



'BE THE BEST YOU CAN BE!'

REMOTE LEARNING Policy

Lead person responsible:

Mrs L Byrne

Date: September 2023

Review Date: September 2024

Please note that the version of this document contained within the **Policy Folder on our school network** is the only version that is maintained.

Any printed copies or PDF versions should therefore be viewed as "uncontrolled" and as such, may not necessarily contain the latest updates and amendments.

Aims

In the event of school closure, this remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out the expectations for all members of our school community with regards to remote learning
- Provide appropriate guidelines for data protection

Our Remote Learning Principles

These principles are set out to prepare for three different scenarios:

- A child or small group needing to self-isolate
- A year-group pod closure
- A whole-school closure

All online learning will take consideration of:

- What is the learning objective?
- How will the teaching take place? (eg. video with slides? Google Meet session?)
- What resources will the children receive, and in what format?
- What instructions will be given to the children and how will feedback be provided?
- What work is expected to be returned by the children and in what format?

The effectiveness of remote teaching is determined by many of the same factors which determine the effectiveness of live classroom teaching:

- Ensuring pupils receive clear explanations
- Supporting growth in confidence with new material through scaffolded practice
- Application of new knowledge or skills
- Enabling pupils to receive feedback on how to progress

DFE Expectations

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use

- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

Guidance Full Opening: Schools DFE, 28 August 2020

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Roles and responsibilities

During remote learning, all staff are expected to:

- Be available to attend virtual meetings
- Dress in an appropriate and professional manner
- Select areas to be recorded for virtual meetings carefully: there should be little background noise and there should be nothing inappropriate/personal visible.

(Blank/neutral backgrounds are ideal to prevent sharing of personal details or information about staff.)

Headteacher	<ul style="list-style-type: none"> • Monitor the effectiveness of remote learning via feedback from SLT, teachers, pupils and parents.
Deputy Head	<ul style="list-style-type: none"> • Co-ordinate the remote learning approach across the school • Liaise with AHTs, year leaders, class teachers to ensure provision for those affected by school closure/those individual pupils needing to isolate • Coordinate access links, monitor and provide feedback on Google Meet sessions

Assistant Heads / Year Leaders	<ul style="list-style-type: none"> • Liaise with year groups to ensure deadlines for producing remote learning are met for those affected by school closure • Liaise with year leaders/class teachers to coordinate provision for those individual pupils who need to isolate • Coordinate access links, monitor and provide feedback on Google Meet sessions • Liaise with IT Team to publish online materials via the school website where appropriate • Monitor remote learning emails for year groups and provide support and guidance for families where needed. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding section below
SEND Leader	<ul style="list-style-type: none"> • Ensure welfare checks are made regularly for children with EHCPs and other vulnerable children • Liaise with Learning Support Assistants to ensure that alternative work has been provided for SEND pupils where necessary • To be involved with the monitoring of weekly phone calls home to targeted individual children. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding section below
Teachers	<p>Teachers will use Google Classroom and Google Meet to deliver daily lessons which will include:</p> <ul style="list-style-type: none"> • English, including daily reading • Maths, including daily practice on Times Tables Rockstars • Wider curriculum, such as Science, History, Geography, Computing, Spanish • Other online lesson resources will sometimes form part of daily lessons, and may include Oak Academy, MyMaths and BBC Bitesize • A minimum of two lesson introductions/plenaries or check-ins via Google Meet. Children who are not present in Google Meet sessions will have a follow up phone call from the teacher. <p><u>Providing Feedback</u></p> <ul style="list-style-type: none"> • Teachers will acknowledge and provide feedback to all children's submitted work within 24 hours via Google Classroom/Year Group email accounts. • In Maths, and where quizzes have been set, these will be marked automatically - teachers will set the answers to make this possible and will provide feedback via the quiz to explain why an answer is incorrect. For younger children, parents and carers should be encouraged to support. • Teachers may also use individual children's work to provide whole class feedback via Google Meet sessions. <p><u>Providing Remote Learning for Children with No Access to Online Platforms</u></p> <p>Teachers are responsible for:</p> <ul style="list-style-type: none"> • Liaising with the Deputy Head / Assistant Heads in the first instance to check children's eligibility for technical support via internet access/laptop provision

