



Loughton School Remote Education Statement

At Loughton School, we believe that children learn best when they are in school, learning alongside their teachers and peers. **Attendance at school will always be our priority.** Remote education is not viewed as an equal alternative to attending school and will only be considered when attendance is not possible, but a child is well enough and able to continue learning.

Our aim is to ensure that, during any period of remote education, children remain safe, supported, connected to school and able to continue making progress in their learning.

When will remote education be provided?

Remote education may be considered when:

- the school, or part of the school, is unable to open safely or attendance is restricted;
- an individual pupil is temporarily unable to attend school but is well enough to learn; or
- education needs to be provided during a suspension, in line with the relevant requirements.

For individual pupils, remote education will be considered **on a case-by-case basis**. It will normally be a short-term measure designed to help the child remain connected with their education while supporting their return to school.

Where absence is affecting an individual child, we will continue to work with the child, their family and relevant professionals to address barriers to attendance. Current DfE guidance states that remote education should only be considered as a last resort once it has been established that a pupil will be absent but is able to continue learning.

What will remote education look like?

Where remote education is appropriate, we will aim to provide high-quality, meaningful and ambitious learning which enables pupils to continue following the school curriculum.

Depending upon the circumstances and needs of the child, this may include:

- Padlet and other school-approved online learning resources;
- live or pre-recorded teaching;
- educational websites and online activities;
- reading and independent learning activities;
- workbooks and printed resources; and
- regular opportunities for interaction, feedback and contact with school.

We recognise that learning remotely is different from learning in the classroom. Provision will therefore take account of a child's age, stage of development, individual circumstances, ability to work independently, wellbeing and appropriate screen time.

We will also be mindful of the level of support families are reasonably able to provide at home, particularly for younger children.

Access and inclusion

We want all pupils to be able to access their education. Where technology presents a barrier, we will work with families to consider what support or alternative arrangements can reasonably be put in place, including the provision of printed learning materials where appropriate.

For children with SEND or additional medical needs, teachers will work with the SENCO and families to consider appropriate adaptations to remote learning. Reasonable adjustments will be made and where necessary, provision will be individualised to support the child to continue learning successfully.

Where a child has an EHCP, the school will continue to work with families, the local authority and other professionals as appropriate to support the child's needs.

Safeguarding and online safety

Safeguarding remains a key priority during remote education.

The school's Child Protection and Safeguarding Policy, Online Safety Policy, Staff Code of Conduct and Acceptable Use Agreements continue to apply when children are learning remotely.

Children will be directed towards appropriate school-approved platforms and resources. Where live teaching or online communication is used, clear expectations will be in place regarding behaviour, appropriate use of technology and online safety.

Staff will remain alert to any changes in a child's wellbeing, behaviour or engagement and will follow the school's usual safeguarding procedures where concerns arise.

We will maintain appropriate contact with vulnerable pupils and their families and work with other professionals where necessary.

Engagement and feedback

Where remote education is provided, pupils are expected to engage with their learning as far as they are able and complete work to the best of their ability.

Teachers will:

- provide appropriate opportunities for feedback;
- monitor pupils' engagement and progress;
- maintain appropriate contact with pupils and families; and
- identify where further support may be needed.

If a child is struggling to access or engage with their remote education, we will work with the family to understand the barriers and identify appropriate support.

Pupils receiving remote education because they are unable to attend school will continue to be recorded as absent using the appropriate attendance code, in line with DfE guidance.

Working with parents and carers

Good communication between home and school is particularly important during periods of remote education.

Information and learning will be shared through appropriate school communication channels, including ParentMail, Padlet and the school website, where relevant.

We ask parents and carers to:

- support their child to access remote education where possible;
- provide an appropriate environment for learning;
- encourage appropriate and safe use of technology;
- let us know if their child is unwell or unable to complete their learning; and
- contact school if there are difficulties accessing learning or concerns about their child's wellbeing.

We recognise that every family's circumstances are different and will work with parents and carers to find reasonable solutions where difficulties arise.

Returning to school

Remote education is intended to maintain learning during a period of absence, not to replace or prolong absence from school.

Where remote education is being provided to an individual pupil, our focus will remain on supporting the child to return to face-to-face education as soon as this is appropriate.

At Loughton School, our priority is to ensure that every child continues to feel part of our school community and has access to safe, inclusive and high-quality education, even when circumstances temporarily prevent them from attending school.