

Reach Academy Hanworth Park

Remote Learning Policy

Document Control Table	
Title	Remote Learning Policy
Category	Pupils
Owner	Co-Headteachers
Date approved	2nd July 2026
Approved by	Local Governing Body
Date of next review	July 2027
Updates/revisions	Not applicable
Academies to note: This is a Reach template, but it must be checked for local context and procedures before being submitted for approval. This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts to remain at home. For details of what to expect where individual pupils are self-isolating, please see the final section of this page.	

Contents

Aims	2
Prioritising attendance	2
School closure or restrictions on attendance	3
Individual cases where a pupil is unable to attend school but is able to learn	3
Remote education during a suspension or permanent exclusion	4
The remote curriculum	5
Immediate remote education	5
Secondary	5
Primary	5
Curriculum	6
Secondary	6
Primary	6
Curriculum time	6
Access	7
Secondary	7
Primary	7
Online provision	7
Methods	8
Engagement	8
Primary	8
Monitoring	9
Secondary	9
Primary	9
Assessment	9
Secondary	10
Primary	10
Support from adults at home	10
Secondary	10
Primary	11

Aims

This document provides our approach to providing high-quality remote education when it is not possible, or is contrary to government guidance, for some or all pupils to attend school.

We only ever consider this as a last resort where a decision has already been made that attendance at school is not possible, but pupils are able to continue learning.

Circumstances where it might not be possible for pupils to receive in person education fit into 2 broad categories:

- school closures or restrictions on attendance, where school access for pupils is restricted
- individual cases where a pupil is unable to attend school but is able to learn

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.

Remote education should not be viewed as an equal alternative to attendance in school. We consider it only as a last resort when the alternative would be no education, and only after it has been established that the pupil is, or will be, absent from school. In such cases, remote education can have the benefit of allowing absent pupils to keep on track with their education and stay connected to their teachers and peers.

Pupils absent from school and receiving remote education still need to be marked as absent in the register. Schools must continue to record pupil absence in the register in line with the

[School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#) and attendance guidance, using the most appropriate code.

School closure or restrictions on attendance

Providing remote education does not change the imperative to remain open or to reopen as soon as possible. Every effort should be made to ensure pupils can be taught in person by attending school or if appropriate and possible, attending a safe alternative site.

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

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

There should only be limited circumstances where a pupil is unable to attend school but is able and well enough to continue their education remotely. These circumstances should only involve a short-term absence and might include pupils:

- recovering from short- term infectious illnesses
- preparing for or recovering from some operations
- recovering from injuries where attendance might inhibit 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, after the pupil's absence from school has been established, schools should consider providing pupils with remote education on a case-by-case basis. This should be part of a plan to reintegrate back to school, and only when it is judged that providing remote education would not adversely affect the pupil's return to school.

Guidance for schools on [mental health issues affecting a pupil's attendance](#) has further support on dealing with mental health and attendance challenges.

Provision of remote education should be made as a short-term solution allowing absent pupils to keep on track with their education and stay connected to their teachers and peers. Pupils with long-term medical conditions or any other physical or mental health needs which affect attendance may need more support to continue their education.

Remote education during a suspension or permanent exclusion

As outlined in the [suspension and permanent exclusion guidance](#), we would take steps to ensure work is set and marked for pupils during the first 5 school days of a suspension or permanent exclusion.

Remote education should not 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 must 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 off-site direction or suspension, a pupil is expected to attend full-time.

Our legal duties to pupils with SEND remain in force.

The remote curriculum

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

Immediate remote education

Secondary

Year 10 – Year 13: We teach as close to the curriculum remotely as we do in school so that pupils will not miss any curriculum. All of the work is accessible on Google Classroom. Year 12 and 13 will access their in school lessons via zoom. Year 10 and 11 will be provided with lesson materials to work through independently including links to appropriate explanations e.g. youtube videos. Pupils will upload their work to google classroom.

Year 6 – Year 9: The Head of Year will direct pupils to appropriate lessons on Oak Academy, which will be connected to their in-school curriculum, but may not align perfectly. They may also be given paper copies of work to complete. This will be given to pupils in their suspension meeting. Pupils will submit their work on paper to their Head of Year in their reintegration meeting.

Primary

If a child is at home, we would send the child links to Oak Academy lessons. We have matched these up with our curriculum. For Science, Humanities and Maths these link directly. With English, we will align our writing outcomes or text types with those that are available on Oak.

Curriculum

Secondary

Year 10 – Year 13: We teach the same curriculum remotely as we do in school.

