

Remote Learning Procedure

Cambian Red Rose

Policy Author / Reviewer	Tonia Lewis/Simon Ashurst
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Contents:

- Monitoring and Review of Policy
- Terminology
- Legal Status
- Policy
- Education Offer
- Reduced Timetables
- Reintegration
- Blended and remote learning
- Process, Monitoring and Reviewing
- Recording Codes for Reintegration Period
- Appeals
- Relevant documents

1.1. Monitoring and Review

The Proprietor will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than three years from the date of approval shown above, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

1.2.

The local content of this document will be subject to continuous monitoring, refinement and audit by the Head of Service.

Signed:



Andrew Sutherland
**Representative of the Proprietor,
Cambian Group**

**Simon Ashurst
Headteacher**

December 2025

Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

	this is a generic term which means the Children's Home/school/college. Cambian Red Rose School
1.3	Individual means any child or young person under the age of 18 or young adult between the ages of 18 and 25. At Red Rose School we have young adults attending between the ages of 8-18.
	Service Head / Head of Service This is the senior person with overall responsibility for the Location. At School this is the Headteacher – Simon Ashurst.
	Key Worker Members of staff that have special responsibility for Individuals residing at or attending the Establishment.
	Parent, Carer, Guardian means parent or person with Parental Responsibility
	Regulatory Authority Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At Red Rose School this is Ofsted.
	Social Worker This means the worker allocated to the child/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
	Placing Authority Placing Authority means the local authority/agency responsible for placing the child or commissioning the service
	Staff Means full or part-time employees of CareTech, agency workers, bank workers, contract workers and volunteers.

Legal Status:

- 1.4.
- 1.5. This policy has been written in line with the following legislation and guidance
- 1.6. [The Education \(Independent School Standards\) Regulations 2014](#)
[Keeping children safe in education 2024](#)
[Working together to safeguard children 2023: statutory guidance](#)

Applies to:

The whole location, out of school care and all other activities provided by the school, inclusive of those both outside and of the normal education hours;

All staff (teaching and support staff), students on placement, the proprietor and volunteers working in the school.

1.7 Availability

- 1.8. This policy is made available to parent, carer, staff and pupils in the following ways: via the school website, and on request a copy may be obtained from the school administrator.

Purpose

- 1.9. The purpose of the Remote Learning Policy is to support the successful transition of pupils who are returning to school for a range of reasons these include but are not limited to;

- 1.10.
- Fixed term exclusions
 - Missing from Care or Home for a period longer than 3 days
 - Long term sickness (longer than 1 week)
 - Long term refusals to attend school
 - Serious incidents (with involvement of police or not)
 - Extreme aggression or threats of violence to staff or peers.
 - Bringing weapons to school
- 1.11.

We believe that it is a priority to support every child to secure their legal entitlement to education. Any pupil on a reintegration/transition or amended timetable is deemed to be at risk of missing education and therefore needs to be identified and tracked rigorously by school leaders.

It is important to highlight that there is no statutory basis upon which to establish a reduced timetable, however, in exceptional circumstances, school may decide to implement a reduced timetable for an unspecified period of time in order to support a pupil who cannot attend the school for a range of different reasons including those stated in 4.1.

The document Working Together to Improve School Attendance, published by the DfE in May 2022 (updated August 2024), states that schools should work to help remove the barriers that affect access to education. It is every child's right to access the curriculum offer and that a reintegration timetable is a short-term solution (up to four weeks) with the aim of leading to the successful reintegration of the child back in to the school community.

The Education offer:

All education should be suited to a child's age, ability and aptitude, considering any special educational and emotional needs.

It is the assumption that pupils should receive an education consistent with their Key Stage

however due to our pupils having significant gaps in their learning the education provided through the reintegration period will meet the National Curriculum requirements whilst still being accessible for the pupil in line with the ability and learning levels as set out in their EHCP (If applicable) or identified by school assessments completed in induction and through teacher observations and assessments.

Pupils will be given a reduced timetable to support the reintegration which will provide core subjects of English and Maths and a range of other subjects or activities to promote and develop skills, build relationships (if suitable and relevant) with peers and staff or enable the pupil to access alternative provisions that will aim to support the successful transition back into school. Supporting the pupil to work on and understand the reasons for why they are not in school during the time previous to the reintegration period.

Reduced Timetables

A timetable is considered reduced when it consists of something less than the mandatory education hours for compulsory aged students.

A reduced timetable may be used to support the successful reintegration into school. The duration of this will be determined by the presenting pupil needs and will be reviewed every week and moved to the next stage, continued or amended as necessary.

Reintegration

As part of a planned reintegration back into school the expectation of this process, where the pupil is engaging fully in the program set out, is normally up to four weeks but may extend to one half term in exceptional circumstances. Where the child does not engage or their behaviours do not demonstrate they are ready to re-join the school community safely after one half term then this process will be reviewed and may take longer than one half term.

Blended or remote learning

Remote or blended learning will take place as part of the reintegration policy following a major incident, a Serious Untoward Incident (SUI) or when it is not possible to conduct teaching and learning in the standard way due to behaviours exhibited or one of the reasons stated in 4.2.

