Lord's Independent School

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Remote Education Provision: Information for Parents

Field	Detail
Policy owner	Headteacher
Date adopted	02/09/2026
Next review date	02/09/2027
Reviewed by	Proprietor
Regulatory framework	ISS 2014; DfE Guidance on Remote Education; Equality Act 2010
Review schedule	Annual

1. Introduction

This document explains what parents and pupils can expect from Lord's School if remote education is required, whether because an individual pupil is unable to attend school or because a wider disruption prevents cohorts of pupils from being present in school. The school is committed to ensuring that the quality of education provided remotely is as close as possible to the quality of in-person teaching.

2. Definitions

The following terms are used in this document:

- Remote learning: a broad term for any learning that takes place outside the physical classroom, whether at home or elsewhere, with the teacher not co-located with the pupils
- Online/digital remote education: remote learning delivered through digital technologies, including video lessons, online platforms and digital resources
- Blended learning: a combination of in-person and remote methods; for example, a 'flipped classroom' model in which content is delivered remotely while practice and discussion take place in school
- Synchronous education: live, real-time teaching in which the teacher and pupils interact at the same time
- Asynchronous education: pre-recorded or self-paced material prepared by the teacher and accessed by the pupil independently at a time of their choosing

3. When Remote Education Is Provided

3.1 Individual Pupil Absence

Where an individual pupil is unable to attend school due to illness, medical treatment or other approved circumstances, and the absence is likely to be sustained, the school will make reasonable efforts to provide remote education to support the pupil's continuing progress. Parents should contact the school's attendance officer in the first instance. The school will agree an appropriate remote education arrangement with the family depending on the pupil's circumstances and the likely duration of the absence.

3.2 Wider Disruption to In-Person Education

In the event of a wider disruption to in-person education — for example, as a result of severe weather, public health guidance, or damage to the school building — Lord's School will transition to remote education as quickly as possible. Parents will be notified immediately via the school's usual communication channels, including the school website, email and text message.

4. What Remote Education Looks Like at Lord's School

4.1 The Remote Curriculum

The school teaches the same curriculum remotely as it does in person. There may be some adaptation in the format of delivery to suit the remote context, but the content, standards and expectations remain the same. All subjects will be covered in a remote setting, including practical subjects, although the mode of delivery may need to be adjusted where physical resources are not available at home.

4.2 Live Lessons and Structured Timetabling

Where remote education is required for more than a brief period, the school will provide a structured daily timetable that mirrors the normal school day as closely as practicable. The timetable will include a combination of live (synchronous) lessons conducted via the school's agreed video platform and independent (asynchronous) tasks set through the school's online learning platform.

Live lessons allow teachers and pupils to interact in real time. They are timetabled at set times to provide routine and structure and to ensure that pupils are engaged and accounted for. Parents will be notified of the timetable at the earliest opportunity.

4.3 Independent Tasks and Resources

Alongside live lessons, pupils will be set independent tasks, including reading, written work, research and revision activities, to be completed outside live session times. These tasks will be uploaded to the school's online learning platform and will be accompanied by clear instructions and any necessary resources.

4.4 The First Day or Two

The school recognises that it may not be possible to deliver a full remote timetable from the very first day of a disruption. During the initial period, teachers will set work and resources to bridge any gap, ensuring pupils are engaged and making progress while the full remote provision is established. Parents will be informed of what to expect during this initial period.

5. Platforms and Technology

The school's primary platform for remote teaching is Google Classroom. All pupils have individual login credentials for Google Classroom, which are shared securely with families before the start of the academic year. Live lessons are conducted via Google Meet. All platforms used by the school comply with relevant data protection legislation and the school's E-Safety Policy.

Parents who are unsure how to access the school's online platforms should contact the school office for guidance.

6. Devices and Connectivity

6.1 School Devices

The school has a limited stock of loaned devices available for pupils who do not have access to a suitable device at home. Parents who believe their child may not have access to appropriate technology should contact the school as soon as possible so that arrangements can be made.

6.2 Connectivity Issues

Where a pupil has difficulty accessing the internet at home, the school will work with the family to find a practical solution, which may include providing printed resources alongside digital ones. The school recognises that equitable access to education during periods of remote learning is an important safeguarding consideration.

7. Attendance, Engagement and Safeguarding

7.1 Attendance

Attendance at live lessons and completion of set work during a period of remote education is expected and will be monitored by the school. Any pupil who does not engage with remote education will be contacted by their form tutor or year group lead. Persistent non-engagement will be treated in the same way as a physical absence and will be escalated as appropriate.

7.2 Safeguarding

The school's safeguarding responsibilities continue during periods of remote education. Staff should be alert to signs of concern during video lessons and should report any safeguarding concerns to the Designated Safeguarding Lead (DSL) in the usual way. Any member of staff who has a welfare concern about a pupil during a period of remote education should not wait until pupils return to school before raising it.

7.3 Online Safety

The same expectations regarding online conduct that apply in school also apply during remote learning sessions. Pupils must behave appropriately during live lessons, including not sharing, recording or distributing video or audio from lessons. The school's E-Safety Policy and the Acceptable Use Agreement apply in full to all remote education activities.

8. Communication with Parents

The school will communicate regularly with parents during any period of remote education. Updates will be sent via the school's standard communication channels. Parents who have concerns about their child's access, engagement or wellbeing during a period of remote education should contact the school office, who will direct the enquiry to the appropriate person.

9. Feedback and Assessment During Remote Learning

Teachers will continue to provide feedback on pupils' work during periods of remote education, using the school's online platform and, where appropriate, video or audio feedback. Assessments due during a period of remote learning will be adapted where necessary and rescheduled where a return to in-person education is anticipated. The school will keep parents informed of any changes to the assessment or reporting schedule.

10. Policy Review

This document will be reviewed annually to ensure it reflects current technology, best practice in remote education provision, and any changes to DfE guidance or the Independent School Standards.