



Medina College



The Island VI Form

Medina College and The Island VI Form

Remote Education Policy

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1. Aims and Rationale

At Medina College and The Island VI Form, attendance is essential for our students to get the most out of their school experience, encompassing attainment, wellbeing, and wider life chances. We recognise that remote education is not an equal alternative to in-person attendance.

However, in exceptional circumstances where attendance is not possible or contrary to government guidance, this policy ensures that high-quality, ambitious, and meaningful remote education is provided. This policy applies to all students of compulsory school age and our VI Form students, ensuring they remain connected to their teachers, peers, and curriculum.

2. Scenarios for Remote Education

Remote education will only be considered as a last resort in the following circumstances:

- **School Closures or Restricted Attendance:** Situations where the school site cannot open safely due to for example emergencies, local/central government restrictions, local factors.
- **Staff Absence at KS5:** For short term staff absence, students are expected to take ownership of their learning with minimal disruption by engaging in directed independent study.
- **Individual Cases:** Short-term absences where a student is unable to attend school but is well enough to learn. This may include:
 - Recovering from short-term infectious illnesses or operations.
 - Recovering from injuries where attendance impedes recovery.
 - Exceptional cases involving Special Educational Needs and Disabilities (SEND) or mental health issues, acting as a short-term solution alongside a formal reintegration plan.

Note: students receiving remote education while absent will continue to be marked as absent in the register using the most appropriate code.

3. Roles and Responsibilities

- **Senior Leaders for Remote Education:** Has overarching responsibility for the quality, delivery, and review of remote education procedures, consulting with staff to ensure plans remain updated.
- **Teaching Staff:** Responsible for planning and delivering high-quality, meaningful work that mirrors the core curriculum, providing timely feedback, and monitoring engagement.
- **SENDCo:** Responsible for ensuring remote education is accessible for students with SEND and that statutory duties under the Children and Families Act 2014 and Equality Act 2010 are met.

- **Designated Safeguarding Lead (DSL):** Responsible for ensuring safeguarding systems are robust, specifically monitoring the safety and welfare of students learning from home.

4. The Remote Curriculum: Quality and Quantity

Work provided will be high-quality, ambitious, and cover an appropriate range of subjects.

- **Key Stage 3 and 4:** Remote education will be equivalent in length to the core teaching time students would receive in school. It could comprise a mix of recorded lessons, live virtual direct teaching and independent tasks.
- **VI Form (KS5):** Remote education for A-Level and BTEC students will mirror their timetabled hours. Recognising their advanced stage of development, expectations for independent study, wider reading, and research will be higher, utilising digital platforms heavily for assignments and lecture-style delivery. This approach ensures that vital curriculum momentum is maintained and actively prepares students for the independent study expectations of higher education and the workplace, even when direct specialist instruction is temporarily unavailable. Curriculum Leaders are available for support upon request. Longer term absence will be covered by alternative staff.
- **External Providers:** Where appropriate, high-quality lessons developed by external providers (e.g., Oak National Academy) may be utilised to supplement school-led content.

5. Digital Access and Platforms

The school primarily utilises Google Classroom as our digital education platform. To overcome barriers to digital access, the school will:

- Audit access to devices and home connectivity.
- Distribute school-owned laptops/devices accompanied by a user agreement where a need is identified (including access to the 16-19 Bursary Fund for eligible VI students).
- Support families to find internet connectivity solutions.
- Provide high-quality printed resources for students where digital access cannot be safely or reliably resolved.

6. Provision for students with SEND

The school recognises that some students with SEND may require high levels of adult involvement and find remote education challenging.

- Teachers will work collaboratively with families and the SENDCo to put tailored arrangements in place.
- We will use our 'best endeavours' to secure the special educational provision required by a student's needs.
- Where standard remote approaches (e.g., teaching assistant support, highly differentiated resources) are impossible to deliver remotely, the school will consult

with the local authority (for EHCPs) and parents/carers to find alternative ways to meet statutory duties.

7. Assessment, Feedback and Interaction

- Students may have planned opportunities for regular feedback and interaction with teachers and peers during the school day.
- Feedback may take various forms, including automated quizzes, and personalised written or verbal comments on our digital platforms.

8. Safeguarding and Welfare

Keeping children safe online is paramount.

- Daily checks will be conducted to ensure students are safe at home and engaging with their remote education. Any lack of engagement will trigger a pastoral/welfare check.
- The school's Child Protection and Safeguarding Policy explicitly includes online learning protocols, staff codes of conduct for virtual lessons, and safe live-streaming guidelines.
- Parents and carers will be provided with resources to help keep their children safe online.

9. Free School Meals

For students eligible for benefits-related free school meals who are learning remotely, the school will work with catering teams to provide good quality lunch parcels or issue food vouchers, ensuring continued support throughout their absence if required.

10. Suspensions and Exclusions

If a student is sent home due to a disciplinary suspension, work will be set and marked by teachers for the first five school days of the suspension. Remote education will not be used as a primary justification for sending students home for misbehaviour; standard disciplinary and suspension regulations fully apply.

11. Review and Communication

This policy will be kept under regular review by the Medina College IEB and the designated Senior Leader. It will be shared transparently on the school website to provide ongoing clarity to parents, carers, and students about what to expect should remote education be required.