Our Lady Queen of Peace

Catholic High School

Remote Education Policy

Date of Policy	Oct 2026
Date of Review	Oct 2027

Mission Statement

In Christ We Grow

Striving for excellence through caring, sharing and achieving.

'I am the vine; you are the branches. Those who abide in me and I in them bear much fruit' [John 15: 5]

1. Purpose

The purpose of this policy is to establish clear procedures for providing high-quality remote education when students cannot attend school in person.

The school recognises its responsibility to ensure that students continue to receive a meaningful, ambitious and accessible education during periods of unavoidable absence or exceptional disruption.

Remote education will be used where appropriate and in accordance with Department for Education guidance. It is intended to minimise disruption to learning, maintain students' engagement with the curriculum and support their educational progress and wellbeing.

Remote education will not normally be regarded as an alternative to attending school in person.

2. Scope

This policy applies to students in Years 7–11 and to all members of staff involved in planning, delivering and supporting remote education.

Remote education may be considered in the following circumstances:

- Where the school is temporarily unable to open safely because of exceptional circumstances.
- Where access to the school site is restricted following a decision by the school leadership or relevant authorities.
- Where an individual student is temporarily unable to attend school but is well enough to continue learning.
- Where a student has medical, special educational or other exceptional circumstances that require an agreed temporary arrangement.

Each situation will be considered individually. The school will prioritise students' return to appropriate face-to-face education as soon as reasonably possible.

3. Related Policies and Guidance

This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy.
- Behaviour Policy.
- Attendance Policy.
- Special Educational Needs and Disabilities (SEND) Policy.
- Online Safety Policy.
- Acceptable Use Policy.
- Data Protection and Privacy Policy.
- Supporting Students with Medical Conditions Policy.
- Complaints Policy.

4. Principles of Remote Education

The school will ensure that remote education:

- Provides high-quality teaching and learning.
- Follows the school's planned curriculum as far as reasonably possible.
- Enables students to continue studying an appropriate range of subjects.
- Includes clear instructions, learning resources and achievable tasks.
- Provides opportunities for teacher interaction and feedback.
- Supports students' mental health, wellbeing and safeguarding.
- Takes account of students with special educational needs and disabilities.
- Recognises differences in students' access to technology and suitable learning environments.
- Is reviewed regularly to maintain its quality and effectiveness.

Remote education arrangements will be proportionate to the length and circumstances of the student's absence or school closure.

5. Roles and Responsibilities

5.1 Headteacher and Senior Leadership Team

The headteacher and senior leadership team will:

- Oversee the implementation of this policy.
- Decide, in consultation with relevant authorities where necessary, when remote education arrangements are appropriate.
- Ensure that suitable teaching and learning arrangements are in place.
- Identify a senior leader responsible for the quality and delivery of remote education.
- Monitor the effectiveness of remote learning provision.
- Ensure that safeguarding, attendance and data protection procedures remain effective.
- Communicate relevant arrangements to parents, carers, students and staff.

5.2 Subject Leaders

Heads of department will:

- Coordinate the provision of subject-specific learning materials.
- Ensure that remote work reflects the intended curriculum.
- Provide guidance to teachers on setting appropriate tasks.
- Monitor the consistency and quality of departmental provision.
- Identify suitable assessment and feedback methods.

5.3 Teachers

Teachers will:

- Set meaningful work that reflects the curriculum students would ordinarily study.
- Provide clear instructions and reasonable deadlines.
- Use the school's approved digital learning platforms.
- Provide appropriate explanations, resources and learning activities.
- Monitor students' engagement and progress where practicable.
- Provide feedback in accordance with departmental arrangements.
- Adapt learning activities to meet students' individual needs.
- Report safeguarding concerns or significant welfare issues through established school procedures.

Teachers will take account of students' circumstances and will not assume that every student has unrestricted access to a computer, reliable internet or adult support at home.

5.4 Students

Students are expected to:

- Access learning materials using the arrangements provided by the school.
- Follow instructions and complete assigned work to the best of their ability.
- Attend scheduled online lessons where appropriate and where arrangements have been agreed.
- Submit work by the stated deadlines where reasonably possible.
- Communicate difficulties accessing work to the relevant teacher or school contact.
- Behave respectfully during online lessons and when communicating with staff and other students.
- Follow the school's acceptable-use and online safety rules.

Where students experience difficulties with technology, health or their home circumstances, they should inform the school so that appropriate support can be considered.

5.5 Parents and Carers

Parents and carers are encouraged to:

- Support students in establishing a suitable routine for learning at home.

- Encourage students to engage with the work provided.
- Communicate with the school about difficulties affecting participation.
- Support appropriate online safety practices.
- Contact the school if a student's health or circumstances prevent them from undertaking remote learning.

The school recognises that parents and carers may have work, caring responsibilities or other circumstances that limit the support they can provide.

