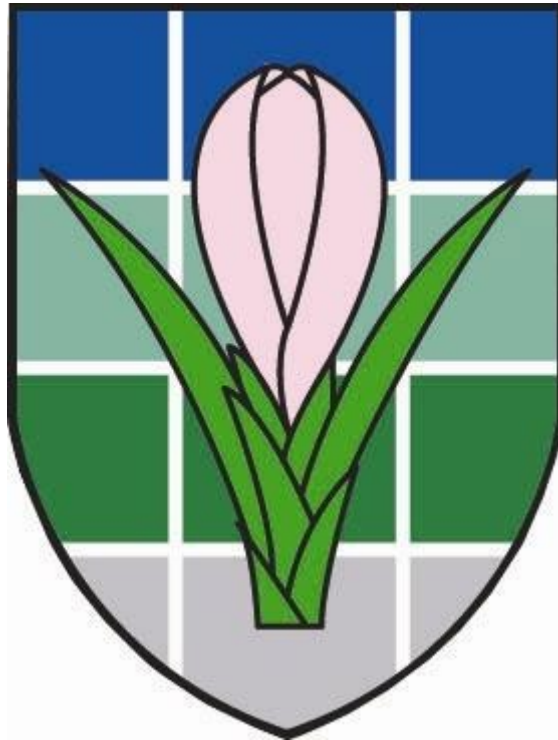


# Saffron Walden County High School



## Remote Learning Policy

**Date adopted or ratified; November 2025**

**This policy is regularly reviewed following recommended guidelines.**

**We will only consider offering remote learning if school can't open safely, or in exceptional circumstances.**

## 1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils 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 pupils should attend school, in line with our Attendance Policy. Remote education is not viewed as an equal alternative to attendance in school.

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

We will consider providing remote education to pupils 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 pupils, **for a limited duration**, are unable to physically attend school but are able to continue learning, for example because:
  - They are preparing for or recovering from some types of operation.
  - They are recovering from injury and attendance in school may inhibit such recovery.

The school will consider referring pupils to Education Access for 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, pupils, and if appropriate, a relevant medical professional. If the pupil 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 pupil back into school.
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity.

- Set a time limit with an aim that the pupil returns to in-person education with appropriate support.

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

### **3. Roles and responsibilities**

#### **3.1 Teachers**

When providing remote learning, teachers must be available between their normal working hours.

If a teacher is 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 pupils 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 pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely.

They are also responsible for:

- Setting work:
  - 5 hours a day for KS3, KS4 and KS5.
  - This work should be uploaded by 8am if asynchronous or delivered synchronously during normal lesson timings.
  - Work should be uploaded via Teams Assignments.
  - Make sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects.
  - Students should expect a range of feedback in line with departmental policy.
- Keeping Track of Pupils:
  - Teachers should report students missing from lessons or not participating in online work to their year teams and Head of Department.
  - Follow our Communications Policy with regard to parental contact.
  - Form Tutors should make regular contact with tutees during form time.

- When attending virtual meetings with staff, parents/carers and pupils:
  - Staff should adhere to our normal expectations for smart dress.
  - Take the meeting in a suitable location (e.g. avoid areas with background noise, nothing inappropriate in the background).

If school is partially open, teachers may be asked to live stream their in-person lessons to students at home.

### **3.2 Teaching assistants**

When assisting with remote learning, Teaching Assistants must be available during their normal working hours.

If Teaching Assistants are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.

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

- Supporting pupils who aren't in school with learning remotely:
  - Students on the SEND register.
  - During the normal school lesson timings.
- When attending virtual meetings with staff, parents/carers and pupils:
  - Staff should adhere to our normal expectations for smart dress.
  - Take the meeting in a suitable location (e.g. avoid areas with background noise, nothing inappropriate in the background).

### **3.3 Area Coordinators, Heads of Department and Subject Leads**

Alongside their teaching responsibilities, they 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**

Mrs K Vanderpere-Brown 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 Teams 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 pupils 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 pupils on track or answer questions about work.
- Having systems for checking, ideally on a daily basis, whether pupils 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:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning, through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils 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 pupils about remote education.
- Working with the catering team to ensure pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers.

### **3.5 Designated safeguarding lead (DSL)**

Responsibilities of the DSL are detailed in the Child Protection Policy ([link here](#)).

### **3.6 SAT ICT Support**

Support staff are responsible for:

- 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).
- Assisting pupils and parents/carers with accessing the internet or devices.

### **3.7 Pupils and parents/carers**

Staff can expect pupils learning remotely to:

- Be contactable during the school day.
- 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.
- Be respectful when making any complaints or concerns known to staff.

### **3.8 Governing body**

The governing body 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.
- Issues with behaviour – talk to the relevant Year Achievement Coordinator.

- Issues with IT – talk to the ICT Department.
- Issues with their own workload or wellbeing – talk to your Line Manager.
- Concerns about data protection – talk to the Data Protection Officer.
- Concerns about safeguarding – talk to the Designated Safeguarding Lead.

## **5. Data protection**

### **5.1 Accessing personal data**

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

- Only access data from the usual secure school systems.
- Use devices that such as laptops which have been provided by the school.

### **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.

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.
- 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.
- Not leaving devices in cars for more than 10 minutes.

## **6. Links with other policies**

This policy is linked to our:

- Behaviour Policy
- Child Protection Policy
- Data Protection Policy and Privacy Notices
- Home-school Agreement
- ICT and Internet Acceptable Use Policy
- Online Safety Policy