	<ul style="list-style-type: none"> • Providing paper print outs of English, Wider Curriculum and Mathematics learning and answers on a weekly basis to assist home delivery by senior leaders • Communicating with families via telephone to explain expectations and provide guidance and support <p>Setting Remote Learning in the Event of Individuals Being Affected Where a child is unable to attend school because they are complying with clinical or public health advice the school will endeavour to:</p> <ul style="list-style-type: none"> • Provide lesson material in the form of PowerPoint/Google teaching slides and worksheets for children to complete • Encourage families to access online resources signposted on the school website <p><u>Keeping in Touch with Pupils who are Not in School and their Parents/Carers</u></p> <p>Teachers are responsible for:</p> <ul style="list-style-type: none"> • Responding to morning communication each day between 8:30 and 10:00 am and liaising with year leader / senior leaders to support where necessary • Accessing and responding to emails to the year group email address from pupils/parents on a daily basis during normal working hours. • Take a daily register- Am/Pm. Teachers must report concerns ie. Lack of contact/absence of children or submitting home learning/ dealing with complaints etc in the first instance to their year leader. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding section below. • Telephoning pupils who haven't attended Google Meet sessions – prioritising vulnerable or hard-to-reach families. Phone calls should be made using school phones. Where this is not possible because staff are working from home and using personal devices, then teachers must withhold their personal numbers. Outcomes of calls must be recorded in the daily register comment box. • Keep track of children who are regularly not "Turning in" their work through Google Classroom, particularly to ascertain the reasons and to address any particular difficulty the pupil may be having as soon as is practically possible.
<p>Learning Support assistants (LSAs)</p>	<ul style="list-style-type: none"> • Be available for timetabled Google Meet calls with allocated year group colleagues/class • Where appropriate provide and respond to feedback to pupils as directed by the class teacher. • Report any concerns in the first instance to class teacher/year leader. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding section below • Liaise with SEND Leader and teachers to differentiate remote learning for any SEND pupils, or compile tailored remote learning packs.

SEND / EAL Team	<ul style="list-style-type: none"> • Monitor children's engagement with online registration and learning/weekly phone calls. • Conduct regular welfare checks with families of vulnerable children and other identified children. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding section below • Co-ordinate with class teachers about alternative work and activities that can be provided to those pupils with SEND or EAL needs • Compile and deliver remote learning packs for those families without access.
IT Team	<ul style="list-style-type: none"> • Update school website with remote learning and keep parents/carers informed of updates • Provide technical support for staff • Support families with technical difficulties in order to enable remote access • Review the security of remote learning systems and identify any data protection breaches.
Governing Body	<ul style="list-style-type: none"> • Monitor the school's approach to providing remote learning to ensure the education offer remains high quality.
Pupils	<ul style="list-style-type: none"> • Read and agree to the Acceptable Use Policy terms and materials in the Home School Agreement • Attend all daily class Google Meet sessions • Complete online learning. (Children are not expected to print out worksheets but should use home learning books to record responses and complete assignments using Google Classroom where applicable. Home learning books, if not already provided, will be available from the school office. • Alert teachers if work is not submitted. • Seek help from teachers online if needed.
Parents / Carers	<ul style="list-style-type: none"> • Read and support children with understanding the Acceptable Use Policy terms and materials in the Home School Agreement • Support children each day to make sure that they are joining daily class Google Meets sessions, and have accessed learning and submitted tasks • Alert staff if their child is sick or unable to submit learning • Seek help from teachers using Year Group email accounts/ seek help from school staff where necessary.

Who to contact

If staff have any questions or concerns they should contact the following individuals:

- Issues in setting work – Deputy Head, Assistant Head or Year Leader
- Issues with IT – in first instance Punil Patel, then, Jateen Vaja or Chris Best
- Issues with workload/wellbeing – line manager and HT if necessary
- Issues/concerns with data protection – follow school Data Protection Policy

- Dealing with concerns/complaints from families – contact year leader in first instance, then AHT/DH
- Concerns about safeguarding – contact school Safeguarding Lead Jessica Ash, or Deputy Safeguarding Lead Melissa Loosemore.

Safeguarding

Our Child Protection/Safeguarding Policy has been updated to reflect the current situation, an addendum entitled: Safeguarding Policy_Covid-19 Addendum has been included.

Monitoring arrangements

This policy will be reviewed at appropriate intervals in response to the pandemic by the Head teacher and Deputy Head teacher. At every review, it will be approved by the governing body.

Data protection

When accessing personal data for remote learning purposes, all staff members will:

- Have read, agreed and signed terms and conditions of the Acceptable Use Policy.
- In the event of remote learning, the IT Team will make available the contact details of pupils in the Google shared drives.
- Contact details of pupils should not be downloaded on to their own personal devices.

Processing personal data

Staff members may need to collect and/or share personal data such as personal contact numbers as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online. Personal emails of staff should never be used or shared with parents or pupils - dedicated year group admin email addresses must always be used.

