

THE ELTON HIGH SCHOOL



Remote Education Policy

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Date agreed by Governors	November 2025
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Person Responsible	Sarah Warden

What

The Elton High School is committed to providing continuity of education to its students and will do so through a process of high-quality remote (online) education.

When

Remote education will be provided when it is not feasible for some or all students to attend school in person. Remote education is not to be viewed as an equal alternative to attendance in school and will only ever be used as a last resort when the alternative would be no education. Every effort will be made to ensure students can be taught in person by attending the school or if appropriate and possible, attending a safe alternative site.

After exploring all other options, remote education may be necessary in the following situations:

- **Government Guidance:** When opening the school would conflict with local or national government guidance.
- **Extended School Closure:** The school is closed for an extended period due to unforeseen circumstances, but most students and staff remain healthy and able to continue working as usual.
- **Prolonged Student Absence:** A student is absent for an extended period (e.g., due to a physical illness where attendance may impede recovery, or in preparation for or recovery from a medical procedure) but is able to work from home. This arrangement will be established in consultation with parents and health professionals.
- **Exceptional Cases Involving SEND or Mental Health Needs:** In certain cases, the school may consider remote education for students whose attendance is impacted by a special educational need or disability (SEND) or by a mental health issue. This would be part of a structured plan to support the student's reintegration into school.

Students absent from school but receiving remote education will still be marked as absent in the register in line with the School Attendance (Pupil Registration) (England) Regulations 2024 and attendance guidance, using the most appropriate code. Providing remote education during a student's absence does not reduce the importance of bringing that absence to an end as soon as possible.

This policy typically does not apply in cases of short-term school closures (e.g., due to adverse weather) or brief student absences. In line with government guidance, the school is not required to provide continuity of education for students who miss school, with or without parental permission, for non-essential reasons such as holidays taken during term time. Attendance is essential for students to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances.

This policy does not replace Section 19 of the Education Act 1996, which requires local authorities to provide education once it becomes evident that a student will be absent from school for 15 or more school days during the academic year—whether consecutive or

cumulative—due to illness, exclusion, or other reasons. However, the school will work closely with the local authority.

How

The exact nature of any remote education will likely depend on the duration of any school closure and the capacity of both students and teachers to participate in remote learning, especially in cases of widespread illness.

Remote education for individual students

When a student is absent, the school will always seek to overcome the barriers to attendance and provide support for the pupil to attend, regularly reviewing any barriers. However, where an absence has been agreed with the school, students should aim to follow their timetable from home.

Class teachers will provide either printed work or a suitable online alternative for the student to complete to stay on track. This may take the form of worksheets, practice test papers or some online input and quizzes. The exact work is at the discretion of the department but it must be accessible to the student.

The work will be age appropriate and aligned with the curriculum, though there is no obligation for it to be the exact same. Work will be checked by class teachers with either verbal or written feedback provided.

Remote education for extended school closure

In the event of an extended school closure, the school will ensure continuity of education through our primary platform, Satchel One.

Each school class has its own community on Satchel One and a teacher will either:

- upload work that students can download, complete independently and submit online;
- assign quizzes to complete and submit online; or
- post links to live lessons.

The specific method of instruction will be determined by the nature and duration of the closure. For shorter closures, teachers may set work on Satchel One for submission in person once the school has reopened. For longer closures, teachers may make greater use of live lessons and electronic assessment. The school reserves the right to vary the range of methods used to provide remote education.

Live Lessons

Teachers, or subject areas, will deliver part-lessons and whole lessons in a 'live' manner (either by text or audio and/or visual means). Google Meet is the platform we will use for

any live sessions. It allows teachers to provide exposition, and students to ask questions in 'real-time'. Students will be provided with details of sessions through the Satchel One, and will be expected to participate in them if they are asked and able to. Live sessions can be particularly helpful as they can facilitate contemporaneous communication, with students able to respond to teachers' questions (and ask them) via the conversation functionality. All live sessions will be recorded.

Feedback and Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote education, teachers will endeavour to provide regular feedback to students on pieces of work that they are required to submit.

Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote education.

