

Welburn Hall School



Remote Learning Policy

Date Reviewed: September 2025

Review Period: Bi Annual

Next review Due: September 2027

Approved by Governors:

A handwritten signature in black ink, appearing to be 'R. [unclear]', written over a faint horizontal line.

Date: October 2025

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1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for learners who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Use of remote learning

All learners should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Learners receiving remote education will be marked absent in line with the Learner Registration Regulations.

Welburn Hall School will consider providing remote education to learners in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when we decide that opening our school is either:
 - Not possible to do safely
 - Contradictory to guidance from local or central government
- Occasions when individual learners, for a limited duration, 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 learners with remote education on a case-by-case basis.

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

- Gain mutual agreement of remote education by the school, parents/carers, learners, and if appropriate, a relevant medical professional. If the learner has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
- Put formal arrangements in place to regularly review it and identify how to reintegrate the learner back into school

- Identify what other support and flexibilities can be put in place to help reintegrate the learner back into school at the earliest opportunity
- Set a time limit with an aim that the learner returns to in-person education with appropriate support

Remote education will not be used as a justification for sending learners home due to misbehaviour. This would count as a suspension, even if the learner is asked to access online education while suspended.

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available between **8:50am – 3:30pm**.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers should:

- Provide learners with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners
- Make reasonable adjustments for learners with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that learners can access remotely

They are also responsible for:

- **Setting work for the class:**
 - The amount of work set will depend on the needs of the learners and should be inline with the usual expectations. Due to the additional educational needs of our learners at Welburn Hall School, learning tasks will need to be adapted to reflect the level of support required.
 - Work should be set by 3pm the previous day if this is possible, otherwise it must be set by 9:30am.
 - Class teachers will stipulate how the completed work should be returned, this may be by email, physical copies to be brought into school, photographs of completed practical projects etc.
- **Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects.**
 - This includes considering the needs of individual learners and the level of independent study skills
 - This also includes considering the needs of learners' families or carers, including how much adult involvement is needed in each activity and whether learners have a suitable place to study
- **Providing feedback on work:**
 - Class teachers will provide feedback on completed tasks via email, telephone call or through Teams meetings as appropriate.
 - Once the learning has returned to school, feedback will happen in the usual way.
- **Keeping in touch with learners who aren't in school and their parents**
 - Teachers will maintain contact with learners and their parents weekly or more frequently as required.

- Teachers will endeavour to respond to emails the same day, however this may take up to 24 hours and will only be addressed during the hours of the school day. Teachers are not expected to respond to emails from parents outside of these hours.
- If a teacher receives a complaint, this will be dealt with through the Complaints Policy and Procedure.
- Any behavioural issues will be referred to the Behaviour Manager.
- Teachers will submit class updates through the weekly newsletter as appropriate.
- Attending virtual meetings with staff, parents/carers and learners
 - Teachers must always adhere to the school dress code when taking part in virtual meetings
 - Virtual meetings should be attended from a quiet, location, respecting confidentiality at all times.

If teachers are able to access the school site during a period of remote learning for a class group; for example if the school is partially closed, streamed lessons will be available for all remote learners to attend.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their contracted hours.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting learners who aren't in school with learning remotely
 - This will usually be with learners from the class they usually support, however this will depend on the needs of the learner and also availability of Teaching Assistants across the school.
 - Support can be provided through virtual meetings, email contact, telephone conversations and adapted resources.
- Attending virtual meetings with teachers, parents/carers and learners
 - Teaching Assistants must always adhere to the school dress code when taking part in virtual meetings
 - Virtual meetings should be attended from a quiet, location, respecting confidentiality at all times.

3.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely
- Making decisions about the use of online video lessons such as Oak National Academy

3.4 Senior leaders

The Headteacher has overarching responsibility for the quality and delivery of remote education.

Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.

They should continue to overcome barriers to digital access where possible for learners by, for example:

- Distributing school-owned laptops accompanied by a user agreement or contract (if possible)
- Securing appropriate internet connectivity solutions where possible
- Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep learners on track or answer questions about work
- Having systems for checking, ideally on a daily basis, whether learners learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern

They are also responsible for:

Insert details, such as:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from learners and parents/carers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring staff remain trained and confident in their use of online digital education platforms
- Training staff on relevant accessibility features that your chosen digital platform has available
- Providing information to parents/carers and learners about remote education – specify if you will do this on your website or via email
- Working with the catering team to ensure learners eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for safeguarding, managing any concerns. This may involve liaising directly with appropriate support services as needed. All safeguarding issues will be dealt with in line with our Safeguarding policies, including our Child Protection Policy, in the usual way.

3.6 IT staff

IT staff are responsible for:

Insert details, such as:

- Fixing issues with systems used to set and collect work
- Helping staff and parents/carers with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (DPO)

3.7 Learners and parents/carers

Staff can expect learners learning remotely to:

- Be contactable during the school day – although it is recognised that they may not always be in front of a device the entire time

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Act in accordance with normal behaviour rules / conduct rules of the school (and any specific online behaviour rules where applicable)

Staff can expect parents/carers with children learning remotely to:

- Engage with the school and support their children's learning, and to establish a routine that reflects the normal school day as far as reasonably possible
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

3.8 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains of as high a quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

4. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the relevant subject lead or SENCO – Rebecca Sealy
- Issues with behaviour – talk to the Behaviour Manager – Jenna Kendall
- Issues with IT – Contact the Operations Manager – Amand Challis
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the Operations Manager
- Concerns about safeguarding – talk to the DSL – Jenna Kendall, Deputy DSL – Marianne Best / Alison Keane

5. Data protection

5.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Use a school device to access any personal data.
- Ensure that data protection systems are used in line with the data protection policy

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't

need to give permission for this to happen. The school will follow its data protection policy / privacy notice in terms of handling data, which can be found [on the Welburn Hall School website](#).

However, 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.

5.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

6. Safeguarding

[See the Welburn Hall School Child Protection Policy and school website for details.](#)

7. Monitoring arrangements

This policy will be reviewed [on a two-year cycle](#). At every review, it will be approved by the full governing body.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy