

Remote Education Policy



ST HILDA'S
CE HIGH SCHOOL

WISDOM
HOPE
COMMUNITY
DIGNITY
EQUALITY
DIVERSITY

Governor Committee: Q of E/FGB
Date agreed and determined by governing body: 20th November 2025
Date for next review (Annual): September 2026
Policy Reviewed by:
Headteacher
Deputy Head Q of E

1. Policy Intent

At St Hilda's CE High School, we recognise our responsibility to provide high-quality education to all pupils, even when they are unable to attend in person. This Remote Education Policy sets out how we deliver, manage, and monitor remote education, in line with statutory guidance, safeguarding obligations, GDPR, and our ICT policies. Remote education is used as a contingency, not as a replacement for the rich experience of classroom learning.

2. Purpose and Scope

2.1 This policy describes the provision for remote education when pupils cannot attend school due to:

- a school closure (e.g., exceptional circumstances, public health restrictions)
- individual short- or medium-term absence (e.g., illness, self-isolation)

2.2 This policy applies to all pupils at compulsory school age, as well as to staff, parents/carers, and governors involved in remote teaching and learning.

2.3 This policy should be read alongside related policies, including:

- Safeguarding & Child Protection Policy
- Online / ICT Acceptable Use Policy
- Data Protection (GDPR) Policy
- Staff Code of Conduct
- Health & Safety Policy

3. Legal and Statutory Framework

3.1 Our remote education provision complies with:

- *Providing Remote Education: Guidance for Schools* (DfE) [GOV.UK+1](#)
- *Safeguarding and Remote Education* guidance [GOV.UK](#)
- UK General Data Protection Regulation (UK GDPR) and Data Protection Act 2018

3.2 We also take into account workload, wellbeing, and professional practice as recommended by the NASUWT and other professional bodies. [NASUWT](#)

4. Roles and Responsibilities

4.1 Governing Body / Trustees

- Ensure the school has a remote education plan and appropriate policy in place.
- Oversee resources, funding, and risk management for remote learning.
- Monitor the quality of remote provision and engagement.

4.2 Senior Leadership Team (SLT)

- Lead the development and maintenance of remote education strategy.
- Appoint a named Senior Leader responsible for remote education (e.g., “Remote Learning Lead”).
- Ensure contingency planning, training, and review of the remote offer.
- Liaise with ICT staff to ensure infrastructure, security, and capacity.

4.3 Designated Safeguarding Lead (DSL)

- Adapt safeguarding procedures for remote settings.
- Designate routes for reporting concerns during remote education.
- Ensure online lessons and interactions follow safeguarding best practices (e.g., neutral backgrounds, secure logins).

4.4 ICT Team

- Maintain secure, up-to-date systems used for remote learning (e.g., virtual learning environments, video platforms).
- Ensure school-owned devices have encryption, anti-virus, secure logins, and data recovery measures.
- Provide technical support to staff and pupils (within capacity, especially for school-owned devices).
- Conduct risk assessments (including Data Protection Impact Assessments) for any third-party platforms in use.

4.5 Teachers and Staff

- Plan and deliver remote lessons, balancing live (synchronous) and pre-recorded (asynchronous) content in line with curriculum goals.
- Provide feedback, assessment, and interaction with pupils.
- Follow professional conduct expectations, including safeguarding, communications, and working hours. (See Staff Code of Conduct.)
- Report technical or safeguarding issues promptly.

4.6 Pupils

- Engage with remote learning to the best of their ability.
- Use school-approved platforms, follow the Acceptable Use Policy, and behave appropriately online.
- Ask for help when they have technical difficulties or do not understand work.

4.7 Parents / Carers

- Support their children’s remote learning (e.g., identifying a suitable workspace, helping with routine).
- Communicate with teachers via school channels (e.g., school email, virtual learning environment).
- Report any technical problems, safeguarding concerns, or access difficulties to the school.

5. Remote Education Provision

5.1 Curriculum & Delivery

- We aim to provide a remote curriculum that mirrors the in-school curriculum as closely as possible, covering core and foundation subjects.
- Depending on context, we use a mix of live teaching, pre-recorded video lessons, independent tasks, and assessment.
- We make reasonable adjustments for pupils with SEND, liaising with the SENCo and parents to ensure accessibility and support.
- Screen time is balanced with offline tasks; we build in regular breaks.

5.2 Engagement & Interaction

- Pupils are expected to attend scheduled online sessions where possible and complete assigned tasks.
- Teachers will use formative assessments (quizzes, submitted work, peer discussion) rather than relying purely on summative assessments.
- We monitor pupil engagement and attendance; non-engagement triggers contact from pastoral staff or SLT to identify and address barriers.

