



The Wilnecote School

Remote Learning Policy

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1. Aims

This remote learning policy 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. Remote Learning due to national/local lockdown will follow attendance guidance as set out in the section below.

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 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 pupils 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, 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 - Remote learning for individual students (limited duration)

When a pupil is temporarily unable to attend school in person but can continue learning remotely, the following steps will be taken:

3.1 Role of Pastoral Leads and/or SENCO:

If the criteria for remote learning have been met, it is the responsibility of the Head of Year/pastoral lead and/or SENCO, when applicable, to ensure suitable provision, methods of access for the individual pupil and to manage parental expectations.

Key considerations for this provision include:

- Acceptable workload for teaching staff: Ensuring that the remote learning workload is manageable for teachers. Manage timeframes to allow teaching staff adequate time to plan and provide resources. **Live virtual lessons via TEAMS in these circumstances would be inappropriate and detrimental to other learners so must not be an expectation.**
- Individual needs: Tailoring the remote education plan to meet the specific needs of the pupil.

- Available resources: Taking into account the resources available to the school and the pupil to ensure successful remote learning. This may include electronic access or hard copy resources.

Pastoral leads should ensure that regular check ins are made with the absent student in accordance with our absence policy.

3.2 Teacher responsibilities for remote learning (limit duration):

When delivering remote learning, teachers are expected to:

- Provide students with access to remote learning as soon as reasonably practicable, taking into account the length of the curriculum time the student will miss.
- Where appropriate, ensure that the remote learning aligns with the current curriculum, maintaining continuity in the student's educational experience.
- Make reasonable adjustments for SEND, ensuring they can access remote education effectively.
- Provide work to students in accordance with the agreed individual procedures either:
 - Through pastoral leads (as hard copies), or
 - Electronically via platforms like TEAMS or G4S,

4- Short term school closure due to snow, elections or unforeseeable circumstances

4.1 Operational Protocol (responsibility of business manager):

In agreement with headteacher protocol regarding school closures due to snow, elections or unforeseeable circumstances will be set out and communicated by the Business Manager .

4.2 Communication with Students and Parents:

- Students and parents will be informed via the school app about remote learning expectations.
- They will receive guidance on accessing both Teams and Go4Schools via email and access through website.

4.3 Teachers' responsibility for remote learning:

- Remote Learning tasks: Set appropriate remote learning tasks suited to current schemes and classes. There is no expectation for live virtual lessons in this instance.

- Timing: During or before Period 1 or within the first hour after the school closes, set appropriate remote learning tasks for classes.
- Platforms: Upload the tasks to both Go4Schools (G4S) and Microsoft Teams to ensure accessibility for all.
- Task Labelling:
 - In Go4Schools: Work will appear as 'homework,' so clearly label it as: "Virtual work for school closure" at the start of the title.
 - In Teams: Use a similar labelling system to ensure consistency.
 - Ensure the same work is uploaded to both platforms.

5 - National lockdown or significant close-contact cohort closure

The following guidance has been compiled to help colleagues provide the best possible curriculum to our students whilst ensuring the safety of all parties. All virtual teaching will take place through the Microsoft TEAMS platform.

If part of the national/local advice, the school will provide face to face provision for certain groups of students. This will be staffed on a rotational basis according to current national/local guidance and dependant on the circumstances.

5.1 Structure of TEAMS, curriculum and timetabling

To ensure the continuity of quality curriculum provision teachers should continue to follow the current timetable, teaching their usual lessons through the TEAMS platform. Break and lunch times will also be maintained.

All classes will have their own TEAMS portal which will be assigned to the relevant teachers.

Each virtual lesson will begin at its usual time, but should last for a minimum of 45 minutes and a maximum of 50 minutes. The earlier finish allows for:

- staff movement within the building (if blended learning is taking place)
- time to upload resources and make ready for the next lesson
- a few moments to stretch legs - this is for the benefit of both staff and students

5.2 - Attendance

The AHT for Attendance has responsibility for the coordination and oversight of registers. Registers should be taken each lesson via SIMs, home access will be granted as and when needed. Absences will be followed up by the Attendance Officer.

5.3 Teachers' responsibility for remote learning:

- Ensure availability between the usual working hours and must adhere to the live virtual timetable.
- Teach through live webinars/video. **Cameras for all parties on is an expectation.**
- Registers should be taken each lesson.
- Ensure that all work provided during periods of remote education is of **high quality, meaningful, and ambitious**. It should adhere as closely as possible to the normal curriculum.
- Take into account the needs of individual pupils, including those with SEND or other additional needs, as well as the level of independent study skills they possess.
- Be mindful of the needs of students' families or carers, including the amount of adult involvement required for each activity and whether pupils have access to a suitable space for studying.
- Upload resources and PowerPoint presentations (PPTs) into the 'Class Materials' folder located in the 'Files' tab within the appropriate TEAM for easy access and organisation.
- Homework and assessments should continue to be set and submitted through the TEAMS portal via the Assignment/Submission settings.
- When providing feedback, teacher should:
 - Provide feedback through the TEAMS portal via the Assignment/Submission settings. These settings provide privacy for feedback.
 - Feedback should continue to follow school policy. Formal written feedback is only expected for those assignments and homework which are identified by department policy and planning.
 - Teachers are not expected to give formal written feedback in the place of usual learning conversations within a lesson. However, teachers may give verbal feedback and answer through the class thread/chat during the lesson.
- Teachers may ask and students may share work through the thread or webcam during the lesson.
- If unable to work for any reason during this time, for example due to sickness or caring for a dependent, teaching staff should report this using the normal absence procedure.

