



THE
**WALDESLADE
& GREENACRE**
SCHOOLS PARTNERSHIP

Remote Learning Policy

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Contents

- Statement of Equality..... 3
- Introduction 4
- Aims 4
- Scope 4
- Students on Remote Learning 4
 - Platforms and Resources..... 5
 - Microsoft Teams Expectations 5
- Expectations for Teaching and Learning..... 5
 - Teaching Staff 5
 - Students..... 6
 - Parents and Carers..... 6
- Attendance and Engagement 6
- Safeguarding and Online Safety 6
- Data Protection and Privacy 6
- Supporting students with SEND and Vulnerable students 7
- DfE Compliance Statement 7
- Monitoring and Review 7
- Equality Impact Assessment..... 8



Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for students with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.



Introduction

This Remote Learning Policy sets out how The Walderslade & Greenacre Schools Partnership will provide high-quality remote education when students are unable to attend school in person. It is fully aligned with the Department for Education (DfE) statutory guidance, including *Remote Education Guidance*, *Keeping Children Safe in Education (KCSIE)*, and the *Education (Independent School Standards) Regulations* where applicable. The policy applies to all students, staff, governors, parents and carers.

Remote learning may be required for reasons including (but not limited to):

- Individual student absence due to illness or medical needs.
- Local or national school closures.
- Exceptional circumstances that prevent normal school attendance.

The school is committed to ensuring that remote education is of equivalent quality to face-to-face teaching, in line with DfE expectations.

Aims

This policy aims to ensure that:

- Students continue to receive a broad and balanced curriculum.
- Remote learning is accessible, inclusive and safe.
- Staff, students and parents understand their roles and responsibilities.
- Safeguarding and data protection requirements are met.

Scope

This policy applies to:

- All students enrolled at The Walderslade & Greenacre Schools Partnership.
- All teaching and support staff involved in delivering remote education.
- Parents and carers supporting students at home.

Students on Remote Learning

Remote learning will be offered as a last resort and will only be offered to students if they are categorised under one of the following:

- Mental Health.
- Anxiety.
- Medical reasons.
- Social Care advice.
- Flexible schooling (by agreement with Headteacher and Governors).



Platforms and Resources

This section is written in accordance with DfE Remote Education Guidance and safeguarding requirements.

The school will use a combination of the following (as appropriate):

- Microsoft Teams as the school's primary online learning platform for setting work, live lessons, communication and feedback.
- Recorded video lessons.
- Live (synchronous) lessons where appropriate.
- Online textbooks and learning resources.
- Paper-based packs where digital access is limited.

The school will make reasonable efforts to support students who do not have access to suitable devices or internet connectivity.

Microsoft Teams Expectations

In line with DfE Remote Education Guidance and *Keeping Children Safe in Education*, the following expectations apply to all students participating in remote learning via Microsoft Teams:

- Students must be fully dressed in appropriate clothing suitable for a school learning environment.
- Cameras must be switched on during live lessons unless explicit permission has been granted by a member of staff.
- Microphones must remain switched off unless students are invited to speak by the teacher.
- The chat function must be used for learning purposes only and all communication must be formal, respectful and appropriate.

These measures support safeguarding, effective teaching and professional conduct online. Any failure to meet these expectations will be managed in line with the school's Behaviour Policy and may be escalated in accordance with safeguarding procedures.

Expectations for Teaching and Learning

Teaching Staff

Teachers will:

- Provide clear learning objectives and instructions.
- Set work that is meaningful, achievable and aligned with the curriculum.
- Provide feedback in line with the school's Marking and Feedback Policy.
- Monitor engagement and follow up concerns.
- Ensure reasonable adjustments are made for students with SEND.
- Be responsible for monitoring attendance and reporting to the Attendance team.



Students

Students are expected to:

- Engage with remote learning activities daily.
- Complete work to the best of their ability.
- Follow online safety and behaviour expectations.
- Ask for help when they need it.

Parents and Carers

Parents and carers are expected to:

- Support their child/ward's engagement with remote learning.
- Ensure their child/ward has a suitable environment for learning.
- Communicate with the school regarding any difficulties.
- Support safe and appropriate use of technology.

Attendance and Engagement

- Attendance for remote learning will be monitored through log-ins, work submissions and engagement with lessons.
- The school will follow up non-engagement in line with its Attendance Policy.
- Persistent lack of engagement may be escalated to senior leaders or external agencies where appropriate.

Safeguarding and Online Safety

Safeguarding remains a priority during remote learning and this policy operates in full compliance with *Keeping Children Safe in Education* and DfE online safety guidance.

- All staff will follow the school's Safeguarding and Child Protection Policy.
- Online lessons will take place via approved platforms only.
- Staff and students must use school-approved accounts.
- One-to-one online sessions will be avoided where possible and conducted in line with safeguarding guidance.

Concerns about a child's welfare should be reported immediately to the Designated Safeguarding Lead (DSL).

Data Protection and Privacy

Remote learning will comply with UK GDPR and the Data Protection Act 2018.

- Only approved platforms will be used.



- Personal data will be processed securely.
 - Recordings of lessons will be stored securely and only accessed by authorised users.
- Further details are available in the school's Data Protection Policy.

Supporting students with SEND and Vulnerable students

The school will:

- Provide adapted work and additional support where required.
- Liaise with parents, carers and external professionals.
- Ensure students with Education, Health and Care Plans (EHCPs) continue to receive appropriate provision.

DfE Compliance Statement

The Walderslade and Greenacre Schools Partnership confirms that this Remote Learning Policy is fully compliant with current DfE guidance, including:

- *Remote Education Guidance: Ensuring high-quality remote education* (DfE).
- *Keeping Children Safe in Education* (DfE).
- Statutory requirements for curriculum delivery and safeguarding in schools.

The school has implemented systems to:

- Maintain attendance and engagement monitoring.
- Ensure curriculum coverage and progression.
- Deliver remote learning safely and inclusively.
- Protect students' data and privacy.

Monitoring and Review

The effectiveness of remote learning will be monitored through:

- Student engagement and progress.
- Staff and parent feedback.
- Quality assurance processes.

This policy will be reviewed annually or sooner if government guidance changes.

- No student will receive remote learning for more than 12 weeks.
- All students on remote learning will receive well being visits in line with our Safeguarding and Attendance Policies.

This policy should be read in conjunction with the Behaviour Policy, Safeguarding and Child Protection Policy, Attendance Policy, and Data Protection Policy.



Equality Impact Assessment

Who is the policy or process intended for?	students	Employees	Govs/ Trustees	Volunteers	Visitors
	<input checked="" type="checkbox"/>				
Status of the policy or process:	New policy or process			Existing policy or process	
	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
student groups (PP/SEN/CLA):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					

