

1. Purpose

This policy outlines how New Horizon Education will provide high-quality, accessible, and inclusive remote learning for pupils who cannot attend school in person due to exceptional circumstances (such as illness, exclusion, transport issues, or emergency closures).

It ensures that all pupils continue to engage in meaningful learning experiences and maintain connection with their school community, even when learning remotely.

2. Scope

This policy applies to:

- All pupils on roll at New Horizon Education.
- All staff involved in planning, delivering, or supporting remote learning.
- All instances where remote learning is required, including:
 - Short-term illness or self-isolation
 - Temporary site closure
 - Transition or reintegration planning
 - Long-term absence due to medical or emotional needs

3. Vision and Values

At New Horizon Education, we recognise that many of our pupils have experienced barriers to education and may find remote learning particularly challenging.

Our remote learning provision is designed to:



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- Promote continuity of learning in a flexible and compassionate way.
- Support emotional wellbeing and engagement, not just academic progress.
- Reduce the risk of disengagement or regression during absence.
- Maintain relationships and a sense of belonging to the school community.

Our approach aligns with our core values of nurture, resilience, and respect.

4. Aims

Through this policy, we aim to ensure that:

- Every pupil can access remote learning appropriate to their needs and abilities.
- Staff are supported and equipped to deliver high-quality remote education.
- Parents and carers are confident in supporting their child at home.
- Systems are in place to safeguard pupils while learning remotely.

5. Roles and Responsibilities

Headteacher and Senior Leadership Team (SLT)

- Oversee the remote learning strategy and ensure its effectiveness.
- Monitor the quality of provision and pupil engagement.
- Ensure safeguarding, data protection, and equality requirements are met.
- Communicate with parents, carers, and external agencies as needed.

Teachers

- Plan and deliver appropriate remote learning tasks aligned with in-school curriculum aims.
- Provide clear instructions, feedback, and encouragement to pupils.

- Differentiate activities to meet individual needs and ensure accessibility.
- Maintain contact with pupils and families through agreed communication channels.

Learning Support and Pastoral Staff

- Provide 1:1 or small-group remote support (academic or emotional).
- Maintain regular wellbeing check-ins with assigned pupils.
- Liaise with the class teacher and DSL regarding any concerns or barriers.

Parents and Carers

- Support their child to access and complete remote learning activities.
- Maintain communication with the school and share any challenges.
- Ensure online safety rules are followed at home.

Pupils

- Engage with remote learning to the best of their ability.
- Follow agreed routines and expectations.
- Communicate with staff respectfully and ask for help when needed.

6. Delivery of Remote Learning

6.1 Platforms and Access

New Horizon Education uses a flexible combination of methods, depending on pupil needs and access to technology. This may include:

- Online platforms such as Microsoft Teams, ClassDojo, or Google Classroom.
- Printed learning packs and resources delivered to the home.

- Live or recorded lessons and video check-ins.
- Phone or video calls for personalised support.
- Project-based or practical learning tasks.

Where pupils have limited access to technology or the internet, the school will provide printed work packs or lend devices (e.g., laptops or tablets) where available.

6.2 Curriculum and Learning Content

Remote learning will mirror the intent of the in-school curriculum and include:

- Core subjects: English, Maths, Reading, and PSHE
- Foundation and enrichment activities: Science, Art, PE, Topic work, etc.
- Therapeutic and wellbeing tasks to support emotional regulation
- Weekly opportunities for creative and experiential learning

Work is planned to be:

- Accessible: adapted to ability and SEMH needs.
- Flexible: allowing for varied home routines and support levels.
- Balanced: incorporating both screen-based and practical learning.

6.3 Feedback and Assessment

- Teachers provide feedback via online platforms, phone calls, or verbal discussion.
- Feedback focuses on effort, engagement, and progress rather than volume of work.
- Staff track participation and adapt plans accordingly.

- Pupils are encouraged to reflect on their learning through discussion or journaling.

7. Supporting Wellbeing

Wellbeing is at the heart of New Horizon Education's remote learning approach.

We ensure that:

- Each pupil has a designated key adult who maintains weekly contact.
- Staff monitor emotional wellbeing as part of remote engagement.
- Remote learning activities include regular wellbeing and mindfulness tasks.
- Additional pastoral or therapeutic support is available through the school's wellbeing team.

8. Safeguarding During Remote Learning

All safeguarding procedures remain in place during periods of remote learning.

- Staff must always follow the Safeguarding and Child Protection Policy.
- Any concerns about pupil safety must be reported immediately to the Designated Safeguarding Lead (DSL).
- Online sessions will follow school guidance for safe communication, including:
 - Use of school-approved platforms only
 - No private messaging or personal contact details shared
 - Professional conduct and environment maintained during video calls

- Where there are concerns about engagement or wellbeing, staff will escalate to the DSL and/or relevant agencies as appropriate.

9. Inclusion and Accessibility

We recognise that pupils at New Horizon Education have diverse needs.

To ensure equity and accessibility:

- Learning will be differentiated for ability, attention span, and emotional readiness.
- Tasks will be designed with flexibility to reduce pressure and anxiety.
- Alternative formats (e.g., visual supports, audio resources, simplified instructions) will be provided where required.
- Pupils with EHCPs or additional needs will receive adapted provision, in consultation with the SENCO and parents/carers.

10. Attendance and Engagement Monitoring

- Staff will monitor pupil participation daily or weekly, depending on the length of absence.
- Non-engagement will be followed up by a phone call or home visit, if appropriate.
- Attendance data for remote learners will be recorded for continuity tracking and safeguarding purposes.

11. Data Protection

All personal data used during remote learning (e.g., contact details, images, recorded lessons) will be handled in line with the Data Protection and GDPR Policy.

Staff must:

- Use only school-approved devices and accounts for remote contact.
- Avoid sharing personal information or storing pupil data on personal devices.

12. Review and Evaluation

The effectiveness of remote learning provision will be reviewed regularly through:

- Staff and pupil feedback
- Monitoring of engagement and outcomes
- Reflection following any period of remote learning

The SLT will evaluate lessons learned and update this policy as needed.

13. Policy Review

- Date of Issue: 19.10.25
- Reviewed by: Senior Leadership Team
- Next Review Due: 19.10.26
- Approved by: Victoria Hallam/ Nottingham City Local Authority

14. Related Policies

This policy should be read alongside:

- Teaching, Learning, and Assessment Policy
- Safeguarding and Child Protection Policy

- Online Safety Policy
- SEND Policy
- Behaviour and Relationships Policy
- Data Protection and GDPR Policy

15. Policy Availability

This policy is available:

- On the New Horizon Education website
- From the school office upon request
- In alternative formats if required