Year 6 – Year 9: The Head of Year will direct pupils to appropriate lessons on Oak Academy, which will be connected to their in-school curriculum, but may not align perfectly. They may also be given paper copies of work to complete.

Primary

If a year group is sent home, we teach the same curriculum remotely as we do in school. If an individual child is sent home, we teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, we will direct pupils to appropriate lessons on Oak Academy, which will be connected to their in-school curriculum, but may not align perfectly.

Curriculum time

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Primary school-aged pupils	Pupils will receive 3 lessons a day, each taking between 1 hour and 15 minutes. In addition, we will be setting home reading in line with the school homework policy.
Secondary school-aged pupils not working towards formal qualifications this year	Pupils have four lessons a day, with each one taking around 1 hour to 1 hour 15. There are extension tasks available in almost all lessons.

Secondary school-aged pupils working towards formal qualifications this year	Year 10/11: Pupils follow exactly the same timetable as in school. Year 12/13: Pupils follow exactly the same timetable as in school, with 5-6 contact hours per subject and at least 5 hours of directed Independent Study for each subject.
--	---

Access

Secondary

All pupils have access to Google Classroom and lessons are posted on there, with a Google Slides presentation. This sometimes has links to Oak Academy, Sparx, Memrise or Seneca depending on the subject. However, wherever possible, classwork is set on paper and sent home with children in their "Focus Folder".

Primary

If a whole class needs to isolate, lessons will be uploaded onto Google Classroom, this may contain pre-recorded lessons or links to other websites. If an individual child needs to isolate, they will be emailed a table with 10 days of lessons included in it that will link to the Oak National Academy website.

Online provision

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

If a parent/carer does not have access to a laptop or internet connection then we are able to provide this. Please contact the Front Office for support with this. As stated above, wherever possible we will provide printed work for children to complete stored in their Focus Folders.

Methods

We use a combination of the following approaches to teach pupils remotely:

Year 12/13: We use live teaching (online lessons) on Zoom to provide the support that A Level/BTEC subjects require.

Year 7-11: We will provide google Slides presentations and/or booklets that pupils can work through. Often, they will submit a Google Form to capture their answers at the end of the lesson. Where appropriate teachers will direct pupils to recorded videos to support their understanding.

Primary: We use recorded teaching alongside worksheets uploaded where appropriate. We ask parents/carers to take photos of work completed and email them to class teachers for feedback.

Engagement

We expect all pupils to engage with remote education as long as we have met any technological gaps. From Year 6 upwards, we don't expect parents to have to support pupils with their work, and we will communicate with parents when the work has not been completed so that together, we can support the pupil.

Primary

We create flexible home learning, in that hope that from Year 2 upwards pupils can access this independently. We endeavour to keep the format similar so that pupils do not have to engage with a number of different platforms. Where there are younger pupils, we tend to make videos that pupils can watch and then a suggested follow-up activities which can be facilitated in the home by parents/ carers.

Monitoring

Secondary

We ask pupils to take a photograph of their completed work and upload this to the assignment on google classroom. The teacher will check this on the same day, and then add to a school-wide tracker that Heads of Year and Heads of Phase can access. From this, we will then inform you if there are concerns with either non-completion, or with the quality of work completed.

Primary

We ask parents to take a photograph of completed work and send this to the child's class teacher. We will then give feedback to the pupil and update the school-wide tracker for the work that came in the previous day. A member of SLT then checks this and arranges follow up phone calls for non-completion.

Assessment

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

Secondary

When using Google Forms for assessment after a lesson, we are able to provide feedback on pupils work regularly. Teachers will review the work submitted on google classroom and provide either whole-class feedback at the beginning of the next lesson or individual feedback on google classroom to support next steps.

Primary

Pupils will receive a What Went Well and an Even Better If on 3 pieces of work a week. Quizzes will also be used for Humanities and Science learning.

Support from adults at home

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

Secondary

For pupils with SEND, we will allocate a member of the SEND team to work with your child when appropriate. This may be through providing support in a Zoom lesson, or over a phone call, running concurrently to their lesson so that they can access the work.

The SEN team will also do frequent (every 2-3 days) check ins to ensure that pupils are able to work from home. Where possible, we will invite children with EHCPs into school to receive support from their teachers.

Primary

We will ensure that pupils with SEND are able to access the work set and provide scaffolding and support where needed. A member of the SEN team also checks in on these families once a week. For the younger pupils, we will provide tailored videos (for example for OT interventions) where necessary as well as additional resources to support their learning.

