

THE HAYLING COLLEGE

Remote Education Provision Statement

Academic Year 2026-2027

Our approach to remote education

At The Hayling College, our priority is for all pupils to attend school and benefit from face-to-face teaching, relationships with staff and peers, and the wider opportunities available through school life.

Remote education is not intended to replace attendance at school. In line with Department for Education guidance, it will only be considered as a last resort where attendance is not possible, or would be contrary to government guidance, but a pupil is well enough and able to continue their education.

Where remote education is required, we aim to provide a high-quality, meaningful and purposeful programme of learning that enables pupils to remain connected to the curriculum they would ordinarily be studying in school.

Our remote education provision reflects our wider curriculum ambition for pupils to become Happy, Healthy and High Performing and to continue to make progress towards their potential.

When might remote education be provided?

Remote education may be considered when it is not possible for a pupil, group of pupils or the school as a whole to access normal face-to-face education.

- Occasions when the school site, or part of it, cannot safely open.
- Circumstances where access to the school is temporarily restricted.
- Limited individual circumstances where, following appropriate discussion with the College, a pupil cannot attend school but is well enough to continue learning.
- Other exceptional circumstances where remote education is considered appropriate.

Remote education will not normally be provided simply as an alternative to attending school. Decisions relating to individual pupils will take account of their circumstances, educational needs, the expected duration of absence and relevant guidance. Where appropriate, remote education for an individual pupil will form part of a plan to support a return to in-person education.

What will pupils learn?

Our intention is that remote education follows, as closely as reasonably possible, the curriculum pupils would be studying if they were attending school.

Teachers will use appropriate resources and activities that:

- build on pupils' existing knowledge;
- follow the planned curriculum and learning journey;
- allow pupils to practise and apply important knowledge and skills;

- provide appropriate challenge;
- support pupils in working independently; and
- enable teachers to assess understanding and provide appropriate feedback.

The precise approach may vary between subjects because different curriculum areas require different types of learning. Where appropriate, teachers may adapt activities to make them suitable for remote study rather than attempting to replicate every aspect of a classroom lesson online.

Our digital learning platform

Google Classroom is the College's central platform for organising and communicating online and remote learning.

Pupils should use Google Classroom as their first point of access. Teachers may provide instructions and resources directly through Google Classroom or use it to direct pupils to another approved learning platform or resource.

Pupils should use their College Google account to access learning and should contact their tutor or class teacher if they experience difficulties accessing their account.

Digital resources and learning platforms

Sparx

Sparx provides an important part of our provision in the core curriculum. Pupils use Sparx Maths to practise and consolidate mathematical knowledge and skills, Sparx Science to support learning and retrieval across the science curriculum, and Sparx Reader to develop reading fluency, comprehension and engagement with reading.

Where appropriate, teachers may use Sparx activities as part of a pupil's remote education programme.

GCSEPod

During 2026-2027, The Hayling College is introducing GCSEPod for all pupils across all subject areas.

GCSEPod provides short, focused curriculum resources that can be used to introduce, revisit and consolidate learning. Teachers may direct pupils to particular GCSEPod resources as part of remote education, independent study, retrieval practice and revision.

Its whole-school availability will help us provide pupils with a consistent additional resource across the curriculum when learning away from the classroom.

Oak National Academy

Teachers may also use or signpost resources from Oak National Academy where these appropriately complement The Hayling College curriculum. Oak provides high-quality curriculum resources, including lesson materials and video content, across a wide range of secondary subjects.

Teachers will select Oak resources carefully so that they support the knowledge and content pupils are studying at The Hayling College rather than simply providing pupils with unrelated online activities.

Other subject-specific resources

Other established platforms may continue to be used where they support the curriculum effectively. For example, Modern Foreign Languages pupils may be directed to Languagenut, alongside other subject-specific resources selected by teachers.

How much work will pupils receive?

Where a pupil is accessing remote education for a sustained period, we will aim to provide learning that is broadly equivalent in length to the core teaching pupils would normally receive in school, where possible, while recognising that learning independently at home is different from learning in a classroom.

The amount and nature of work provided will take account of:

- the pupil's age and year group;
- the expected duration of the absence;
- the pupil's ability to work independently;
- SEND or other additional needs;
- the pupil's home circumstances;
- access to appropriate technology and resources; and
- the need for appropriate breaks from screen-based activity.

For shorter periods of absence, provision will be proportionate to the circumstances and the anticipated length of time away from school.