5.3 Technology Access & Equity

- We survey and audit pupils' access to devices and connectivity as part of contingency planning.
- Where needed and possible, the school may loan devices to pupils, under a loan agreement specifying acceptable use, care, and return conditions.
- For pupils without reliable internet access, we will provide alternative arrangements (e.g., paper-based resources) to ensure continuity.

6. Safeguarding and Online Safety

6.1 Online Safety

- All remote platforms comply with school online safety standards.
- During live lessons: staff should use password-protected sessions, neutral backgrounds, and limit pupil interaction controls (e.g., mute, chat).
- Pupils are reminded of online behaviour expectations in line with the Acceptable Use Policy.

6.2 Reporting and Support

- Pupils and parents should be given clear routes to raise safeguarding concerns or technical issues.
- DSL will maintain regular check-ins with vulnerable pupils, and risk assess remote participation.

- Staff must report any concerns immediately, following existing safeguarding procedures.

7. Data Protection & Privacy

7.1 Compliance

- All data processing during remote education complies with UK GDPR and the school's Data Protection Policy.
- We have data processing agreements in place with any third-party platforms used.
- The school only collects and stores necessary personal data; no unnecessary sharing of pupil or staff information.

7.2 Security

- School devices and platforms are secured with appropriate authentication, encryption, and anti-virus protection.
- When teachers or pupils use video conferencing, only approved tools are used, with appropriate security configurations (e.g., waiting rooms, passwords).
- Recording of remote lessons is approached cautiously: recordings are stored securely, with minimal retention periods, and only when necessary.

7.3 Transparency

- We update our privacy notice to explain how personal data is processed during remote education (e.g., use of video, storage of work).
- Parents and pupils are informed about how their data is used, how long recordings are kept, and who has access.

8. Wellbeing, Workload, and Staff Support

- Recognising the unusual demands of remote teaching, the school will support staff by providing training, reasonable expectations, and mechanisms for feedback.
- Workload impact assessments will inform planning. The school ensures remote education tasks do not unfairly increase teacher burden.
- Staff mental health and wellbeing are prioritised; SLT will monitor stress, provide support, and adjust as needed.

9. Monitoring, Quality Assurance, and Review

- The Remote Learning Lead will regularly review remote provision, engagement data, and feedback from staff, pupils, and parents.
- The school will evaluate effectiveness via pupil progress, attendance in remote sessions, and quality of submitted work.
- This policy will be reviewed annually or more frequently if required by changing guidance or circumstances.

10. Communication with Stakeholders

- The school website will include a Remote Education information page with guidance for parents / carers and pupils on expectations, platforms, and support.
- Regular updates will be communicated during periods of remote education (e.g., newsletters, parent emails).
- Parents / carers will be given support for using platforms (e.g., user guides, drop-in sessions).

Appendix A: Remote Learning Etiquette Agreement

(For Pupils & Parents/Carers)

Purpose

This agreement sets out expectations for pupils' behaviour, conduct, and engagement when participating in remote education. It ensures a safe, respectful, and effective online learning environment.

A1. Expectations for Pupils

1. **Be Ready to Learn**
 - Log in on time and be prepared with any required equipment or materials.
 - Ensure you have a quiet workspace free from unnecessary distractions.
2. **Be Respectful**
 - Treat your teacher and classmates with the same respect as you would in school.
 - Use polite and appropriate language at all times.
3. **Stay Safe Online**
 - Join lessons only via your school account using approved platforms.
 - Do not share meeting links, passwords, or screenshots.
 - Report any concerns to a parent, teacher, or the Safeguarding Team.
4. **Use Technology Appropriately**
 - Do not record lessons, take screenshots, or share content without permission.
 - Keep cameras on when requested by the teacher, unless agreed otherwise.
 - Use the chat function only for lesson-related communication.
5. **Engage Fully**
 - Complete tasks on time and participate actively during sessions.
 - Ask for help if you are unsure or experiencing difficulties.

A2. Expectations for Parents/Carers

1. **Support Routine**
 - Encourage regular attendance and ensure pupils follow timetable expectations.
2. **Create a Positive Learning Environment**
 - Help pupils find a calm space for live lessons and independent work.
3. **Support Online Safety**
 - Ensure devices have appropriate parental controls installed if applicable.
 - Inform the school immediately if you have any safeguarding concerns.
4. **Communicate with School**
 - Use official school communication channels.
 - Raise any issues (technical, wellbeing, academic) promptly.

A3. Pupil Agreement

I agree to follow the Remote Learning Etiquette and behave responsibly and respectfully online.

Pupil Name: _____

Signature: _____

Date: _____

A4. Parent/Carer Agreement

I understand the expectations for remote learning and will support my child where possible.

