



community school
and sixth form

REMOTE EDUCATION POLICY

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Signed by Chair of Committee:	

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1. Aims

This purpose of this policy is to:

- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection and online safeguarding

This in accordance with the [Department for Education's non-statutory guidance for schools on providing remote education \(January 2023\)](#).

In line with our school ethos of 'Community and Opportunity' our aims in providing remote education are to:

- Ensure continuity of learning during periods of disruption, such as school closures, lockdowns, or individual student isolation
- Maintain a consistent approach to teaching and learning for all students

- Support student wellbeing and engagement while learning from home

2. The use of remote learning

All students should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance to school. This is because attendance is essential for students to get the most out of their school experience, including for their attainment, wellbeing and wider life chances. Every effort will be made to ensure students can be taught in person and remote education is only ever considered as a last resort; where a decision has already been made that attendance at school is not possible, but students are able to continue learning. Students receiving remote education will be marked absent in line with the student Registration Regulations (with the most relevant code as listed in appendix 1 of the attendance policy).

We will consider providing remote education in circumstances when in-person attendance is either not possible or contrary to government guidance. Examples of when the school site may need to close include (but are not limited to):

- Response to an emergency situation
- Electricity, heating or water failure
- Extreme weather
- Infectious disease

Where possible, the school will advise parents and carers ahead of time when there is a closure or where there is a likelihood of school closure. We will communicate updates to parents and carers via Bromcom, our website and social media platforms. If only a partial closure is required, we would review each scenario on a case by case basis and the school could be closed to selected year groups only. In the event of any closure, we would always prioritise in-school provision for vulnerable students, when safe to do so.

Remote learning may also apply on the very rare occasions to individual students, for a limited duration, when they are unable to physically attend school but are able to continue learning. For example because:

- They have an infectious illness
- They are preparing for or recovering from some types of operation
- They are recovering from injury and attendance in school may inhibit such recovery
- Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing students with individual remote education on a case-by-case basis. This should be part of a plan to reintegrate back into school, and only when it is judged that providing remote education would not adversely affect the student's return. Provision of individual remote education should be a short-term solution allowing absent students to keep on track with their education and stay connected to their teachers and peers. Students with long-term medical conditions or any other physical or mental health needs affecting attendance may require additional support to continue their education.

Under section 19 of the Education Act 1996 (s.19 duty) local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health or other reasons, would otherwise not receive a suitable education. [Statutory guidance](#) sets out that local authorities should provide education as soon as it is clear that the child will be away from school for 15 school days or more during the school year, whether consecutive or cumulative. While the s.19 duty sits with the local authority, schools should work closely with them and any relevant medical professionals to ensure that children with health needs are fully supported at school, including putting in place individual healthcare (IHC) plans if appropriate. This may involve, for example, programmes of study that rely on a flexible approach which include agreed periods of remote education.

In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents and carers, students, and a relevant medical professional
- If the student has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
- Set a time limit with an aim that the student returns to in-person education with appropriate support
- Put formal arrangements in place to regularly review the provision and identify how to reintegrate the student back into school as soon as possible
- Identify what other support and adaptations can be put in place to help reintegrate the student back into school at the earliest opportunity

There is no obligation for the school to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take students on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to keep their child away from school - for example 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

Remote education will not be used as a justification for sending students home due to their conduct. This would count as a suspension and be covered under the Behaviour for Learning Policy.

Where remote learning takes place under the alternative provision of Blended Learning, this policy does not apply and will, instead, be monitored under the alternative provision policy and procedures.

3. Roles and responsibilities

3.1 Senior Leadership Team

The SLT lead for Teaching & Learning is responsible for formulating and overseeing The Weald School's Remote Learning Policy. Any questions about the operation of this policy or any concerns about the viability of any part of the policy should be addressed to office@theweald.org.uk in the first instance and it will be redirected to the relevant member of staff.

- The SLT lead for Curriculum will communicate with parents/carers and students about remote education (as above).
- The SLT lead for Teaching & Learning will coordinate the remote learning approach across the school and monitor its efficacy.
- The SLT lead for CPD will continue to use the school's digital platforms to provide remote CPD to ensure that staff continue to be trained and are confident in their use.