Remote and Blended Learning can take place when the teacher and student are in physically separate locations. Access to the teacher is enabled using technology. The interaction between the student and teacher may be at the same time or with a time delay, or a mixture of both. This learning may also be paper based, depending on the appropriate mode of delivery and the circumstances of the student. Teaching and learning could involve but is not limited to any of the methods below:

- Written learning materials provided to students with the expectation they use these, with written instructions, to further their learning e.g. unnarrated PowerPoints or written resources/weblinks, with tasks;
- Written and pre-recorded audio teaching materials provided to students with associated learning tasks e.g. narrated PowerPoint with tasks;
- Live lessons delivered online with sound and/or video, with screensharing or recorded and available for students to access at a later date;
- Remote at a suitable place in the community local to the school or their home address;

- Online access via Teams or other platforms to all subject teachers for guidance and support.

Priority is always given to ensure that pupils and staff are safe. Safeguarding is always our first priority.

Process, Monitoring and Reviewing;

In circumstances where we have initiated the Remote Learning Policy the following process will take place with the Headteacher continually reviewing the situation and all decisions made to ensure the safety, security and safeguarding of pupils and staff attending school. A member of the SLT team will ensure parents/carers are notified of the process and reviews that take place, any staff who are asked by the parent or carer of an update of the decision or process so far will refer back to SLT who have oversight on the reintegration process as a whole and will be the main point of contact for any timetable changes, reviews or meetings throughout this reintegration period.

A timetable for a pupil will be issued with Maths and English daily and a range of supporting activities to meet their individual, behavioural and any identified SEMH needs. All timetables should be issued in advance with links for on-line meetings being sent to the parents/carers or social workers.

The Reintegration stages is a 3-Stage Process;

Stage 1: Headteacher to review alongside the Regional Lead reasons behind need for remote learning for pupil – Safeguarding impact. Risk Assessment to be actioned as per pupils need.

Stage 2: Timetable structure and at home support where home-based education is used to reflect key academic areas as per the pupil's IEP to ensure continuation of education. Teachers to send work home for pupil to complete in line with pupils' levels and term targets. Teams calls to be set up by teachers 1 lesson per day as a minimum to provide 1:1 support. Home visits, where appropriate, to be set up by key teachers to review pupil engagement and progress.

Stage 3: Reintegration back into school. The timetable will support scheduled sessions into school alongside, community and home learning. This will be a staggered process with pupils demonstrating they are able to be engaged and display safe behaviours in the community before coming into school for timetabled session.

Stage 4: A successful reintegration back into school will be considered a success when the pupil is on site and accessing education appropriately. This maybe full or part-time depending on the pupil's needs.

Details of the review schedule.

Headteacher to review each process bi-weekly alongside education staff/Regional Lead with the aim for the next steps for successful reintegration back into school. Depending on the review outcome after the meeting a pupil will remain on the initial stage or move to the next stage of the reintegration plan. At any point the Headteacher can call an early review, this could be due to an incident, progress made or changes needed to be implemented to support the success of the child completing the reintegration period.

How will all parties know that it is successful?

The pupil will have successfully moved to working within school without demonstrating any of the behaviours that led to the need for the reintegration plan. The plan is also considered successful through each integration stage if the pupil is engaging and taking part in the lessons provided, demonstrating an understanding for the reasons for the changes set out by school and demonstrating the ability to make positive choices to support the eventual reintegration into school.

Recording information:

Staff will update a record of engagement in lessons that have taken place, all timetables and other data relating to the young person and the reintegration period will be stored along with any meeting minutes including any relevant data such as updates to timetables, incidents, IEP's or missing from education.

Recording attendance codes for the reintegration period.

It is important that the recording the child's attendance continues to be accurate during this time on the attendance register, SLT will confirm the attendance codes if required:

C or C2 Code: To be used when a pupil has a reduced timetable that includes sessions which have been mutually agreed not to involve attendance at an alternative provision - during this time the pupil is in the care of a parent or guardian and not the responsibility of the school.

B Code: Off-site educational activity. This code should be used when pupils are present at an off-site activity that has been set up by education. A risk assessment must be set up for all activities set up by the school and issued to the place of residence of which the pupil resides if this is being supported or dual supported by the carers.

D Code: Dual registered to be used where a pupil is registered at two schools. The D code only applies where a pupil is attending a provision such as a college or transition to a new educational provision other than school.

2.1. Appeals

2.2. If parent/guardian/carers wish to appeal the decision made by school then they must do so in writing to their Regional Lead, within one week of the remote learning process being initiated by the school.

2.3. The appeal will be reviewed and a response will be issued within 10 days of the receipt of the letter requesting the appeal.

At the conclusion of an appeal possible outcomes may be -

- A full and immediate return to school is needed
- The remote learning process is right, reasonable and required on this occasion and it may continue as directed by this policy.
- Make recommendations for the current process or implement an alternative solution.

The overall recommendation shall be communicated to the parent/guardian/carers and the Headteacher. Every child has a right to confidentiality – it will be kept in the strictest confidence

and only disclosed to those who need to know. We appreciate that such sensitive matters must be dealt with in confidence.

Relevant Documents:

Attendance Policy

Revision History

- 2.4. *This policy was written by Tonia Lewis, Quality Improvement Lead. It has been reviewed by the Headteacher, Laura Dickie (Head of Policy) and agreed by the Proprietor Representative.*

A review of this policy will be undertaken annually.

Next Review – December 2026