5.4 Responsibility of HoD

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to be adjusted to better accommodate remote learning.
- Work closely with teachers teaching the subject remotely to ensure that all work set is appropriate, consistent, and aligns with the intended learning outcomes.

- Collaborate with other subject leads and senior leaders to ensure that remote work across all subjects is consistent, appropriate, and that deadlines are spaced adequately to avoid overlap.
- Monitor the remote work assigned by teachers in their subject. This can be done through regular meetings with teachers, observing TEAMS lessons or by reviewing the work set to ensure quality and consistency.
- Alert teachers to relevant resources they can use to teach their subject remotely, ensuring they have access to effective tools and content.
- Make decisions regarding the use of online video lessons, such as those offered by the Oak National Academy, to supplement or replace traditional teaching methods.

5.5 Senior Leadership Team

- DH for quality of education has overarching responsibility for the quality and delivery of remote education.
- DH for pastoral care has overarching responsibility for the quality of remote pastoral care.

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 pupils by, for example:

- Distributing school-owned laptops accompanied by a user agreement or contract (if possible).
- Securing appropriate internet connectivity solutions where possible.
- 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:

- The Head has been assigned to ensure that all colleagues uphold the policy and the Code of conduct.
- DH Pastoral and team has been assigned to lead the coordination of the remote pastoral care approach across the school. They will oversee the implementation and consistency of remote practices, ensuring that our duty of care is maintained and aligns with the agreed strategy.
- DH QoE and team has been assigned to lead the coordination of the remote learning approach across the school. They will oversee the implementation and consistency of remote learning practices, ensuring that all departments align with the agreed strategy.

- SLT in general will monitor the effectiveness of remote learning, regular meetings will be held with teachers and subject leaders to review the quality of work being set. Additionally, feedback will be gathered from pupils and parents/carers to assess the engagement, understanding, and satisfaction with the remote education provided. This feedback will help adjust the approach as needed to improve learning outcomes.
- Business Manager and IT Support will ensure the security of remote learning systems will be closely monitored to ensure that data protection and safeguarding guidelines are adhered to. Regular checks will be carried out to assess the safety of online platforms, and staff will be updated on best practices for safeguarding in an online environment. Data protection protocols will be strictly followed to ensure pupil information is secure.
- Ongoing training will be provided to ensure that all staff remain confident in their use of online digital education platforms, such as Microsoft Teams and Go4Schools. This training will include both technical skills and pedagogical strategies for remote teaching to support staff in delivering effective lessons.
- Staff will receive training on the relevant accessibility features available on the chosen digital platforms. This will include guidance on how to make lessons and resources accessible to all pupils, including those with SEND.
- Information regarding remote education will be regularly provided to parents/carers and pupils through our website and via email. Updates will include details on how to access learning platforms, guidance for supporting their child's learning at home, and any changes to remote learning procedures.
- The school will work closely with the catering team to ensure that pupils eligible for FSM receive adequate support.

5.6 Designated safeguarding lead (DSL)

The senior DSL is responsible for up holding the school's safeguarding policy - Add link

5.7 - Individual students who are absent due to illness or self-isolating during a national lockdown

If the close-contact group forced to self-isolate is of a significant size, the school will make arrangements for them to join the in-school lesson remotely via MS Teams to receive live-learning

If the close-contact group is small or if individuals are self-isolating then teachers will place the work to be completed in MS Teams to be completed individually. The reason for this is that teaching hybrid groups can compromise the quality of

learning for all if there is a disparity in numbers requiring remote versus face-to-face learning.