- The SLT lead for the Pupil Premium Strategy should continue to overcome barriers to digital access where possible for Pupil Premium students through the Chromebook loan scheme and, additionally, liaising with the Network team to secure appropriate internet connectivity solutions, where possible. They will work with the Finance and Catering teams to ensure students eligible for benefits-related free school meals (FSM) are provided with lunch parcels or food vouchers for the period they are unable to attend school.
- The SLT leads for Curriculum and Attendance will use systems for checking whether students learning remotely are engaging in its use, and work with parents and carers rapidly, to identify effective solutions where there is a concern.
- Ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons
- The SLT line manager of the Network Team will work with them to monitor the security of remote learning systems, including data protection and safeguarding considerations, alongside the DSL (see below).

3.2 Designated safeguarding lead (DSL)

The school follows the [DfE guidance on Safeguarding and Remote Education guidance](#) which supports keeping children and teachers safe during periods of remote education. All school staff will continue to act immediately (following the school's Safeguarding and Child Protection Policy and the processes set out in part 1 of Guidance on Keeping Children Safe in Education) if they have any concerns about a student's welfare, whether they are physically in school or learning from home.

Students currently open to social care (CP, CIN, EHP), those currently being assessed and other students considered vulnerable will be allocated an additional member of staff (e.g. Head of House, Form Tutor Learning Mentor, Medical Welfare Officer, Attendance Officer or SENDCO) to monitor and support their mental health and well-being. All students within this group will be encouraged to attend school and in the incident of ongoing partial closure we would prioritise the attendance of those with a named social worker, information will be shared on uptake of this facility.

The DSL is responsible for:

- Delegating the continued contact with and care for the most vulnerable students (e.g. to a Head of House or other relevant pastoral support staff) and monitoring that this takes place
- Overseeing the upkeep/updating of accurate records of the most vulnerable students
- Reviewing and updating any required addenda to the Safeguarding and Child Protection Policy, as required by remote learning or school closure
- Ensuring all staff are aware of and have access to the DSL or the Deputy DSLs at all times
- Ensuring students, parents and carers are aware of how and whom they should contact if they have a safeguarding concern

3.3 Heads of Year

Assuming an absence has been agreed with the school, the school will provide work for students who are unable to attend in person. Where this occurs for an individual student, the collation of work and communication with parents and carers will be coordinated by the student's Head of Year. Work will only be provided to students in this way if there is a pre-agreed absence lasting more than three working days.

We recognise that some students may not have suitable online access at home. Heads of Year will liaise with parents and carers to support with overcoming any barriers to learning at home. This may include a loan of a Chromebook, which will be managed on a case by case basis, with disadvantaged students being prioritised. Heads of Year will endeavour to collate and make hard copies of any work available, when digital access is not possible.

If there are any issues with the compilation or completion of work, the Head of Year should liaise with the relevant Subject Leader or teacher in the first instance. Though every case will differ, a guideline for the frequency of communication between the school and parent and carers is once per week. Where engagement in remote learning across a number of subjects is a concern, the Head of Year will communicate with parents and carers, with the aim that barriers can be identified, and plans put in place to overcome them. At times, Heads of Year may delegate communication with students, parents and carers to Form Tutors, Learning Mentors or Heads of House.

3.4 SENDCO and the Inclusion Team

We recognise that some students, for example some students 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 students in the following ways:

- The Inclusion team (or others directed by them) will make contact with students with SEND during any prolonged school closure or absence from school
- Reasonable adjustments will be made in respect of what each student can realistically achieve in the allotted time during the day and be reviewed by the Inclusion team who will communicate this with Heads of Year and teachers

It may be challenging or impossible for the school to deliver remotely the kind of approach that it does in the classroom, for example the provision of certain scaffolded resources and the support of a Teaching Assistant. If this is the case, the Inclusion team will consider (in cooperation with the local authority if the student has an EHC plan), other ways in which it can support the students learning remotely, working closely with the parents and carers.

3.5 Subject Leaders

Subject Leaders will continue to be responsible for the quality of education students receive within their curriculum. This will include leading on which aspects of the curriculum need adaptation to accommodate remote learning. This will include:

- Working with teachers to make sure work set is appropriate and consistent
- Working with other Senior and Subject Leaders to make sure work set across subjects is appropriate and consistent
- Monitoring the work set by teachers using a range of quality assurance methods - e.g. conducting a remote 'Pupil Pursuit' (would take place in the event of ongoing school closure)
- Directing the planning and assessment tasks of teachers during remote delivery
- Delivering CPD through the regular meetings schedule and facilitating the sharing of resources adapted for remote learning within their team

3.6 Teachers

When providing fully remote learning, teachers must be available during the school working day. If they're unable to work for any reason during this time, they should report this using the normal absence procedure. Teachers will be expected to undertake their directed time activities, for example attending meetings via Google Meet or parents and carers meetings via School Cloud. Teachers will be expected to work, as normal, on the development and adaptation of curriculum resources to support students' learning, as directed by their Subject Leader.

