



Emanuel School

Remote Education Policy

Remote Education Policy

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1. Introduction

This policy outlines the circumstances in which remote education may be offered to pupils at Emanuel School.

In accordance with The Education (Independent School Standards) Regulations, DfE 2014, and DfE's non-statutory guidance Providing Remote Education: Guidance for Schools (2024), Emanuel School offers a curriculum which incorporates experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

Other than in exceptional circumstances, or for occasional scheduled "Independent Learning", this education is provided to pupils face-to-face. Every effort will be made to ensure pupils can be taught in person by attending the school or if required and possible, attending a safe alternative site.

2. Prioritising Attendance

Attendance is essential for pupils to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances. When a pupil is absent, the school will always seek to overcome the barriers of attendance and provide support for the pupil to attend, regularly reviewing any barriers with the pupil, parents and carers and, if appropriate, a relevant medical professional.

Remote education will never be viewed as an equal alternative to attendance in school or something which can be provided effectively alongside face-to-face teaching.

Remote education will not typically be provided in circumstances where the school has granted an exceptional request for a pupil to miss school during term time in accordance with the school's *Attendance Policy*.

3. Scenarios where Remote Education is considered

The school will consider providing high-quality remote education in proportion to the length of absence and disruption to pupils' learning in exceptional circumstances when in-person attendance for some or all pupils is either not possible or is contrary to government guidance, but pupils are able to continue learning.

Except for occasional, scheduled "independent learning", remote education will only ever be considered as a last resort where a decision has already been made that attendance at school is not possible.

Circumstances where it might not be possible for pupils to receive in person education include:

- school closure or restriction on attendance, where school access for pupils is restricted.
- individual cases where a pupil is unable to physically attend school but is able and well enough to continue their education remotely.

3.1 School Closures or Restrictions on Attendance

After exploring all options to ensure the school remains open to all pupils, there may still be some exceptional occasions when 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, the school will consider providing remote education to help pupils stay on track with the education they would normally receive.

3.2 Pupil Cannot Attend School but is Able to Learn (Individual Case Review)

Provision of remote education is usually a short-term solution and might include pupils:

- recovering from short-term infectious illnesses,
- preparing for or recovering from surgery,
- an approved absence for professional employment (such as filming on location),
- recovering from injuries where attending school could hinder their 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, and after the pupil's absence from school has been established, the school will consider providing pupils with remote education on a case-by-case basis. This would be part of a plan to reintegrate back to school, and only when judged that providing remote education would not adversely affect the pupil's return to school.

Where an absent individual is offered a form of remote education, it should not be expected that this will entail hybrid provision (access to live / interactive teaching).

In cases of individual absence, the provision of remote education will only ever be made as a short-term solution allowing absent pupils to keep on track with their education and stay connected to their teachers. It does not reduce the importance of bringing that absence to an end as soon as possible.

Pupils with long-term medical conditions or any other physical or mental health needs affecting attendance may require additional support to continue their education.

3.3 Scheduled "Independent Learning"

These are days where either some or all year groups are not attending normal timetabled lessons. For example:

- if the school site is unavailable for lessons (as is the case when admissions testing is taking place on site) but where educational provision can continue online.
- when it is part of the school's educational strategy to develop resourceful and resilient independence amongst its pupils.
- when periodically employed to retain the skills for remote education (amongst both pupils and staff) so as to maintain a basic level of preparedness.

4. Providing Remote Education

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

If in limited circumstances a pupil merits access to remote education, staff will post each day's lesson work on Firefly by the end of the following day. When doing so, the school will be mindful of the

individual needs and circumstances of the pupil(s) and their families. This includes , but is not limited to:

- consideration of age, stage of development and independent study skills,
- any SEND or other additional needs the pupils might have,
- the pupil's 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.

There is no expectation that a teacher uses Teams for online teaching if a small number of pupils in their class are learning remotely but they may choose to do so if they wish. Access to remote learning generally takes up to 24 hours following authorisation.

Should a larger group of pupils, year group or the whole school need to work remotely for any exceptional reason, bespoke arrangements will be communicated, including with respect to reporting absences, setting homework, games, form periods and tutor periods. These will depend on the exact circumstances at the time.

Pupils who are away from school because they are too unwell to attend will not receive remote education, as their focus should be on rest and recuperation so that they can return to school more quickly. In these instances, individual pupils are expected to be proactive in catching up with work missed on their return: firstly, by getting reliable copies of notes and materials used in the lessons missed and working to understand these, and then, if needed, by attending the relevant help club and asking teachers to go over work at a convenient time.

5. *Delivering Remote Education Safely*

Keeping children safe online is essential. The school will follow guidance on safeguarding and remote education to protect pupils online during any period of remote education.

The school understands that children can be at risk of harm inside and outside of the school, inside and outside of home and online. The school's remote education provision will consider systems for checking, daily, whether pupils are safe at home and engaging with their remote education.

6. *Remote Education for Pupils with SEND*

If pupils with SEND are not able to attend school and merit access to remote education, the school will put in place an appropriate curriculum, teaching and support that will enable the pupil to continue learning effectively.

Where pupils with SEND may not be able to access remote education without adult support, the school will work collaboratively with families to put in place reasonable adjustments so that pupils with SEND can successfully access remote education appropriate for their level of need. Decisions on how provision can be delivered will be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely.

7. *Remote Education during a Suspension or Permanent Exclusion*

Remote education will never be used as a justification for sending pupils home due to their misbehaviour. Any time a pupil is sent home due to disciplinary reasons, this is a suspension and will be done in line with the law on disciplinary suspensions. This is the case even if they have been asked to log on or access online education while suspended. After a period of suspension, a pupil is expected to attend full-time.

The school will take steps to ensure that work is set and marked for pupils during the first five school days of suspension or permanent exclusion.

8. Digital Access

The school will work to overcome barriers to digital access where required and possible, for example by distributing school-owned devices accompanied by a user agreement or contract.

Matters of concern can always be raised with a pupil's form tutor or head of year, but for specific IT queries, parents and pupils can directly contact:

- the IT Department (ITHelpDesk@emanuel.org.uk)
- the Director of Studies Mr Beaney (tom.beaney@emanuel.org.uk)

as appropriate if they have any questions or difficulties with regards to devices or other digital matters (e.g. finding appropriate internet connectivity solutions) when pupils are learning remotely.

9. Approval and Review

Policy Owner	Deputy Head: Academic
Date of last review	April 2025
Approved by	Senior Deputy Head
Responsible Committee	Curriculum
Date of next review	Spring 2026

10. Related Documents and Policies

- Attendance Policy
- Curriculum Policy
- DfE [Mental Health Issues Affecting a Pupil's Attendance](#)
- DfE [Providing Remote Education: Guidance for Schools](#) (August 2024)