5.8 Students and parents/carers responsibilities

Staff can expect Students learning remotely to:

- Be available during the school day, although it is understood that they may not be in front of a device at all times. They should be reachable via email, Microsoft Teams, or other designated communication channels for the duration of the school day.
- Complete the work assigned by their teachers within the deadlines given. If they are unable to meet a deadline, they should notify their teacher in advance.
- Seek help from their teachers or teaching assistants. Support will be available through the designated platforms or communication channels.
- Inform their teacher as soon as possible if they are unable to complete their work due to any challenges (technical issues, personal reasons, etc.). Teachers will work with them to find appropriate solutions.
- Adhere to the same behaviour and conduct rules as they would in school. This includes following the Virtual Acceptable Use Policy, being respectful in their communication, and maintaining appropriate conduct during live lessons and interactions online.
- Read the [Virtual-School-Student-Acceptable-Use-Policy.pdf](#)

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

- Engage with the school to support their child's learning by establishing a daily routine that reflects the normal school day, as much as possible. This includes setting aside time for learning, breaks, and maintaining a conducive environment for study.
- Inform the school if their child is sick or otherwise unable to complete their work. This will ensure that appropriate adjustments or support can be provided.
- Reach out to the school if they require assistance. If they are unsure about any aspect of the remote learning process, they should contact the school to ask for support or guidance. The school will also provide links to helpful

resources, such as tutorials for accessing learning platforms, and suggestions for additional online support tools (e.g., Oak Academy, Sparks Maths, etc.).

- Communicate respectfully with staff when expressing concerns or complaints. The school is committed to addressing any issues promptly, and mutual respect is essential to maintaining positive and productive relationships.

5.9 Governing board

The governing board is responsible for:

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

6. Code of conduct

Colleagues should continue to maintain their usual professional conduct when teaching virtually through TEAMS, and in addition must ensure that they:

- consider their surroundings when using video conferencing. Sit against a neutral background as possible, and never sit within a bedroom setting,
- dress appropriately and smartly as you would if in school,
- check all tabs on the browser are appropriate for students to see when and if sharing screens,
- only communicate with pupils via TEAMS and within school hours (8.30am - 3.00pm),
- do not answer emails from students who are using a personal email account,
- do not share personal information.

Safeguarding and Behaviour

- Student mal-practise should be reported to the pastoral team.
- Students audio can be muted if needed.
- Students video can be turned off if needed.
- Student camera should be turned off if you feel the student is inappropriately dressed.
- Please report concerns as appropriate.

The following are excerpts taken from the 'Wilnecote School Staff Code of Conduct Executive Summary'. These are used as a reminder of a few key points.

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children and young people. They should adopt high standards of personal conduct, ensuring their behaviour remains professional at all times, in order to maintain the confidence and respect of the general public and all those with whom they work. This includes the way in which staff dress, their use of language (including terms of endearment, please also refer to para 11 below) and their online communication, both in and out of school, which is or could become visible to students, their parents/carers and/or the general public.

Staff should not engage in any electronic or telephone communication with students using personally owned ICT or telephone equipment or personal telephone or social media accounts/platforms. This includes texting, messaging, video chat, social networking sites etc. All communication must be open, transparent, through school systems/accounts and using school owned equipment.

With regard to the use of email:

Teachers must only engage with a student through official school email accounts at both ends of the communication. Neither should contact each other using any personal or non-school based email account or social media.

If a student uses electronic communication inappropriately towards a staff member, please contact a member of the Pastoral Team and they will contact parents accordingly. If this is done using school systems, please contact the Pastoral Team who will in turn contact the ICT Team. They will take action as appropriate as the student will have broken the contract they signed to have access to the school system.

Responding to a concern:

Staff are to use their professional judgement if a child seeks advice.

Staff should Remind students about the 'Staying Safe and Well Pages' in the Student Planner and on the Website (see links below). Students have access to information regarding a range of services that allow them to be independent and take control of a situation. There are links to counselling services and advice around a range of subject areas including what to do if subjected to online bullying, sexuality, relationships and dealing with stress.

<https://thewilnecoteschool.com/keeping-safe/>

<https://thewilnecoteschool.com/wellbeing/>

Should staff have concerns about a young person or need to report a disclosure please contact a DSL via email, following our safeguarding procedures.

If staff believe that a student needs to disclose and you do not have the ability or feel comfortable to take that disclosure, please reassure them and advise them to contact the school and ask to speak to a member of the Safeguarding Team by:

Telephoning: 01827 831300

and/or

Emailing: info@wilnecotehighschool.org or Fran Taylor, Stephen Simpson, Mark Herbert, Sam Ager, Tom Croydon, David Foskett

Further Guides and Support:

- Guides and support can be found for teaching staff on the school intranet
- Parents and students can access support on the website via our online learning page. You will also find our Student Acceptable Use Policy for virtual learning.
- <https://thewilnecoteschool.com/online-learning/>
- <https://support.go4schools.com/support/solutions/articles/80000952877-logging-into-the-go-4-schools-website-as-a-parent-or-student>
- <https://www.go4schools.com/schools/NC/Ashx/SupportOnlineResourceHandler.ashx?sorid=762&sorv=1>

What to do if you can't access Go 4 Schools or TEAMS

Parents can follow the suggestions on the home learning learning guidance (appendix 1). This document provides alternative ways to access relevant and appropriate learning, including oak academy, educake, sparks maths and reading for pleasure.

Parents can contact office@wilnecotehighschool.org for further help if needed.

Staff can contact IT support - vhenley-stocks@wilnecotehighschool.org

For additional support and guides please visit our website by following the link:

[Online Learning - The Wilnecote School](#)