

CARSHALTON BOYS SPORTS COLLEGE**REMOTE EDUCATION POLICY**

Policy owner	Deputy Principal (Inclusion)
Approved by	Senior Leadership Team
Date approved	[Insert date]
Review cycle	Annually, or sooner in response to updated DfE guidance
Next review due	[Insert date]
Online provider	EdClass

1. Statement of Intent

Carshalton Boys Sports College (CBSC) is committed to ensuring that every pupil receives a high-quality, ambitious education. In-person attendance is always our preferred and expected outcome for every pupil, every day. Remote education is not a substitute for attendance in school and is used only in the limited circumstances set out in this policy.

Where remote education is provided, it is delivered through our online learning provider, EdClass, and is always accompanied by a clear, individual reintegration plan. The purpose of any period of remote education is to keep a pupil connected to the curriculum, their teachers and their peers while active steps are taken, in partnership with the pupil, their family and, where relevant, other professionals, to remove barriers to attendance and return the pupil to school site as quickly as possible.

2. Aims

This policy aims to:

- Set out CBSC's approach to providing remote education in line with Department for Education (DfE) guidance.
- Make clear that remote education is a short-term, last-resort measure and never an equivalent alternative to attendance in school.
- Explain how EdClass is used to deliver remote education, that its curriculum is aligned as closely as possible with CBSC's own curriculum, and the standards expected of it.
- Ensure every period of remote education is paired with a formal, time-limited reintegration plan.
- Set out roles and responsibilities for staff, pupils and parents/carers.
- Ensure remote education is delivered safely, and that safeguarding and data protection responsibilities continue to be met.

3. Legal and Statutory Framework

This policy has been written with regard to, and should be read alongside:

- DfE (2024) 'Providing remote education: guidance for schools'
- DfE 'Safeguarding and remote education'

- DfE 'Keeping Children Safe in Education' (KCSIE, current edition)
- DfE 'Working together to improve school attendance'
- School Attendance (Pupil Registration) (England) Regulations 2024
- DfE 'Education for children with health needs who cannot attend school'
- SEND Code of Practice: 0 to 25 years
- Children and Families Act 2014
- Equality Act 2010
- Education Act 1996 (including the section 19 duty on the local authority) and Education Act 2002
- CBSC's Child Protection and Safeguarding Policy, Behaviour Policy, SEND Information Report, and Data Protection Policy

4. When Remote Education Will Be Used

Remote education will only ever be considered as a last resort, after it has been established that a pupil is, or will be, absent from school, and where in-person attendance is not currently possible. In-person education always remains the preferred outcome. CBSC will consider remote education in two broad scenarios:

4.1 Whole-school or group restrictions on attendance

In the rare event of a school closure or restriction on attendance (for example, in response to an emergency), CBSC will make every effort to remain open, or to reopen, as soon as it is safe to do so. Where restricting attendance is unavoidable, remote education via EdClass will be made available so pupils can continue learning.

4.2 Individual pupils

There will only be limited circumstances in which an individual pupil is unable to attend school but is well enough to learn remotely. These are short-term circumstances and may include pupils:

- recovering from a short-term infectious illness;
- preparing for, or recovering from, a medical procedure or operation;
- recovering from an injury where attendance would inhibit recovery; or
- in exceptional cases, where attendance is affected by a special educational need, disability or mental health need.

In every case, remote education for an individual pupil will only be agreed where it forms part of a clear plan to reintegrate the pupil back onto school site, and only where the school judges that providing it will not adversely affect that return. Remote education will be agreed by mutual agreement between the school, the pupil's parents/carers, the pupil (where appropriate) and, where relevant, a medical professional. Where a pupil has an education, health and care (EHC) plan or a social worker, the local authority will also be involved in the decision.

Remote education is never used as a response to, or justification for, sending a pupil home for disciplinary reasons. Any instance of a pupil being sent home for behaviour is treated as a suspension and follows CBSC's Behaviour Policy and the statutory guidance on suspensions and permanent exclusions.

5. Attendance and Registration

Remote education is not viewed as equivalent to attendance in school. Pupils accessing remote education continue to be recorded as absent in the register, using the most appropriate code, in line with the School Attendance (Pupil Registration) (England) Regulations 2024 and statutory attendance guidance. Providing remote education does not reduce CBSC's efforts to bring the absence to an end as soon as possible; the school will continue to work with pupils, parents/carers and, where relevant, the local authority and medical professionals to remove barriers to attendance.

Where a pupil's absence reaches, or is expected to reach, 15 school days in a school year (consecutive or cumulative) due to a health need, CBSC will notify the local authority so that its duties under section 19 of the Education Act 1996 can be considered.

6. Our Remote Education Offer: EdClass

Where remote education is agreed, CBSC delivers this through EdClass, our online learning provider. EdClass provides pupils with structured access to lessons, resources and assignments that are aligned as closely as possible with CBSC's own curriculum, allowing them to keep pace with their peers while off site.