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends

- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

Appendix 1

DfE Guidance: Providing Remote Education

Published January 2023



Department
for Education

Providing remote education

Non-statutory guidance for schools

January 2023

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Summary

This is non-statutory guidance from the Department for Education on providing high-quality remote education in cases where it is not possible, or is contrary to government guidance, for some or all pupils to attend school.

Expiry or review date

This guidance will be reviewed before March 2024.

Who is this guidance for?

This guidance is for school leaders, school staff, trust leaders, trust boards and governing bodies in schools in England. The guidance may also be useful for parents and carers, and local authorities.

This guidance only applies to pupils of compulsory school age, and the word 'pupil' in the guidance only means pupils of compulsory school age.

Introduction

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

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.

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. For this reason we expect schools to 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.

Schools should consider the approaches set out in this guidance while also working closely with pupils, parents, carers, and any other relevant partners such as the local authority, to remove any barriers to attendance as detailed in the [Working together to improve school attendance](#) guidance.

Pupils absent from school and receiving remote education still need to be marked as absent in the register. Schools should continue to record pupil absence in the register in line with the Education (Pupil Registration) (England) Regulations 2006 and [attendance guidance](#), using the most appropriate code.

Scenarios where remote education should be considered

Circumstances where it might not be possible for pupils to receive in person education fit into two 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*

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 pupils 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 pupils, there may still be some exceptional occasions when school leaders or the local authority decide that 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, schools should consider providing remote education to help pupils stay on track with the education they would normally receive.

It can be helpful for schools to have a plan in place that outlines any remote education procedures for teachers, parents, carers and pupils. Remote education plans are particularly useful during emergency closures where the decision to close can often be made at short notice.

Schools should consult DfE Emergency Planning [guidance](#) in the event of school closures or restrictions on attendance.

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, pupils preparing for or recovering from some operations, or pupils 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, and 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. Further support on dealing with mental health and attendance challenges can be found in the [Mental health issues affecting a pupil's attendance: guidance for schools](#).

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 affecting attendance may require additional 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](#) 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. While the s.19 duty sits with the local authority, schools should work closely with them and any relevant medical professionals to ensure that children with health needs are fully supported at school, including putting in place individual healthcare (IHC) 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 pupils

When a pupil is absent, the school should always seek to overcome the barriers to attendance and provide support for the pupil to attend, regularly reviewing any barriers in conjunction with the pupil, parents or carers, and if appropriate, a relevant medical professional.

Remote education should not be viewed as an equal alternative to attendance in school, and providing remote education during a pupil'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 pupils when they are absent, the following should be considered:

- Ensuring mutual agreement of remote education by the school, parents or carers, potentially pupils, and if appropriate a relevant medical professional. If the pupil has an Education, Health and Care plan 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 pupil 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 pupil returns to in person education with the required support in place to meet their needs.

Good practice

Schools are likely to have established remote education plans in place already that have worked well for them when attendance in school has not been possible. If schools choose to use established remote education plans, these should be kept up to date so that they remain relevant to the school's current context. A good remote education plan should be kept under review in consultation with staff and should demonstrate a consideration of any additional burdens that providing remote education may place on staff and families.

Work provided during periods of remote education should aim to be high quality, meaningful, ambitious, and cover an appropriate range of subjects to enable pupils to keep on track with their education.

Where pupils have access to appropriate devices, remote education might include recorded and / or live direct teaching time, as well as time for pupils 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.

Those requiring further guidance to develop remote education provision should consider the following:

- Provision being ready for pupils to access as soon as reasonably practicable, though in proportion to the length of absence and expected disruption to education.
- Providing remote education that is equivalent in length to the core teaching time pupils would receive in school where possible, being mindful of the individual needs and circumstances of the pupil and their families. These include, but are not limited to:
 - Consideration of age, stage of development, and independent study skills.
 - Any SEND or other additional needs the pupils might have.
 - The pupils' home environment, which includes having a suitable place and opportunity to study.
 - Screen time, making reasonable allowances for adequate breaks for pupils and staff during digital remote education.
 - Any significant demands on parents' or carers' help or support. Younger children, especially pupils in primary schools and some children with SEND,

might require high levels of adult involvement to support their engagement with remote education, which can make it a particular challenge for these groups.

