education due to lack of a device should contact the school. The school will aim to provide them with a laptop which may be provided by a DfE scheme or by borrowing a school laptop.

5. Remote Education for Self-Isolating Students

Where individual students need to self-isolate or learn from home but the majority of their peer group remains in school, work will be set in line with the work being completed in lessons.

6. Support for Pupils with Particular Needs.

We recognise that for some pupils, the work being set may not be accessible for them without the support of an adult at home. The school will work with these families to develop an effective means of working for the individual.

8. Links with other policies

This policy is linked to our:

- Behaviour for Learning Policy
- Child Protection Policy
- Acceptable Use Policy
- Staff Code of Conduct
- SEND Policy
- Teaching and Learning Policy