When remote education via EdClass is in place, CBSC will ensure that:

- provision is made available as soon as reasonably practicable, in proportion to the length and nature of the absence;
- work set is high quality, meaningful and ambitious, and covers an appropriate range of subjects so the pupil can keep on track with their education;
- where possible, provision is broadly equivalent in length to the core teaching time the pupil would receive on site, taking account of their age, stage of development and independent study skills;
- reasonable allowance is made for screen time and appropriate breaks;
- a named senior leader (the Deputy Principal, Inclusion) holds overarching responsibility for the quality and delivery of remote education;
- staff check, on each day remote education is in place, that the pupil is safe and engaging with their learning;
- regular feedback and interaction with teaching staff is built into the arrangement; and
- access to devices, connectivity or printed materials is considered on a case-by-case basis, with the school supporting families to overcome barriers to digital access where possible.

7. Provision for Pupils with SEND

Where a pupil with SEND requires remote education, their teachers, working with the SEND team, will determine how their needs can most effectively be met so they can continue to access the curriculum. Some pupils with SEND may need adult support to access EdClass successfully; CBSC will work collaboratively with families to put suitable arrangements in place.

CBSC's duty under the Children and Families Act 2014 to use its best endeavours to secure the special educational provision called for by a pupil's SEND continues to apply during any period of remote education. Where a pupil has an EHC plan, the school will work with the local authority to ensure the relevant duties under the 2014 Act continue to be met. Where it is not possible to replicate on-site provision remotely, for example the support of a Teaching Assistant or specific differentiated resources, CBSC will work with the local authority and parents/carers to agree alternative ways of meeting its statutory duties. The duties under the Equality Act 2010 to make reasonable adjustments, not to discriminate, and to have due regard to the public sector equality duty, continue to apply throughout.

8. Reintegration Planning

Our overriding aim is always for pupils to be on school site. Every period of individual remote education is therefore accompanied by a formal, individual reintegration plan, agreed with the pupil, their parents/carers and, where appropriate, relevant professionals. The reintegration plan will:

- set out the barriers to attendance that are being addressed;
- set a clear time limit within which the remote education arrangement will be reviewed;

- identify the support, adjustments or flexibilities that will help the pupil return to school site at the earliest opportunity, for example a phased or part-time return, a modified timetable, or additional pastoral or SEND support;
- name the member of staff responsible for coordinating and reviewing the plan; and
- be reviewed regularly, with the expectation that the pupil returns to full-time, in-person education with appropriate support in place as soon as possible.

Remote education will not be extended or continued as a matter of convenience; it remains under active review for as long as it is in place.

9. Roles and Responsibilities

9.1 Deputy Principal (Inclusion)

- Holds overarching responsibility for the quality, delivery and review of remote education across the school.
- Agrees, with parents/carers and other professionals, when remote education is appropriate for an individual pupil.
- Oversees the reintegration plan for each pupil accessing remote education.

9.2 Teaching staff

- Set or oversee work on EdClass that is appropriate, ambitious and aligned to the pupil's normal curriculum.
- Provide feedback and maintain regular contact with pupils accessing remote education.

9.3 SENCo and SEND team

- Advise on how a pupil's SEND provision, including any EHC plan requirements, will continue to be met remotely.
- Support families where additional adult involvement is needed for a pupil to access EdClass.

9.4 Designated Safeguarding Lead and pastoral team

- Ensure daily contact is maintained to check the pupil is safe and engaging with remote education.
- Monitor wellbeing and escalate safeguarding concerns in line with CBSC's Child Protection and Safeguarding Policy.

9.5 Parents and carers

- Engage with the agreed remote education and reintegration plan.
- Support their son to access EdClass and communicate any barriers or concerns to the school promptly.

9.6 Pupils

- Engage with work set on EdClass to the best of their ability.
- Maintain contact with school staff and communicate any difficulties accessing learning.

10. Safeguarding and Online Safety

Remote education is delivered in line with CBSC's Child Protection and Safeguarding Policy, Online Safety Policy, and Data Protection Policy, and with regard to DfE guidance on safeguarding and remote education. Staff remain alert to the fact that pupils can be at risk of harm both on and off school site, and online. Where any live or recorded interaction takes place, this will be conducted in line with the school's safeguarding expectations for staff and pupil conduct.

EdClass is kept secure and up to date, and staff are trained and confident in its use, including its accessibility features.

I 1. Data Protection

Personal data shared or processed through EdClass, or as part of any remote education arrangement, is handled in line with UK GDPR, the Data Protection Act 2018, and CBSC's Data Protection Policy and Privacy Notice, copies of which are available on the school website.

I 2. Free School Meals

Where a pupil eligible for benefits-related free school meals is accessing remote education, CBSC will work with its catering provider to arrange a food voucher or equivalent support for the period the pupil is unable to attend school.

I 3. Remote Education During a Suspension

Where a pupil is suspended, CBSC will ensure work is set and, where practicable, marked for the first five school days of the suspension, in line with statutory guidance on suspensions and permanent exclusions. During a suspension, pupils are expected to access this work from home through EdClass, which is kept aligned as closely as possible with the school's own curriculum so that learning is not lost during the period away from site. Remote education is never used as a justification for sending a pupil home for disciplinary reasons; any such instance is a suspension and is managed under CBSC's Behaviour Policy. Following a period of suspension or offsite direction, a pupil is expected to return to school on a full-time basis, and CBSC's duties to pupils with SEND continue in full.

I 4. Monitoring and Review

This policy is monitored by the Deputy Principal (Inclusion) and reviewed annually, or sooner in response to updated DfE guidance, changes to statutory requirements, or lessons learned from its use. It is approved by the Senior Leadership Team.