Yesoiday HaTorah Girls Academy
Remote Education Policy

Last update November 2026
Next review November 2027

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education 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, such as 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.

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.

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.

Working with the local authority

If your child, of compulsory school age, is too ill to attend school, the Local Authority must arrange suitable full time education (or as much education as the child's health allows). The Local Authority should attempt to arrange this as soon as it is clear that the child will be away from school for more than 15 school days (consecutively or cumulatively), although there is no statutory timeframe. For long term medical conditions, education can be provided at home or at hospital.

The remote curriculum: what is taught to pupils at home.

A pupil's first day or two of being educated remotely might look different from ourstandard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Pupils received contingency work at the beginning of the term and login details for joining remote lessons. This enables an immediate transition from onsite learning to remote learning and allows lessons to continue while bespoke, up-to-date work packs are prepared.

Following the first few days of remote education, will my child betaught broadly the same curriculum as they would if they were in school?

- Within 2-3 working days, work packs will be prepared, printed, and collated foreach student.
- This enables the vast majority of pupils who do not have ready access to the internet or sufficient devices at home to receive full resources and materials in printed form. The work packs contain full copies of any relevant power points or source material and work for pupils to complete during lesson and as homework/ home study.
- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, P.E. and Art & Design often requires specialist equipment. In these instance alternative provision will be made.
- The work packs will be returned and refreshed on two-weekly cycle. This will allow students to receive resources for the subsequent two weeks and send back completed work for marking.

Remote teaching and study time each day

How long can I expect work set by the school to take my child eachday?

We expect that remote education (including remote teaching and independentwork) will take pupils broadly the following number of hours each day:

Primary school-aged pupils	2-3 hours

Accessing remote education

How will my child access any online remote education you are providing?

All remote education will be accessed via Zoom. As most pupils do not have internet enabled devices or internet connection at home, they will be able to access the lesson via a dial in number, using lesson codes and PINs provided by school.

If my child does not have digital or online access at home, how willyou support them to access remote education?

We recognise that most pupils in our school do not have suitable online access athome. We take the following approaches to support those pupils to access remote education:

- Lessons take place via Zoom, with pupils able to dial in by telephone. This means that internet access and digital devices are not required to be able to access the lessons.
- Hard copies of all printed materials are produced and collated in school, so that pupils who do not have online access can collect hard copies in advance and return hard copies of their completed work.
- Students have been offered laptops, but there was negligible take up, apparently due to parents' religious beliefs.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

Some examples of remote teaching approaches:

- live teaching (online/telephone lessons)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- computer based resources, such as White Rose maths
- teachers will refer parents to online resources, which parents can download and/or print for their child
- long-term project work
- regular calls from form tutors to ensure that pupils are accessing learning, have all the resources required and are receiving any necessary additional support from subject teachers

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- Please explain to your child the importance of working during lockdown, including the value 'of keeping their hand in' and not losing ground.
- Encourage your child to let you know if he/she feels they need any additional support. Offer to email school info@yhmat.org.uk) or to be in touch with any teachers that may be able to help. Reassure your child that school expects parents to be in touch to request this support.
- Please help your child set routines that support his/her learning. As much as is practicable, please help ensure that he/she has a quiet space to join his/her lessons and to do any home study

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

In this section, please set out briefly:

- Teachers will aim to take register of all remote lessons and form tutors will follow up weekly with phone calls.
- Where engagement is a concern, teachers and/or senior leaders will contact parents and carers by phone to discuss a plan to engage their child in learning. School expects full support from parents when a concern has been raised.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

Feedback will be given in a variety of ways. This will include:

- In real time when appropriate. In some instances, it will be through written comments on the work itself or through a phone call.
- Homework will be returned on a two weekly cycle and will be marked within 7days. Subject teachers will follow up on missed homework.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

In this section, please set out briefly:

- 1-1 remote lessons and/or pre-learning for pupils with additional learning needs
- Regular telephone and/or email contact to support parents in monitoring and supporting their child's learning.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Where a child is self-isolating and the class is being taught in school, provision will follow the same structure as the remote provision for lockdown:

- Pupils will follow a full timetable of lessons
- Work will be sent home by email, with an option to pick up a printed pack from school
- Pupils will receive in advance dial in codes for every classroom, to enable an instant transition to remote learning.
- Completed work can be submitted either on return to school or emailed into school during the period of isolation.
- Teachers are given daily lists of pupils who are isolating and are in regular contact to check that they are able to engage with the learning.