6. Remote Teaching and Learning Arrangements

The school will use its approved learning platforms.

Learning activities may include:

- Live online lessons.
- Recorded teaching materials.
- Teacher-produced presentations and explanations.
- Online assignments and quizzes.
- Digital textbooks and curriculum resources.
- Independent study activities.
- Reading, research and written assignments.
- Printed learning packs where digital access is limited.

Teachers will select methods appropriate to the subject, students' ages, learning objectives and circumstances.

Remote education will aim to provide a curriculum comparable in breadth and ambition to the education students would ordinarily receive. Where possible, the amount of education provided will reflect the school's normal core teaching time, while allowing for students' needs, independent study, breaks and practical constraints.

Live online teaching will be used where it offers educational benefit and can be delivered safely. The school does not require every lesson to be delivered live.

7. Access to Learning Materials

Learning activities will be made available through the school's agreed communication channels.

Students and parents will be informed about:

- Where work can be accessed.
- How to join scheduled online lessons.
- How assignments should be completed and submitted.
- How to contact teachers for clarification.
- Where to obtain technical assistance.

The school will aim to make learning materials available as soon as reasonably practicable, taking account of the circumstances and expected duration of the disruption.

Where students cannot access digital resources, the school will consider reasonable alternatives, including printed materials or other appropriate methods of communication.

8. Attendance and Engagement

The school will continue to prioritise regular attendance and will work with families to overcome barriers preventing students from attending school.

Remote education will not automatically be offered as a substitute for school attendance.

Where an individual student is unable to attend school and remote education is appropriate, the school will agree arrangements with the student and parents or carers, involving relevant professionals or the local authority where necessary.

The school will:

- Monitor engagement with remote learning where appropriate.
- Contact families when there are concerns about participation.
- Identify barriers to learning and consider appropriate support.
- Review individual arrangements regularly.
- Support students' return to face-to-face education as soon as possible.

Students receiving remote education while absent from school will still be recorded as absent in accordance with applicable school attendance regulations and guidance.

During a whole-school closure or restriction on attendance, the school will communicate the applicable arrangements to families.

9. Assessment and Feedback

The school recognises that assessment and feedback are important elements of effective teaching and learning.

Teachers may assess students' work through:

- Written comments on submitted assignments.
- Online quizzes and tests.
- Verbal feedback during online lessons.
- Self-assessment and peer-assessment activities.
- Questioning and discussion.
- Review of completed tasks and other learning evidence.

Feedback arrangements will be proportionate to the nature of the work and the length of the remote learning period.

Teachers will use assessment information to identify misunderstandings, monitor progress and determine where additional support is required.

Formal assessments and examinations will continue to be governed by the relevant school and awarding-body arrangements.

10. Safeguarding and Online Safety

The safety and welfare of students remain a priority during remote education.

The school's safeguarding and child protection policies, staff code of conduct and acceptable-use policies continue to apply.

Staff will:

- Use school-approved digital platforms and communication channels.
- Follow established procedures for online teaching.
- Maintain appropriate professional boundaries.
- Use suitable privacy and security settings.
- Avoid inappropriate one-to-one communication outside approved arrangements.
- Report safeguarding concerns promptly to the designated safeguarding lead.
- Follow the school's procedures for responding to disclosures or concerns about a student's welfare.

Where live online lessons take place, the school will establish appropriate arrangements for access, participation, privacy and behaviour.

Students must not record, photograph, copy or share online lessons or other participants' personal information without the school's express permission.

Parents and carers should encourage safe and responsible internet use and report concerns to the school.

The designated safeguarding lead will ensure that safeguarding procedures are appropriate to the circumstances in which remote education is being provided.

11. Behaviour During Online Lessons

Students are expected to demonstrate the same standards of respect and conduct online as they would in school.

Students must:

- Join lessons using the correct link and, where required, their school account.
- Use appropriate language.
- Follow the teacher's instructions.
- Avoid disrupting lessons or misusing chat functions.
- Respect the privacy and contributions of other students.
- Use cameras and microphones in accordance with the teacher's instructions and the school's arrangements.

Teachers will explain expectations at the beginning of remote learning activities.

Misconduct will be addressed in accordance with the school's behaviour policy. Any disciplinary response will be proportionate and consistent with applicable statutory guidance.

12. Special Educational Needs and Disabilities (SEND)

The school is committed to ensuring that students with SEND can access appropriate learning during periods of remote education.

Teachers will work with the special educational needs coordinator (SENCO), relevant support staff, parents and carers to identify suitable adjustments.

Support may include:

- Differentiated learning materials.
- Adapted instructions and activities.
- Accessible digital resources.
- Alternative formats for learning materials.
- Additional guidance or check-ins.
- Appropriate support for students with education, health and care (EHC) plans.
- Alternative arrangements where online learning is unsuitable.

The school will consider students' individual needs, access requirements and home circumstances when determining the most appropriate provision.

