

## Remote Education Policy

Definitions: When we use the term Preparatoria we mean, The Preparatoria School, sister school and nurseries. When we use the term children we mean, babies, toddlers, children, and pupils.

When we use the term staff, we mean, teachers, leaders, Head of Schools, practitioners, apprentices, ancillary staff, and volunteers.

Remote education may be needed in the event that the school is forced to close in the face of a pandemic or other legal or enforced shutdown.

To support staff responsible for the curriculum and its delivery in schools we follow all guidance from the DfE which offers suggestions to help schools meet the expectations for remote education. Although guidance may not always apply to Independent Schools other than for those pupils who are fully funded by the state, we want to ensure that we are always prepared and ready, should the need arise, to provide remote education to our children.

We understand that remote education can make a significant contribution to enabling children to continue to learn and progress thus mitigating any widening of the attainment gap for the disadvantaged.

Where a class, group or small number of pupils need to self-isolate, or there are local restrictions requiring pupils to remain at home, we want to be prepared for immediate remote education. We understand that remote education cannot replicate the experience of the live classroom, however good remote education should recreate at least some aspects of this to engage children, provide continuity of learning and aid attainment. Each teacher will need to ensure that they know their children and families well, understand the barriers to accessing remote education and are prepared to support families creatively and individually if appropriate.

Continuing to teach all or most of the normal planned curriculum in the remote environment is important. Subjects where this is more challenging are those that would normally include significant elements of practical work in the live classroom, in these circumstances we will try to signpost families to video demonstrations or online sites which can substitute well for practical work, particularly if accompanied by teacher explanation, commentary and a text book or electronic resource.

Whilst it may be necessary to operate more flexibly it is our aim to provide a high-quality remote education for each child on each day, they should have attended school, as far as is practicable.