Boston Endeavour Academy: **Remote Learning Policy**

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We believe that remote education should only ever be considered 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 or where there is a significant incident that means the school cannot open.

Examples where a pupil is unable to attend school but can learn:

- recovering from a significant short- term infectious illness.
- preparing for or recovering from some operations.
- recovering from injuries where attendance might inhibit recovery.
- complex medical needs impacting on ability to attend regularly.
- a significant mental health need identified by relevant professionals.
- school closure due to health and safety reasons.
- in the event of school closure due to a national emergency such as a pandemic.

In these circumstances, after the pupil's absence from school has been established, school will assess the appropriateness of providing the pupil with remote education on a case-by-case basis. This will be part of a plan to reintegrate the pupil back to school, and only when it is judged that providing remote education would not adversely affect the pupil's return to school.

Appropriate remote learning provision:

If pupils are unable to attend school and require remote education, the school will work with the local authority to make reasonable adjustments in line with the Equality Act 2010."

Should this be the case the pupil's teachers are best placed to know how their needs can most effectively be met to ensure they continue to access the curriculum. They will support families by:

- Determine the most appropriate method of remote learning.
- Ensure the quantity and content of learning are accessible and appropriately challenging.
- Assess the digital literacy skills of pupils and families and provide support where required.
- Support safe access to online material.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

The delivery of the curriculum will be bespoke to meet the individual needs of pupils such as live streaming lessons or providing virtual lessons. In some circumstances, pupils may have a blended

package of in-school and remote learning. Some pupils may be able to access digital learning platforms independently; however, this will be assessed on an individual basis."

In line with DFE guidance 'pupils absent from school and receiving remote education still need to be marked as absent in the register.' https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools/providing-remote-education-guidance-for-schools

If remote learning is not possible:

Some pupils with SEND may not be able to access remote education without adult support. Schools should work collaboratively with families and put arrangements in place that allow pupils with SEND to access remote education successfully. In these circumstances, decisions regarding remote provision will be informed by individual pupil needs, the support available within the home environment, and the services that can be accessed remotely.

It may be challenging or impossible for the school to deliver remotely the kind of approach that it does in the classroom. If this is the case, the school will instead consider, in cooperation with the local authority other ways in which it and the local authority can meet its statutory duties, working closely with the parents or carers.