Its legal duties under the Children and Families Act 2014 and Equality Act 2010 will continue to apply.

Where the school cannot appropriately meet a student's needs through remote provision alone, it will work with parents, carers and the local authority, where appropriate, to consider alternative arrangements.

13. Equality and Accessibility

The school will take reasonable steps to ensure that remote education is accessible to students with different needs and circumstances.

Consideration will be given to:

- Access to suitable devices and internet connectivity.
- Disability and accessibility requirements.
- Language and communication needs.
- Students' home learning environments.
- Mental health and wellbeing.
- Family circumstances that may affect participation.

The school will consider reasonable adjustments and alternative ways of accessing learning where required.

No student should be disadvantaged unnecessarily because of a lack of suitable technology or an identified additional need.

14. Devices and Technical Support

The school will make reasonable efforts to identify barriers to digital access.

Where resources permit, it may provide access to school-owned devices or help families identify suitable connectivity options.

Any loan of school equipment will be subject to an appropriate user agreement.

Students and parents should report technical problems through [insert school contact method].

Where a technical issue cannot be resolved promptly, the school will consider alternative ways for the student to access essential learning materials.

15. Student Wellbeing and Pastoral Support

The school recognises that remote learning may affect students' motivation, social interaction and emotional wellbeing.

The school will seek to maintain appropriate contact with students and families during extended periods of remote education.

Support may include:

- Regular communication with form tutors.
- Pastoral check-ins.
- Signposting to school wellbeing services.
- Contact with parents or carers where concerns arise.
- Referral through established safeguarding or support procedures where appropriate.

Staff should report concerns about a student's welfare in accordance with the school's safeguarding policy.

Remote learning arrangements should include reasonable opportunities for breaks and should take account of students' individual circumstances.

16. Students with Medical Needs or Extended Absence

Where an individual student cannot attend school because of medical or other exceptional circumstances, remote education may be considered if the student is well enough to learn.

Such arrangements will be considered on a case-by-case basis and should be short-term where appropriate.

The school will work with the student, parents or carers and relevant professionals to identify suitable provision and address barriers to attendance.

Where necessary, the school will liaise with the local authority regarding its responsibilities to arrange suitable education for children who cannot attend school because of health needs or other qualifying circumstances.

Individual arrangements will be reviewed regularly, with the aim of enabling the student to return to appropriate face-to-face education as soon as possible.

17. Free School Meals

Where students eligible for benefits-related free school meals receive remote education during a period of school closure or absence, the school will consider appropriate arrangements to maintain their access to food.

Depending on the circumstances and available provision, this may involve lunch parcels, vouchers or other suitable arrangements in line with applicable government guidance.

18. Remote Education During Suspension or Exclusion

Where a student is suspended or permanently excluded, the school will follow the applicable statutory guidance and its relevant policies.

The school will arrange work and marking in accordance with the requirements applying to the student's circumstances.

Remote education must not be used to avoid the legal requirements governing suspensions or exclusions.

Any arrangements for education following suspension or exclusion will be managed in accordance with the relevant statutory duties and guidance.

19. Communication with Parents and Carers

The school will communicate remote education arrangements through appropriate channels, which may include:

- The school website.
- Parent communication systems.
- Email.
- The school's digital learning platform.
- Telephone contact.
- Written correspondence.

Parents and carers will be informed about significant changes to arrangements, how to access learning materials and how to contact the school for support.

The school will aim to provide clear, timely and accessible information.

20. Staff Training and Support

The school will provide appropriate guidance to staff on the use of remote education platforms and procedures.

Training may cover:

- Digital teaching and learning.
- Online safeguarding.
- Data protection and information security.
- Accessibility features.
- Assessment and feedback.
- Supporting students with SEND.
- Managing online behaviour.

The school will consider staff workload and wellbeing when planning remote provision and will seek to make arrangements proportionate to the circumstances.

21. Data Protection and Privacy

The school will process personal information in accordance with applicable data protection legislation and its privacy policies.

Staff and students must use approved systems when accessing or sharing school information.

The school will take appropriate steps to protect personal data, secure online learning platforms and manage access to digital resources.

Any suspected data breach or information security incident must be reported through the school's established procedures.

22. Monitoring and Evaluation

The school will monitor the effectiveness of its remote education provision.

Monitoring may include:

- Reviewing the quality and coverage of learning materials.
- Checking student engagement and participation.
- Reviewing assessment and feedback arrangements.
- Seeking feedback from students, parents and staff.
- Identifying barriers to access.
- Reviewing safeguarding and wellbeing arrangements.

The senior leader responsible for remote education will coordinate reviews and identify improvements where necessary.

The school will take account of relevant government guidance and changes in its own circumstances when updating its arrangements.

23. Review of the Policy

This policy will be reviewed at least annually and following significant changes to relevant government guidance or school procedures.