



Cardinal Hume Catholic School



Remote Education Provision: Information for Parents

March 2026



Bishop Wilkinson
Catholic Education Trust

Remote Learning Policy

Definition : Remote Learning

For the purpose of this policy remote learning is defined as any education that is completed away from school.

Aims

This remote learning policy for staff aims to:

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

Use of Remote Learning

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school and for this reason, will only be used in exceptional circumstances when the alternative would, on rare occasions, mean no education at all for a pupil.

Pupils receiving remote education will be marked with the appropriate absence code.

We will consider providing remote education to pupils in circumstances when in-person attendance is not possible. These occasions may include:

- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
 - They have an infectious illness
 - They are preparing for or recovering from some types of operation
 - They are recovering from injury and attendance in school may inhibit such recovery
 - In exceptional cases, when their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

When a child cannot attend school but is well enough to learn, we will always seek to overcome the barriers to attendance and provide support for the pupil to attend before offering remote education. Remote education will only be considered as a last resort and a short-term solution as part of a plan to reintegrate back to school. Children whose attendance is likely to be impacted long-term may need additional support to bring the absence to an end as soon as possible. We will work with parents/carers, the Local Authority and if appropriate relevant medical professionals.

The school will consider providing pupils with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
- Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school

- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

Roles and responsibilities

When providing remote learning, the school will:

- Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners
- Make reasonable adjustments for pupils with SEND to access remote education based on the individual needs of the child, and where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely.
- Liaise with other professionals involved.
- Follow school procedures in relation to any concerns around behaviour/safeguarding.

Decisions on whether a remote provision is appropriate will be made by a senior leader in conjunction with the welfare team. Once the decision has been made to offer an agreed period of remote education then the student's Head of House, the DSL or DDSL, and Year Progress Lead will be informed, and the Year Progress Lead will be asked to co-ordinate the provision and liaise with relevant staff.

The nature of the remote education will be bespoke to the individual's needs and could be made up of a combination of the following:

- A series of paper resources with tasks to be completed.
- Recorded lessons that the school has access to.
- Electronic resources placed on the class 'team'. All students at Cardinal Hume have access to a microsoft365 account.
- Appropriate homework tasks, assessments, and revision resources.

Heads of Department and class teachers, whomever is most relevant, would be expected to work alongside the Year Progress Lead to assemble the most appropriate set of resources.

Students working with the Home and Hospital Tuition Service

For those students who have been deemed medically unfit to attend school and have been allocated an LA tutor/tuition provider, school will ensure the following steps are in place:

- Necessary safeguarding processes are immediately put in place. This includes a visit to the provider to work through a series of safeguarding checks.
- Ensure the LA have carried out the necessary safeguarding checks for all tutors/providers.
- Share IEP/EHCP (if appropriate).
- Track the weekly attendance.
- Home visits/site visits carried out by a member of the Welfare Team.
- Ensuring the tutors are given the academic support they require in terms of schemes of work and lesson resources, if requested.

- Providing assessments for students at the appropriate points in the school year. These can be sent back to the school for marking and grading so progress can be checked.
- Regular review meetings with the families of the students, with the tutor invited, so any barriers to success can be identified and removed.
- If school are dissatisfied with the provision the LA provide, school will raise concerns.

Students accessing Alternative Provision

If a student reaches a point where they are unable to access mainstream education, it may be deemed that they need to access an alternative provision, in order to help them reach their potential, or as a step towards eventual re-integration back into school.

For any student who does require an alternative provision a robust framework is in place to ensure the quality of education and the safety of students. A Quality Assurance checklist will need to be in place prior to the start date. Regular visits will be carried out to the AP setting and to family homes. There will be a formal review every half-term with the AP provider, pupil, parent/carer, and where appropriate, external agencies/professionals.

AP providers will have to contact school every day a pupil is absent and provide school with weekly attendance and progress reports and report any safeguarding concerns to the DSL/DDSL. School will provide AP providers with advice/guidance and materials/resources.

Each week students will be invited to attend a virtual student outreach session to ensure they understand they are still part of our school community.

Additionality to the curriculum

In order to support students as fully as possible with their academic outcomes there will be times when revision sessions are delivered remotely. The following can all be part of the regular provision for students:

- Online masterclasses. These online events will often see a whole year group invited to attend an online lecture, where key content can be revised. These can be any time between 4pm and 7pm.
- Small group tuition sessions with a tutor, who has been employed by the school.
- Recorded lessons which students can access at home to supplement their learning.

All such online events are subject to strict online protocols. For example, in masterclasses students do not have any camera, microphone or chat access. In tuition sessions there are a number of criteria in place which parents and students are made fully aware of before the first session. All tuition sessions must take place in a public area of the house with a parent/carer present.

Free school meals

Where pupils who are eligible for free school meals are receiving remote education, we will work with the parents/carer and the school catering team to provide good quality lunch parcels or issue a food voucher if available. This will make sure that eligible pupils continue to be supported for the period they are unable to attend school.

Students using school devices

If a student is given a school device to use at home there is an Acceptable use policy and the device would be subject to the school's filtering and monitoring processes.

Extreme circumstances

In the event of a school closure due to extreme weather, a safety issue with building or a pandemic there would be the implementation of a substantially different set of procedures for remote education. Students would follow their timetable from home completing a combination of recorded and live lessons, with staff at the school adapting to short-term and long-term scenarios.



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Proud to be part of Bishop Wilkinson Catholic Education Trust



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