

Heritage Park Primary School

Remote Education Policy



Approved by: Senior Leadership Team

Last reviewed on: June 2026

Next review due by: June 2027

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Introduction

At Heritage Park Primary School we aim to deliver high-quality remote education when it is not possible for some or all pupils to attend school.

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 will not be viewed as an equal alternative to attending school and will only be considered as a last resort where a decision has been made that attendance at school is not possible, but pupils are able to keep learning. In such cases, remote education will be used to allow absent pupils to keep track with their education and stay connected to the staff and their peers.

School closures or restrictions on attendance

Providing remote education does not change the school's imperative to remain open or to reopen as soon as possible. Every effort will be made by the school to ensure pupils can be taught in person however, exceptional circumstances may mean it is unsafe to open. If restricting attendance for pupils is the only viable option, school will consider providing remote education to help pupils stay on track with their education where this continues beyond more than two school days. Pupils receiving remote education rather than attending on site will still be marked as absent on the register.

Individual cases where a pupil is unable to attend school but is able to learn

These cases should only involve a short-term absence and may include: pupils who are recovering from short-term infectious illnesses, pupils preparing for or recovering from an operation, pupils recently receiving a serious medical diagnosis, or pupils recovering from injuries where attendance might inhibit recovery. In exceptional cases, these cases may also include pupils whose attendance has been affected by a special educational need or disability. This will be considered by the school on a case-by-case basis and will form part of a reintegration to school plan, only where it is deemed that remote education would not adversely affect the pupil's return to school.

A mutual formal agreement between school, parents and potentially the pupil and medical professionals will set out an agreed time limit that will then be received. Where a child has an EHCP or a social worker, the local authority should also be involved in this process.

Working with Peterborough Local Authority

Under section 19 of the Education Act 1996 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 days or more during the school year, whether consecutive or cumulative. School will aim to work closely with the LA and any relevant medical professionals to ensure that children with health needs are fully supported at school, including putting an individual healthcare plan if appropriate.

Good practice

The school will keep under review the current remote education plan and consider any additional burdens that providing remote education may place on staff and families.

Work provided during periods of remote education should aim to be high quality, meaningful, ambitious and cover an appropriate range of subjects to enable pupils to keep on track with their education. The senior leadership team, including the Special Educational Needs lead, will assist colleagues to support and monitor the quality and delivery of remote education in line with data protection guidance. Additional training will be offered as required.

If pupils have access to appropriate devices, pupils may complete some tasks online, although school will aim to ensure not all tasks involve screen-time. Online video lessons may be delivered by external providers such as BBC Bitesize, White Rose Maths and other relevant school subscriptions or good quality websites, rather than by school led video content in order to ensure provision can be put in place as soon as reasonably practicable.

Live online lessons direct from the classroom will not be offered due to the need to protect the privacy of the other pupils in school and ensure safeguarding remains a priority.

School will be mindful of the age and stage of development of the pupil, SEND, home environment and significant demands on parents'/carers' ability to support their child when preparing resources. Printed resources may be provided upon request to ensure equal access. School will aim to organise access to a digital device if required.

Opportunities will be available for feedback from the class teacher via email, Teams/Zoom or telephone. School will support the pupils' wellbeing and aim to ensure they still feel connected with their peers. School will check in with families daily to ensure children are safe and engaging with their remote education. School will refer to the latest Keeping Children Safe in Education document to ensure they are doing all they can to protect pupils online during any period of remote education.

If a child does not engage in the remote learning set, school will contact the parents to discuss obstacles and support needed by the family.

All safeguarding concerns will be reported to the Designated safeguarding Lead as part of normal school practice.

Free school meals and remote education

Where pupils eligible for benefits-related free school meals are receiving remote education, school will work with their school caterer either to provide good quality lunch parcels or to issue a food voucher if available.

Remote education during a suspension or permanent exclusion

School will take steps to ensure that work is set for pupils during the first five school days of a suspension or permanent exclusion and feedback provided to the pupil. Remote education will not be used as a justification for sending pupils home due to their misbehaviour. After a period of off-site direction or suspension, a pupil is expected to attend full-time.

Provision for pupils with SEND

School will work collaboratively with parents of children with SEND to put arrangements in place that allow pupils to access remote education successfully.

The duty under the Children and Families Act 2014 for mainstream schools to use their 'best endeavours' to secure the special educational provision called for by a pupil's special educational needs continues to apply when remote education is in place. In addition, if a pupil has an Education, Health and Care plan, whether they are in a mainstream or special school, the school must work with the local authority to ensure that all the relevant duties under the 2014 Act continue to be met.

The duties under the Equality Act 2010 relating to disability (and more broadly) also continue to apply, such as to make reasonable adjustments, not to discriminate and to have due regard to the statutory objectives in the public sector equality duty.

It may be challenging or impossible for the school to deliver remotely the kind of approach that it does in the classroom, for example the provision of certain differentiated resources and the support of a Teaching Assistant. If this is the case, the school must instead consider, in cooperation with the local authority (if the child has an EHC plan), other ways in which it and the local authority can meet its statutory duties, working closely with the parents or carers.