ASHVILLE

Remote Learning Policy

Member of staff responsible:

Deputy Head (Academic)

Last reviewed October 2026

Next review due October 2027

The policy requires ELT approval

Location: Every/ Parent Portal/Website

Definition of Terms

College	Ashville College, Ashville Acorns Pre-Prep (including Reception), Prep School, Senior School, and Sixth Form
CPOMS	Software used to monitor child protection, safeguarding, SEND, pastoral and welfare issues
DDSL	Deputy Designated Safeguarding Lead
DHA	Deputy Head (Academic)
DHP	Deputy Head (Pupils)
DSL	Designated Safeguarding Lead
FT	Form Tutor
Head	Head of the College
HOD	Head of Department
Head of Lower School	Head of Year 7 and Year 8
Head of Upper School	Head of Year 9 to Year 11
Head of Sixth Form	Head of Lower Sixth (Year 12) and Upper Sixth (Year 13)
iSAMS	Computerised system used to store pupil information in College
Pupils	Pupils who attend the College including pupils in the Early Years Foundation Stage (EYFS)
QR Code	A machine-readable code consisting of an array of black and white squares, typically used for storing URLs or other information for reading by the camera on a smartphone.

Other Policies to be Read in Conjunction with this Policy

- Acceptable Use Policy – Pupil
- Acceptable Use Policy - Pre-Prep
- Acceptable Use Policy - Staff
- College Behaviour Policy alongside this policy's Coronavirus addendum
- Child Protection Policy alongside this policy's Coronavirus addendum
- Data Protection Policy
- Home School Agreement
- Privacy notices

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school.
- Set out expectations for all members of the College community with regards to remote learning.
- Provide appropriate guidelines for data protection.

1.1 Rationale

In the event of a College closure, or partial closure, the College is committed to providing continuity of education to its pupils and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the College is closed for an extended period of time, but a high proportion of pupils and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term College closures (e.g. as a result of inclement weather) or a short-term pupil absence.

Remote learning may also be appropriate in situations when pupils, in agreement with the College, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer-term illness, assuming pupils are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, pupils are self-isolating at home but are not suffering with relevant symptoms. There is no obligation for the College to provide continuity of education to pupils who absent themselves from school, with or without parental permission, in contravention to College or government guidance. This may apply, for example, if parents choose to take pupils on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the College, to absent their child from College 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

This policy is under review and may be revised as necessary in light of further experience of remote learning and the circumstances around its necessity. For example, the extent to which different methods of instruction are employed is likely to be determined by the length of any College closure and the ability of both pupils and teachers to participate in remote learning, owing to widespread illness, for example.

This policy is for the whole College, although remote learning arrangements for the Prep School pupils will generally be managed by the Head of Prep School, as requirements are different from Senior School.

This policy needs to be read in conjugation with the latest advice on remote learning as provided by the government here:

https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19

https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res

Any pupil of keyworker parents who is in school will follow the same curriculum and experience of those pupils who are remote learning.

2. Roles and Responsibilities

2.1 Teachers

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

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

For those pupils who have been officially advised to shield for medical reasons, online provision will be agreed through prior agreement with the College.

Pupils and teachers are expected to have access to the internet whilst at home; the College recognises that many families may not have home printers and will therefore not require the printing of material.

When providing remote learning, teachers are responsible for the following areas.

Setting work and delivering 'live' lessons:

- Work broadly in line with pupils' timetables will be provided through Microsoft Teams and pupils kept informed about the nature of the lesson i.e. asynchronous or live. Pupils should be informed on Teams and this information must be posted as early as possible on the day, and at the very latest, by the time of the lesson.
- Lessons and tasks will be set in accordance with existing schemes of work and will be designed to allow pupils to progress through the schemes of work at the same pace as if they were in school, where possible. Naturally, remote learning will require pupils and teachers to take a different approach to working through content, but work should ensure the pace of content coverage is as close as possible to in-school teaching, and ensure pupils do not fall behind. The nature of tasks set should allow pupils to learn independently, without the specific support of an adult at home.
- Wherever possible, and in consultation with the Learning Support Department we will continue to ensure that SEND pupils are catered for as much as can be expected in a remote environment.
- Teachers in the same teaching team (e.g. Year 8 Maths), including those who may be teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.
- Staff must only use IT platforms agreed with the Head, Deputy Head (Academic) and the IT Manager to communicate with pupils.
- Staff should record the length, time, date and attendance of any sessions held. This will be logged automatically by Teams.
- Live classes should be kept to a reasonable length of time so that pupil wellbeing is considered and too much screen time is avoided.
- The DSL, Head of Department and/or other senior staff must be able to join any virtual lesson at any point by requesting access from the class teacher.
- Where Breakout rooms are used, staff must ensure that all safeguarding measures and potential behaviour management issues are considered as pupils may be 'alone' for short periods of time.

Providing feedback on work

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to pupils on pieces of work that they are required to submit.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set work, that it is designed in such a way that meaningful feedback may be provided.

Where individual feedback is being given to pupils, staff should not give this in class or create one-to-one meetings for this purpose. Feedback can be delivered to individuals via audio clips or written feedback in an email or through chat on Microsoft Teams with that individual. If a one-to-one meeting is necessary, it must be approved by the DHP and by the parents.

Other possible methods may include:

- providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research;
- using the 'Comments' function on online documents on Microsoft Word;
- feedback via another website/piece of software (e.g. OneNote, Seneca Learning, Kerboodle, Pearson Active Learn);
- Recording oral feedback and sharing an audio file with the pupil via a QR code;
- Additional functionality is available on OneNote, if teachers want to create assignments for pupils to complete. These might include, for example, the creation of a tailor-made quiz (containing either multiple choice or extended answers);
- If in full lockdown, where the College is closed, no prep should be set in KS3 but at KS4/5 in recognition of these key exam years prep may be set at the discretion of the class teacher. Outside these times prep should be set at the discretion of the teacher but must be sensitive to the challenging nature self-isolation/lockdown may be causing the family.

Keeping in touch with pupils who are not in school and their parents due to self-isolation and/or illness:

Teachers should make regular contact with pupils self-isolating to ensure that they are aware of what work they are expected to cover and/or how they can dial into live lessons.

Any complaints from parents regarding provision should be dealt with in the first instance by the classroom teacher keeping their HOD informed and, if necessary, the DHA. In the Prep School, any complaints should go to the Class Teacher with the Head of Prep/DHA informed as necessary.

Any behavioural issues during live lessons should be dealt with in the same way as if the lesson had taken place in school i.e. concern on iSAMS etc.

If pupils fail to complete work during remote learning the following steps need to be taken. Teachers must be sensitive to the challenging nature of remote learning.

	What happens?	How is this recorded?
First Step	Class teacher contacts pupil to politely enquire if there has been an issue.	In teacher markbook
Second Step	Class teacher contacts pupil to politely enquire if there has been an issue with a warning that parents will be contacted next.	In teacher markbook and email cc to FT
Third Step	Class teacher contacts parents to let them know that three pieces of work are now missing and to politely enquire if there has been an issue.	In teacher markbook and email cc to FT/HOD/Head of Lower School/Head of Upper School/Head of Sixth Form Entered onto iSAMS
FT/HOD/Head of Lower School/Head of Upper School/Head of Sixth Form to discuss if the issue is departmental or across several subjects.		
Fourth Step	**If departmental**: HOD contacts parents to let them know that there are four pieces of work that are now missing and politely enquires if there has been an issue. **If across several subjects**: Head of Lower School/Head of Upper School/Head of Sixth Form contacts parents to let them know that there are four pieces of work that are now missing and politely enquires if there has been an issue.	email cc to DHA (DHP if appropriate) Entered onto CPOMS if a pastoral concern
Fifth Step	DHA/DHP to contact parents dependent on the nature of the issue.	CPOMS to be updated if appropriate

Attending virtual meetings with staff and/or delivering live lessons to pupils

Dress code - Staff and children must wear suitable clothing, as should anyone else in the household.