Students and teachers should keep accurate records of all work completed, submitted and assessed. Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

Possible methods may include:

- giving verbal feedback directly to the class in a live lesson, using exemplar work;
- providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research
- using the chat function;
- providing feedback directly through the submission function on Satchel One;
- sending a direct email to students with specific feedback / targets;
- recording oral feedback and sharing an audio file with the student;

Expectations of Students

Assuming that a student is healthy and well enough to work, students will be expected to participate as fully as possible in the remote education process, joining live lessons, completing independent work, and submitting tasks promptly and to the best of their ability. Students will also be expected to read and respond to communication from the school (e.g. an email) on a regular basis.

If students or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant subject area. If there are questions about a student's overall workload (e.g. a student feels they are overwhelmed or falling behind), these should be directed to the student's learning co-ordinator.

Teachers must work on the assumption that students will not necessarily have the full range of books and equipment that they would usually have in school. However, if advance notice is possible, teachers will instruct students to take relevant equipment from school, or for parents to ensure they have duplicates. The school does not expect students to have access to any specialist equipment that would usually be provided by the school (e.g. science or art).

The school expects that parents have internet access at home to access remote education, but teachers will make no presumption of the student's ability to print at home. If parents do not have internet access or ICT equipment they must contact their child's learning co-ordinator so that the school can support in providing a possible solution on a loan basis.

Expectations of Teachers

Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers can request a school device. If there are IT related issues while remote working, teachers can contact the IT technicians.

The setting and assessment of remote education tasks will take place in accordance with school and subject area policies. Under normal circumstances, subject areas take different approaches to the setting and assessment of students' work – for example, the frequency of substantive tasks set, and the regularity of written assessment provided – and subject area policies will be applied in the event of remote education.

In order that we are providing a consistent approach, heads of department are responsible for overseeing the nature and frequency of tasks set and assessed within their subject areas. All teachers should pay due care to the nature of tasks set, so that students have a range of activities to complete at home and are not exclusively working on a screen. Heads of department will monitor this. Teachers are responsible for providing constructive feedback to their students in a timely manner. Heads of department are responsible for overseeing the form and regularity of feedback. In the event a teacher is unwell during a period of remote education, it becomes the responsibility of the line manager to ensure work is set to classes. Note that illness in these cases will be treated as normal.

Subject areas are expected to:

- respond to reasonable amounts of communication from students, parents and teachers;
- plan and set tasks for their students using the tasks functionality in Satchel One;
- be able to set and mark assessed work promptly, in line with school and subject area policies, returning it to students electronically (or after the period of remote working for written and project work).

Teachers should be available to contact parents if needed, by email or phone (when phoning from personal devices, dialling 141 before the number or switching off caller ID will ensure the teacher's own number is kept anonymous).

If parents ask for additional work beyond that set as part of the requirements above, subject areas should have a bank of general resources available such as interactive websites and support activities, and point students and parents in that direction.

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, students and parents, normally via email.

Teachers should also ensure their communication with students does not encourage unhelpful work habits. All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 4pm, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work. Communication must always occur via official school channels, and not through personal accounts or other websites. Permitted methods are:

- email using school email addresses only (both teachers and student);
- Satchel One (docs/sheets etc.); or
- SIMS intouch messaging (which can allow teachers to reply to an entire class).

Support for Students with SEND or other additional learning needs

Teachers should ensure that work is differentiated as required for all learners when setting online tasks. Profiles are available for SEND pupils and advice can be sought from the SEND team. In addition, the SEND team will maintain contact with pupils on their lists requiring regular support, by email or phone with parents/pupils and feed back to teachers using CPOMS or email if required.

Student Support during school closure

In event of a school closure, or an extended absence, the primary responsibility for the pastoral care of a student rests with their parents / guardians. However, form tutors (under the guidance of the Learning Co-ordinators) should check in regularly with their forms to monitor both academic progress and their general wellbeing. Form Tutors will pass on feedback to Learning Co-ordinators, particularly if there are concerns or a lack of communication. A referral may also be made to DSL if concerns are raised.

Safeguarding during school closure

In the event of a school closure, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. The school safeguarding policy is available via the website.

Working Safely

Please note that any remote working methods should adhere to GDPR guidelines. In most cases remote working via shared documents will give you plenty of flexibility.

However, you must use your school Gmail account, and if you are using video, ensure your background is blurred or neutral.

Before attempting any audio/video live links from home, teachers must speak to their SLT Links. Teachers must not set up or join social media groups for school use with pupils (such as WhatsApp etc.).