Teaching and learning remotely

Remote education may include a combination of:

- work and resources provided through Google Classroom;
- Sparx Maths, Sparx Science and Sparx Reader;
- GCSEPod;
- Oak National Academy lessons and resources;
- Languagenut and other approved subject-specific platforms;
- teacher-produced presentations, explanations and resources;
- reading materials;
- examination questions and revision activities;
- retrieval and knowledge-practice activities;
- independent written work; and
- other curriculum resources selected by subject teachers.

Remote education does not necessarily mean that every lesson will be delivered as a live online lesson. Teachers will select the method they consider most appropriate to the curriculum, the pupil and the circumstances.

Engagement and expectations

Pupils receiving remote education are expected to engage with the learning provided and complete work to the best of their ability.

Pupils should:

- access Google Classroom and other directed platforms regularly;
- complete work within the timescales provided;
- follow teachers' instructions;
- complete work with the same care and effort expected in school;
- communicate with their teacher if they do not understand a task or cannot complete it; and
- use College systems and online resources responsibly.

Parents and carers can support remote education by encouraging appropriate routines, providing a suitable space for study where possible and contacting the College where there are difficulties that may prevent their child from engaging.

Feedback and assessment

Teachers will use appropriate approaches to check pupils' understanding and progress. Depending upon the subject and activity, this may include:

- automatically marked activities and quizzes;
- information provided to teachers through platforms such as Sparx;
- GCSEPod activities and assessments;
- Google Classroom submissions;
- written work;
- questioning and retrieval activities;
- self-assessment;
- whole-class feedback; and
- individual teacher feedback where appropriate.

Information from remote learning may also help teachers identify misconceptions or areas requiring further teaching when a pupil returns to the classroom.

Supporting pupils with SEND and additional needs

We recognise that some pupils with special educational needs and disabilities may experience additional barriers when learning remotely. Where appropriate, teachers will adapt remote education to reflect pupils' individual needs.

- adapting the amount or format of work;
- providing additional explanation or scaffolding;
- selecting appropriate digital resources;
- providing alternative or printed materials;
- taking account of individual support plans; and
- providing additional communication or support where this is appropriate and practicable.

The College will work with pupils, parents and carers to identify reasonable approaches that enable pupils to continue their education and will continue to meet its duties towards pupils with SEND.

Access to technology

A lack of appropriate technology should not prevent a pupil from accessing their education.

Parents and carers should contact the College if their child is unable to access remote education because they do not have suitable technology, internet access or another essential resource.

Depending upon individual circumstances and available resources, the College will consider appropriate support. This could include providing or loaning equipment or resources, supporting access to technology, or providing printed materials.

We encourage families to tell us about difficulties as early as possible so that we can work together to find an appropriate solution.

Printed resources

We recognise that digital learning will not always be the most appropriate approach and that some families may experience difficulties accessing online provision. Printed copies of learning materials can be provided where appropriate.

Parents and carers who require printed materials should contact their child's tutor or the College.

Safeguarding and online safety

The safety and wellbeing of pupils remains paramount when education is provided remotely. All pupils and staff must continue to follow the College's safeguarding, behaviour, acceptable-use and online-safety expectations when using digital platforms.

Pupils should use their College accounts and approved platforms for school-related learning and communication. Any safeguarding concerns should be reported to the College through the usual safeguarding procedures.

Supporting wellbeing

Periods away from school can affect pupils in different ways. We recognise that successful remote education involves more than simply providing work. Staff will consider pupils' wellbeing, individual circumstances and ability to engage when determining appropriate provision.

Where there are concerns about a pupil's engagement, wellbeing or ability to access their education, the College will seek to work with the pupil and their family to understand and address the barriers involved.

Returning to school

Where a pupil has received remote education for a sustained period, teachers will support their transition back into classroom learning. This may include identifying:

- learning successfully completed remotely;
- areas requiring consolidation;
- misconceptions or gaps in knowledge; and
- any additional academic or pastoral support required.

Our aim is to ensure that pupils can return to their normal curriculum as smoothly as possible.

Monitoring our remote education provision

The College will keep its remote education provision under review to ensure that it remains appropriate, accessible and aligned with our curriculum.

We will consider developments in technology, our experience of the platforms we use, feedback from pupils and families, and relevant Department for Education guidance when reviewing our approach.

Further information and support

Parents and carers who have questions about remote education, or whose child is experiencing difficulties accessing their learning, should contact their child's tutor or class teacher in the first instance.

General enquiries can also be made to:

The Hayling College

Church Road
Hayling Island
Hampshire
PO11 0NU

Telephone: 023 9246 6241

Email: admin@hayling.hants.sch.uk

Reference and review

This statement has been refreshed for the 2026-2027 academic year with reference to the Department for Education's current non-statutory guidance, 'Providing remote education: guidance for schools' (last updated 19 August 2024), and relevant safeguarding guidance.

Review date: September 2027