Staff must ensure the location of meetings/live lessons is also appropriate (e.g. avoid areas with background noise, nothing inappropriate in the background, no bedrooms).

Additional Information on Pastoral Support and Welfare Concerns

If pupils are behaving inappropriately in lessons, including making derogatory comments about those with the Coronavirus or discriminatory comments about the source of Coronavirus, please put details on iSAMS as you would for any behavioural issue in lessons.

If you are worried about a pupil generally (e.g. not responding to an email, behaviour that is out of character), or have had contact with the pupil or parent, please log your concerns/conversation on CPOMS. **It is really important to share your concerns as soon as they arise, especially with remote learning.**

If you think you might need to contact a pupil one-to-one (other than by routine email or group chat) due to a welfare concern, you must seek permission from the DSL or one of the DDSLs before making the contact and log details of the conversation/chat on CPOMS immediately after contact.

2.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available between their normal working hours.

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

When assisting with remote learning, teaching assistants will need to follow guidance from the Director of Learning Support in Senior School and the classroom teacher in the Prep School on how best they can support pupils during remote learning.

2.3 HODs/Subject Leads

Alongside their teaching responsibilities, HODs/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 and lessons delivered by teachers in their subject – explain how they will do this, such as through regular meetings with teachers or by reviewing work set in accordance with the Quality Assurance practices organised by the DHA.
- If a colleague becomes ill and is unable to provide work, the HOD will ensure that these pupils have appropriate work to do and may consider redeployment of staff.
- Alerting teachers to resources they can use to teach their subject remotely.
- Working closely with the Learning Support Department to ensure provision is appropriate to the needs of SEND pupils.
- Contacting the staff they line manage to check on wellbeing and to support them as much as possible.

2.4 **Director of Learning Support**

Alongside their teaching responsibilities, the Director of Learning Support is responsible for:

- Advising HODs/Subjects Leads whether any aspects of the subject curriculum need to change to accommodate remote learning for SEND pupils.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent to the needs of SEND pupils.
- Monitoring the work of Teaching Assistants and providing quality assurance feedback to senior leaders.
- Alerting teachers to resources that are particularly suitable to SEND pupils so that they can be used to teach their subject remotely.
- Work closely with all staff to ensure provision is appropriate to the needs of SEND pupils.

2.5 **Head of Lower School/Head of Upper School/Head of Sixth Form**

Alongside their teaching responsibilities, in the event of a full or partial closure, the Head of Lower School/Head of Upper School/Head of Sixth Form is responsible for ensuring that:

- FTs of Year 7 to Upper Sixth hold a morning registration between 0830 -0845. The focus of these morning sessions includes academic progress and wellbeing. Any concerns about incomplete work or quality of work should be raised with the HOD.
- They continue to use the commendation system for excellent work/attitude.
- They continue to monitor concerns on iSAMS e.g. incomplete work, poor attitude.
- They monitor closely those pupils who are known to struggle with remote learning in March 2020.
- They conduct regular meetings with FTs, as per usual, with Teaching and Learning a standard agenda item. This might include issues such as lack of access to computer/Wi-Fi; demotivation; poor online behaviour. It may also include praise for those pupils producing good work and who are organised with good timekeeping skills etc.

2.6 **Senior Leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the College.
- Monitoring the effectiveness of remote learning.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.7 **DSL**

Ashville College has a DSL and a number of DDSLs – these are Allison Spillman (DSL) and Sally Warren, Lucy Mullender, Amanda Gifford, and Charlotte Cryer (DDSLs).

There will be a trained DSL/DDSL on site when pupils are in school. In exceptional circumstances where this is not possible, a trained DSL (or DDSL) will be available for contact via phone or online video, for example when working from home.

