**St Michaels Catholic College Remote Learning provision**

**Learning Provision for sickness absence.**

This is coordinated by the attendance officer(s) with monitoring and oversight by the member of SLT with responsibility for attendance.

**Individual Absence Protocols**

This category applies on a case-by-case basis when an individual student is well enough to learn but temporarily unable to attend physically (e.g., medical recovery, injury, or approved SEND/mental health reintegration).

| Stage | Operational Action | Key Stakeholders |
|---|---|---|
| **1. Agreement & Safeguarding** | Confirm student is well enough to learn. Secure mutual agreement and involve the Local Authority (LA) if the student has an EHC plan or social worker. | Attendance officer, SLT - ADA, LA |
| **2. Reintegration Planning** | Set time limits and review dates. Formulate remote provision as a temporary stepping stone to full return, ensuring statutory SEND duties are fulfilled. | Attendance officer, Leaders of Learning, SENCO, HODS maths and English, Parents/Carers |
| **3. Section 19 Duty** | Track cumulative/consecutive absence. Coordinate with the LA if absence reaches or will reach 15 school days under Section 19 duty. | Attendance Officer, LA, Healthcare Professionals |
| **4. Delivery & Welfare** | Mark as absent on register. Maintain daily contact for academic feedback, peer connection, and welfare/safeguarding checks. Issue FSM support if eligible. | Form Tutors,<br>Attendance officers, |
| **5. Plan Review & Return** | Evaluate provision efficacy at agreed review intervals. Transition student back to full-time classroom attendance with necessary accommodations. | Attendance Officers through check-in calls/ home visits. Leaders of Learning, SENCO, Parents/Carers, Student |

**DCA to confirm likely length of absence** – **over 15 days**, DCA to liaise with LA under section 19 duty.

2. **Under 15 days and over 5 days:**

DCA to inform LOL of absence, DCA to inform SLT with responsibility for attendance. If the student has an EHCP / is on SEN register, DCA to inform ERO.

**Work to be set:**

**KS3**

Maths – Sparx – LOL to liaise with SHA/ QNG as appropriate.

English: Students to be provided with a reading book, appropriate to age and ability – LOL to liaise with SEL. Students to be set to write a review of the text.

**KS4:**

LOL to liaise with HODS English, maths, science RE for either paper work that can be sent home or appropriate resources to watch using Oak Academy.

**LOLS to ask parents to collect the work – within two days of the confirmation of the students' absence.**

**Monitoring:** DCA though check-in call/ home visits. DCA to feedback to SLT with responsibility for attendance.

**Under 5 Days:** students may be able to continue with homework set on google classroom and should be supported to catch up on work missed on their return. LOL and Form Tutor check up on students.

**In the case of a national/ mandated closure of schools for an extended period of longer than two days the following protocols will be reverted to:**

**Protocols**

**1. Where individual students need to be absent from college for 14 days due to quarantine:**

All departments need to devise 2 weeks worth of work and resources that complement or reinforce the curriculum plan in that subject for each half term for each year group. (This can be created on a rolling basis).

At Key stage 3 for core subjects this would be 6 lessons, for Ebacc 4 lessons and for Foundation subjects, 2 lessons. 50% of these lessons in each subject should be interactive in some way, for example narrated power points. Work will be set using google classroom by the individual subject teachers of those students and should be marked by them so that

students receive feedback once a week as a minimum. Staff will be notified by Leaders of Learning when students have been told to quarantine. Remote registration will be undertaken by Leaders of Learning.

**2. Full year group(s) in quarantine for 14 days**

Subject lessons will be set as timetabled and will follow the curriculum and scheme of work for that period according to department curriculum maps. Live lessons should be delivered using google meet, along with narrated power points and other interactive activities. Low stakes testing to be used at the end of each week to inform next steps in learning and any follow up action needed. Lesson one on return to college will be a feedback lesson.

Non completion of work by students during this time will result in Saturday detention on return, along with nightly centralised year group detentions.

Form tutors will carry out remote registration with students at AM registration – non engagement will be followed up by DCA as per college absence policy.

**2. College closure due to lock down**

All subject teachers set work as per the number of timetabled lessons in a week and will follow the curriculum and scheme of work for that period according to department curriculum maps. Feedback takes place for each subject weekly and low stakes testing takes place fortnightly (weekly for year 11and 13) to ensure that students have engaged with the learning and to address gaps.

**Key stage 3:**

Core subjects: 2 'live' lessons using Google Meet/ week

Ebacc subjects: 1 ' live' lesson using Google Meet / week

Foundation subjects: 1 live lesson / fortnight using Google Meet

**Key stage 4 and 5:** a minimum of 50% of lessons for each subject during the week should allow interaction between staff and students using google meet. Remote registers will be taken by form tutors at AM registration – non engagement will be followed up by DCA as per college absence policy.

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**Monitoring:** at both levels 2 and 3 monitoring of work set will be undertaken by HODs and department post holders. Systems for this will be shared at middle leaders to ensure that the workload is manageable