Parent/Carer Name: _____

Signature: _____

Date: _____

Appendix B: Staff Checklist for Live Lessons

This checklist supports staff in delivering safe, high-quality online learning experiences in line with school policies and statutory safeguarding guidance.

Before the Lesson

- Ensure the lesson link is shared only via the school's approved platform.
- Check that security features are enabled (waiting room/lobby, password, host controls).
- Make sure the background is appropriate (neutral or blurred).
- Upload any pre-prepared resources to the platform.
- Have the register ready and monitor attendance.
- Remind pupils of behaviour expectations at the start of the session.

During the Lesson

- Keep cameras on where appropriate to support engagement and safeguarding.
- Monitor chat, interactions, and behaviour; manage permissions (mute/unmute).
- Ensure all pupils have equal opportunity to participate.
- Avoid one-to-one video interactions unless agreed and recorded through school protocol.
- Use assessment methods suited to remote delivery (polls, quizzes, verbal check-ins).
- Record attendance and note any non-engagement for follow-up.

Safeguarding & Data Protection

- Do not record sessions unless authorised and necessary for educational purposes.
- If a recording is made, ensure secure storage following GDPR and retention policies.
- Report any safeguarding concerns immediately following school procedures.
- Avoid holding lessons from private or inappropriate spaces.

After the Lesson

- Upload follow-up work and instructions clearly to the platform.
- Provide feedback within a reasonable timeframe.
- Notify pastoral staff of any repeated non-engagement.
- Reflect briefly on the lesson and note any adjustments needed for next time.

Appendix C: Device Loan Agreement

This agreement must be completed before a school device is issued to a pupil. All terms must be adhered to for the duration of the loan.

C1. Device Details

- Device Type: _____
- Serial Number: _____
- Date Issued: _____

C2. Responsibilities of the Pupil/Parent

1. **Care and Use**
 - The device must be handled carefully and kept clean and secure.
 - It must be used for educational purposes only.
2. **Supervision**
 - Parents/carers should supervise use as appropriate.
 - The school retains the right to monitor and audit use of the device.
3. **Security**
 - Passwords must not be shared.
 - The device should not be left unattended in public places.
 - Loss or theft must be reported immediately.
4. **Damage/Loss**
 - Any damage must be reported as soon as possible.
 - Parents may be asked to contribute to repair or replacement costs if the device is deliberately or negligently damaged.

C3. Software & Restrictions

- The device must not be altered (e.g., no installation of unapproved apps).
- The school will install necessary security software and updates.
- Bypassing school filters or security features is prohibited.

C4. Data Protection

- The device may contain personal data and must be used in line with GDPR and school Data Protection Policy.
- Upon return, the school will securely erase data in accordance with policy.

C5. Returning the Device

- Devices must be returned by the agreed date or upon request.
- All accessories (charger, case, etc.) must also be returned.

Agreement

I agree to the terms of this Device Loan Agreement.

Pupil Name: _____

Parent/Carer Name: _____

Parent/Carer Signature: _____

Date: _____

Appendix D: Remote Education Risk Assessment Template

(To be completed by SLT / Remote Learning Lead as required.)

Section 1: General Information

Assessor: _____

Department/Area: _____

Date of Assessment: _____

Review Date: _____

Section 2: Hazard Identification & Risks

Hazard	Risk Description	People at Risk	Likelihood	Impact	Mitigation / Control Measures
Inappropriate online behaviour	Bullying, misuse of chat functions, unsafe conduct	Pupils, Staff	<input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	Clear etiquette guidance; staff monitoring; AUP enforcement; sanctions.
Safeguarding concerns during livestreams	Pupils exposed to unsafe situations or inappropriate content	Pupils	<input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	Staff training; secure platform; parental awareness; reporting routes.
Data breach or unauthorised access	Sensitive data disclosed	Pupils, Parents, Staff	<input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	GDPR compliance; secure logins; encrypted devices; verified platforms.
Technology failure	Loss of learning; frustration	Pupils, Staff	<input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	Provide alternatives; clear tech support routes; backup resources.
Inequality of access	Reduced participation for disadvantaged pupils	Pupils	<input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	Device loans; printed materials; flexible tasks.

Hazard	Risk Description	People at Risk	Likelihood	Impact	Mitigation / Control Measures
Staff workload & wellbeing	Stress/burnout due to remote demands	Staff	<input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	Scheduling support; reasonable expectations; training; wellbeing check-ins.

Section 3: Additional Actions Required

(Record actions needed, responsible person, and deadlines.)

Action Required Responsible Person Deadline Completed (Y/N)

Section 4: Approval

Assessor Signature: _____

Date: _____

SLT Reviewer Signature: _____

Date: _____