Where a trained DSL or DDSL is not on site, in addition to the above, a senior leader will assume responsibility for coordinating safeguarding on site.

This might include updating and managing access to the child protection online management system, CPOMS, liaising with the offsite DSL (or DDSL) and, if required, liaising with children's social

workers where they require access to children in need and/or to carry out statutory assessments at the College.

The DSL will continue to engage with social workers and attend all multi-agency meetings, which can be held remotely.

2.8 **Safeguarding**

In the event of a College closure, pupils, parents and teachers are reminded that the College's Child Protection Policy still applies to all interactions between pupils and teachers.

In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at College.

This guidance is supported by the Child Protection policy in place at Ashville College. Specific additions to note.

- The usage of video teaching is governed by the Acceptable Use Policy for all members of our community.
- Parental involvement during video sessions: by bringing staff instruction into the home, the lessons can feel different. The same rules of communication apply as if this were a regularly taught lesson, meaning that the interaction in these lessons is between the teacher and the pupils alone.
- Size of groups for home learning: One-to-one video sessions with pupils are not allowed. This opens staff up to a high level of potential risk. The minimum group size for a video session would therefore need to be 2 (Where one to one teaching is necessary, this will only be with the explicit written consent of the Head and a parent should be present throughout this lesson, e.g. for music peripatetic staff.).
- Staff registering for any software/platforms, must do so with their College email address.
- The DSL, HOD/or other senior staff must be able to join any virtual lesson at any point.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred or hidden.
- Where individual feedback is being given to pupils, staff should not give this in class or create one-to-one meetings for this purpose. Feedback can be delivered to individuals via audio clips or written feedback in an email or through chat on Microsoft Teams with that individual.
- Language must be professional and appropriate, including any family members in the background.
- Staff should check the suitability of any online source that they recommend (e.g. have watched full videos).
- If you think you might need to contact a pupil one-to-one (other than by routine email or group chat) due to a welfare concern, you must seek permission from the DSL or one of the DDSLs before making the contact and log details of the conversation/chat on CPOMS immediately after contact.

2.9 **IT Staff**

IT staff are responsible for:

- Fixing issues with college owned devices and platforms that impact on the delivery of remote learning.
- Helping staff with any technical issues they are experiencing.
- Monitoring and reviewing the security of remote learning devices and platforms.
- Ensuring that the College remote learning systems adhere to our data protection policies.
- Assisting pupils with accessing resources and platforms where appropriate.
- Monitor the performance of remote learning platforms.
- Monitor the usage statistics of remote learning platforms.

2.10 **Pupils and Parents**

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time.
- Complete work to the deadline set by teachers to the best of their ability.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they are not able to complete work.
- Use school email or Microsoft Teams chat to communicate with their teachers and ask questions if they do not understand.

If invited to join a Microsoft Teams face-to-face session, pupils must be suitably dressed, and in a public room, e.g. living room or dining room.

Staff can expect parents with children learning remotely to:

- Make the College aware if their child is sick or otherwise cannot complete work.
- Seek help from the College if they need it.
- Be respectful when making any complaints or concerns known to staff.

2.11 **Governing Body**

The Governing Body is responsible for:

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

3. 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 HOD/Subject Lead or Director of Learning Support.
- Issues with behaviour – talk to the relevant FT/Head of Lower School/Head of Upper School/Head of Sixth Form.
- Issues with IT – inform IT helpdesk.
- Issues with their own workload or wellbeing – talk to their Line Manager/Chaplain or another senior colleague e.g. one of the Deputy Heads.
- Concerns about data protection – talk to the Data Protection Officer.
- Concerns about safeguarding – talk to the DSL or one of the DDSLs.

4. Data Protection

4.1 Accessing Personal Data

When accessing personal data for remote learning purposes, all staff members will ensure that the Acceptable Use Policy is followed.

4.2 Processing Personal Data

Staff members may need to collect and/or share personal data as part of the remote learning system. As long as this processing is necessary for the College's official functions, individuals will not need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.