Teachers should be available to contact parents if needed, by email or phone (if necessary to phone from personal devices, dialing 141 before the number will ensure the teacher's own number is kept anonymous). All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 6pm, although responses should be made to electronic messages within 48 hours in line with normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Teachers will set work according to their timetable, which should aim to continue the delivery of the curriculum. Teachers will email students directly or post work on Google Classroom and/or the Bromcom Student Portal.

We recognise that completing work independently may take some students longer than it would in class. Work set should reflect a reduced expectation of curriculum coverage (as the delivery of the entire curriculum is not feasible).

We will be conscious of the need to plan and scaffold work set to ensure that all students can access activities. Remote learning will be delivered, as far as possible remotely, in line with The Weald's 6Rs Teaching & Learning framework. Work setting will take account any guidance from the Head of Year, SENDCO or Inclusion team on individual students' agreed adaptations.

Work will draw on a variety of resources and tasks aligned to activity in school. Resources may include Google Slides presentations, pre-recorded instruction, worksheets etc. In some cases, the lesson may be live via Google Meet. Some practical subjects may adapt their curriculum plans in order to overcome some of the challenges of delivering their subjects remotely. Use of Oak Academy, BBC Bitesize, Seneca, Sparx Maths, Educake, Carousel etc. may be used alongside school based resources.

Live lessons must be conducted on school not personal accounts.

During a whole school or partial school closure, the work set will broadly follow the student's timetable. Teachers will endeavour to set work for students either before or at the time of their usual lesson on the day. Where lessons are delivered live, links will be sent to students' school email addresses.

Teachers will keep a record of student engagement, completion and submission of assignments and, where appropriate, any marks or feedback. This will include the monitoring of students' attendance and engagement with live Google Meet lessons. Feedback and guidance will be provided in line with subject expectations and school policy. Feedback can take many forms and may not always include individual written comments. Whole-class feedback or quizzes marked automatically via digital platforms are typical and effective methods.

The usual reward and sanctions (behaviour points) system on ClassCharts will continue to be used by teachers. The usual safeguarding systems and reporting mechanisms will be used to swiftly report any safeguarding concerns. If teachers receive communication from students, parents or carers during remote learning, which are of concern, or include complaints, teachers should liaise with their Subject Leader.

3.7 Heads of House/6th Form Managers

Heads of House/6th Form Managers must be available during their normal working hours. If they are unable to work for any reason during this time, they should report this using the normal absence procedure.

In the event of fully remote learning, Heads of House/6th Form Managers will need to be available to provide the continuity of care and safeguarding for students in their house/year. This will include:

- Contacting students' parents and carers
- Attending meetings with colleagues, external agencies and parents and carers - including delivering a fortnightly, live House briefing with their tutor team
- Monitoring and actions on safeguarding concerns raised via CURA
- Delivering or recording live tutor time activities and assemblies using Google Meet
- Working as directed by the DSL
- Directing form tutors to make contact with specific tutees once per week

3.8 Form Tutors

In the event of fully remote learning, Form Tutors will need to be available to deliver form time activities, including live sessions via Google Meet. Tutors may be directed to make contact with specific tutees once per week, as directed by their Head of Year or Head of House. Tutors will be expected to attend their weekly House briefings remotely.

3.9 Teaching Assistants

Teaching Assistants must be available during their normal working hours. If they are unable to work for any reason during this time, they should report this using the normal absence procedure.

Teaching Assistants are responsible for:

- Supporting students with learning remotely as directed by the SENDCO
- Monitoring the suitability and accessibility of work set for specific students and to support their adaptation, if necessary
- Completing tasks as requested by the SENDCO including attending directed time activities and meetings, including undertaking CPD as required

3.10 Network Support Team

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Facilitating Chromebook loans and internet access resources, as required
- Supporting staff, students and parents with any technical issues they are experiencing when trying to access school systems and resources remotely
- Reviewing the security of systems and flagging any data protection breaches to the data protection officer or safeguarding concerns through the normal channels

3.11 All Staff

All staff will be required to be available to work during their contracted working hours and will be expected to undertake their directed tasks, including attending virtual meetings with colleagues, parents and students.

