



The Winston Churchill School

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Guidance: Remote Learning

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

Source: DfE Guidance for Remote Learning

Remote education should only ever be considered as a last resort.

Prioritising attendance

Attendance is essential for students 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. It is a last resort when the alternative would be no education, and only after it has been established that the student is, or will be, absent from school. In such cases, remote education can have the benefit of allowing absent students to keep on track with their education.

The School will consider a range of approaches and work with students, parents, carers, and any other relevant partners such as the local authority, to remove any barriers to attendance as detailed in the School Attendance Policy.

Students absent from school and receiving remote education still need to be marked as absent in the register. Schools must continue to record student absence in the register in line with the School Attendance (Student Registration) (England) Regulations 2024 and attendance guidance, using the most appropriate code.

Scenarios where remote education should be considered

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

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

School closures 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 students can be taught in person by attending their school or if appropriate and possible, attending a safe alternative site.

After exploring all options to ensure the school remains open to all students, 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 students is the only viable option, the school will provide remote education to help students stay on track with the education they would normally receive.

The School will consult DfE emergency planning guidance in the event of school closures or restrictions on attendance.

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

There should only be limited circumstances where a student 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 students:

- 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 students whose attendance has been affected by a special educational need or disability (SEND) or a mental health issue. In these circumstances, after the student's absence from school has been established, schools should consider providing students 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 student's return to school.

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

Working with the local authority

Under section 19 of the Education Act 1996 (s.19 duty) local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health or other reasons, would otherwise not receive a suitable education.

Statutory guidance on education for children with health needs who cannot attend school sets out that local authorities should provide education as soon as it is clear that the child will be

away from school for 15 school days or more during the school year, whether consecutive or cumulative.

The s.19 duty sits with the local authority. Schools should work closely with them and any relevant medical professionals to ensure children with health needs are fully supported at school, including putting in place individual healthcare plans if appropriate. This may involve, for example, programmes of study that rely on a flexible approach which include agreed periods of remote education.

What to consider when providing remote education to individual students

When a student is absent, the school should always seek to overcome the barriers to attendance and provide support for the student to attend, regularly reviewing any barriers with:

- the student
- parents or carers
- if appropriate, a relevant medical professional

Remote education should not be viewed as an equal alternative to attendance in school.

Providing remote education during a student's absence does not reduce the importance of bringing that absence to an end as soon as possible.

In the limited circumstances when the school decides to use remote education for individual students when they are absent, the following should be considered:

- Ensuring mutual agreement of remote education by the school, parents or carers, potentially students, and if appropriate a relevant medical professional. If the student has an EHCP or has a social worker, the local authority should also be involved in the decision.
- Where remote education is being used as part of a plan to reintegrate back to school, putting a formal arrangement in place to review its efficacy regularly, alongside identifying what other support and flexibilities can be put in place to help ease the student back to school at the earliest opportunity.
- Setting a time limit within which the period of remote education provision should be reviewed, with the aim that the student returns to in person education with the required support in place to meet their needs.

Good practice

Work provided during periods of remote education should aim to be high quality, meaningful, ambitious, and cover an appropriate range of subjects.

Where students have access to appropriate devices, remote education can include recordings, online activities, as well as time for students to complete tasks, reading, and assignments independently, depending on their age and stage of development.

Online video lessons do not necessarily need to be recorded by teaching staff at the school. If preferred, high quality lessons developed by external providers such as Oak National Academy can be provided instead of school led video content.

Working to overcome barriers to digital access where possible for students by, for example:

- Auditing access to devices and connectivity across the school as part of wider emergency planning.

- Distributing school-owned devices accompanied by a user agreement or contract if and where necessary and possible.
- Supporting families to find appropriate internet connectivity solutions if and where necessary and possible.
- The primary contact for the child's provision will be responsible for consulting with staff and relevant leaders within the school to develop any remote education plans, ensuring they are relevant and up to date.
- Safeguarding procedures in place for checking whether students are safe at home and engaging with their remote education.

Digital education platforms

Frog can be used to enable continued access to teaching resources. The cloud-based features enable teachers to embed remote education provision within school planning, as opposed to setting it as a separate event if required.

Provision for students with SEND

If students with SEND are not able to attend school, the school will put in place an appropriate curriculum, teaching and support that will enable the student to continue learning effectively.

The duty under the Children and Families Act 2014 for mainstream schools to use their 'best endeavours' to secure the special educational provision called for by a student's special educational needs continues to apply when remote education is in place.

The duties under the Equality Act 2010 relating to disability and more broadly continue to apply, such as:

- to make reasonable adjustments
- not to discriminate
- to have due regard to the statutory objectives in the public sector equality duty

Delivering remote education safely

Keeping children safe online is essential. The guidance on safeguarding and remote education provides information on what schools should do to protect students online during any period of remote education.

Links with Policy and guidance documents:

Child Protection Policy

Curriculum Policy

Equality Policy

Online Safety Policy

Data protection Policy

Behaviour Policy

SEND Policy

Attendance Policy