- Working to overcome barriers to digital access where possible for pupils 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.
- If required, ensuring equal access through the provision of printed resources, supplemented with other appropriate forms of communication between the school and pupils.
- Planning opportunities for regular feedback and interaction with teachers and peers during the school day.
- Identifying a senior leader with overarching responsibility for the quality and delivery of remote education. Responsibilities may include consulting with staff and relevant leaders within the school or trust to develop any remote education plans, ensuring they are relevant and up to date.
- Having an understanding that children can be at risk of harm inside and outside of the school, inside and outside of home and online, and having systems for checking, daily, whether pupils are safe at home and engaging with their remote education.

Digital education platforms

Digital education platforms (also known as virtual learning platforms, virtual learning environments and virtual classrooms) 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. Digital education platforms can also facilitate teacher-pupil interaction, including feedback and assessment, as well as enabling pupils at home to stay connected to their peers in school.

Schools using digital education platforms should keep them secure and up to date and

steps should also be taken to ensure staff remain trained and confident in their use.

Schools should also consider taking the necessary steps to train staff on the accessibility features their chosen digital platforms have available.

Providing information about remote education

Schools should consider sharing any up-to-date procedures and plans in place with parents, carers and pupils in order to provide ongoing clarity and transparency about what to expect from remote education if it is required.

It is up to schools to decide how they share remote education information with parents, carers and pupils. Some schools continue to maintain pages on their websites providing information and guidance about remote education provision and links to any trusted external education websites. This is not a requirement but it can be helpful for parents or carers and pupils to access if required.

Free school meals and remote education

Where pupils eligible for benefits-related free school meals are receiving remote education, schools should work with their school catering team or caterer either to provide good quality lunch parcels or to issue a food voucher if available. This will ensure that eligible pupils continue to be supported for the period they are unable to attend school. More information on free school meals can be found at [Free school meals: guidance for schools and local authorities](#).

Remote education during a suspension or permanent exclusion

As outlined in the [Suspension and Permanent Exclusion guidance](#), headteachers should take steps to ensure that work is set and marked for pupils during the first five 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.

The school's legal duties to pupils with SEND remain in force: see 'Provision for pupils with SEND' for more information.

Provision for pupils with SEND

If pupils with SEND are not able to attend school and require remote education, their teachers are best placed to know how their needs can most effectively be met to ensure that they continue to access the curriculum. The school needs to put in place an appropriate curriculum, teaching and support that will enable the pupil to continue learning effectively.

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 this situation, decisions on how provision can be delivered should be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely.

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 pupil's special educational needs continues to apply when remote education is in place. In addition, if a pupil has an Education, Health and Care plan, whether they are in a mainstream or special school, the school must work with the local authority to ensure that all the relevant duties under the 2014 Act continue to be met.

The duties under the Equality Act 2010 relating to disability (and more broadly) also continue to apply, such as to make reasonable adjustments, not to discriminate and to have due regard to the statutory objectives in the public sector equality duty.

It may be challenging or impossible for the school to deliver remotely the kind of approach that it does in the classroom, for example the provision of certain differentiated resources and the support of a Teaching Assistant. If this is the case, the school must instead consider, in cooperation with the local authority (if the child has an EHC plan), other ways in which it and the local authority can meet its statutory duties, working closely with the parents or carers.

Delivering remote education safely

Keeping children safe online is essential. The guidance on [safeguarding and remote education](#) provides information on what schools should be doing to protect pupils online during any period of remote education. The guidance includes a collection of resources which includes support for:

- safe remote education
- virtual lessons
- live streaming
- information to share with parents and carers to support them in keeping their children safe online

Schools should ensure that their safeguarding and child protection policies are up to date and reflect the potential need for remote online education provision and the fact that pupils might be learning both online and in the classroom.

Further information

Guidance	Link
Attendance	Working together to improve school attendance Children missing education Mental health issues affecting a pupil's attendance: guidance for schools
Emergency planning and response	Emergency planning and response for education, childcare, and children's social care settings
Alternative provision	Education for children with health needs who cannot attend school Alternative provision
Pupils with medical conditions at school	Supporting pupils with medical conditions at school
Safeguarding	Keeping Children safe in education Safeguarding and remote education
Children with Special Educational Needs and Disabilities	Assistive Technology - National Association for Special Educational Needs Accessible Tech for Education Deaf friendly remote learning: a checklist for teachers – National Deaf Children's Society SEND-specific resources for learning from home
Advice to help schools understand the Equality Act	Equality Act 2010: advice for schools
Suspensions and Permanent Exclusions guidance	Suspensions and Permanent Exclusions,

Guidance for Parents	Parental responsibility measures NHS Is my child too ill for school guidance Illness and your child's education Learning to talk 3 to 5 years Start for Life
Ofsted Guidance	What's working well in remote education School inspection handbook
Free school meals	Free school meals: guidance for schools and local authorities



Department
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