All support staff will be directed by their Line Manager if, in the case of school closure, it is necessary to redeploy them, for example, supervision of key worker children who are required to be in school.

During virtual meetings and lessons, all staff should wear suitable attire. If the meeting is of a formal nature (e.g. an interview) staff should wear professional dress. When taking part in a virtual meeting staff should avoid areas with background noise or use the blur background feature where possible.

3.12 Students, Parents and Carers

Unless otherwise agreed (based on a student's individual circumstances), it is expected that remote education will take students broadly 5 hours each day (in line with their school timetable). At the start of the school day, students should check their school Google Mail email account, their Google Classrooms (for the lessons they have that day) and their Bromcom Student Portal to find any assigned tasks or instructions.

Students have a responsibility to:

- Be contactable during normal school hours - although this may not mean they are always in front of a device
- Know their school email address and log-in details for their school platforms
- Read and respond to communication from the school (e.g. email or Google Classroom tasks) on a regular basis
- Complete work to the deadlines set by teachers to the best of their ability
- Adhere to The Weald community's behaviour for learning expectations (Ready, Respectful, Working and Safe) in their online communication and conduct in live lessons
- Never record sessions or capture images using during live lessons
- Seek help, as required, from their teachers and letting them know if they are not able to complete work for any reason
- Adhere to protocols surrounding the use of Google Meet software
- Use their time to complete any homework assignments (via the Bromcom Student Portal), coursework or revision
- Submit work as per the teacher instructions, in the format required and where issues are encountered, they attempt to photograph their work and email their teacher

Students found to be transgressing rules designed to protect the privacy of other students and teachers will be dealt with on an individual basis and at the highest level.

If students ever have any concerns while working online, they can contact any member of staff at the school for advice and support.

Parents and carers have a responsibility to:

- Support and provide a calm workspace at home
- Encourage good routines for learning that mirror the normal school day
- Make the school aware, following usual procedures, if their child is sick and not able undertake remote learning

- Seek help from the school if they need it (see who to contact below)
- Review and use the school's correspondence and suggested guidance for support, which will contain vital information
- Be respectful when raising any concerns with the the school in line with our ethos of 'Opportunity and Community' (as published on the website [here](#))

If parents have any questions about the nature of specific tasks set, these should be directed towards the relevant subject teacher. If there are questions about a student's overall work (e.g. a student feels they are overwhelmed or falling behind), these should be directed to the student's Head of Year.

Safeguarding concerns should be shared directly with the DSL.

3.13 Governing Board

The governing body is responsible for:

- Monitoring the school's approach to providing remote learning to ensure the quality of education

4. Who to contact

In the event of any person named above having any questions or concerns they should contact the following individuals, using the contact details available on The Weald website [here](#).

- Issues in setting work - talk to the relevant Subject Leader or teacher
- Issues with mental health and wellbeing - talk to the relevant Head of House/6th Form Managers
- Issues with workload or wellbeing (for staff) - talk to their line manager
- Issues with IT - talk to the Network Team
- Concerns about data protection - talk to the data protection officer (DPO)
- Concerns about safeguarding - talk to the DSL, Assistant DSLs or relevant Head of House

5. Data Protection

5.1 Accessing Personal Data

When accessing personal data, all staff must:

- Use [Remote Desktop](#) to work remotely
- Keep their device password protected (using strong passwords of at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters e.g. asterisk or currency symbol)
- Make sure their device locks if left inactive for a period of time
- Not share the device among family and friends
- Be even more vigilant regarding emails requesting log-in to accounts using their network password, or asking them to click on linked documents, as there may be more scam/phishing/malware emails during periods of extensive remote working

5.2 Sharing Personal Data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

6. Safeguarding

In the event of a school closure, students, parents, carers and all staff are reminded that the school's Safeguarding and Child Protection Policy still applies to all interactions between students and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

Please refer to the Safeguarding and Child Protection policy. See addendum relating to online learning and Child Protection.

7. Monitoring Arrangements

This policy will be reviewed every three years by the SLT Lead for Teaching and Learning. At every review, it will be approved by the Headteacher and the Governing Body.

8. Links with other policies

This policy is linked to our:

- Assessment and Feedback Policy
- Attendance Policy
- Behaviour for Learning Policy
- Data Protection Policy
- E-Safety Policy
- Home-school Agreement
- ICT and internet acceptable use Policy (for students and for staff)
- Safeguarding and Child Protection Policy
- SEND Policy
- Children with Health Needs who Cannot Attend School