

Remote Learning Policy

White Spire School



Written by: M.Bartle

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**Next review due
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1. KEY CONTACTS in school/setting

Name	Role	Contact details
Headteacher	Michelle Bartle	01908 373266
Chair of governing body	Shanie Jamieson	01908 373266
Designated safeguarding lead (DSL)	Anton De Beer	01908 373266
Out of hours contact for DSL	Safeguarding Team	safeguarding@whitespire.milton-keynes.sch.uk
Deputy DSL	Michelle Bartle	01908 373266
Other members of the safeguarding team (DSLs')	Sophie Lunnon Sally Elton Karen Richards Laura Halsey Katie Marlborough Gill Stock	01908 373266
Prevent lead	Anton De Beer	01908 373266
Child sexual exploitation lead	Anton De Beer	01908 373266
Child Looked After/ Previously Looked After	Anton De Beer	01908 373266
Mental health lead	Anton De Beer	01908 373266
Designated governor for safeguarding	Tanya Stevens	01908 373266
Designated governor for mental health and well being	Tanya Stevens	01908 373266
Safer recruitment governor	Shanie Jamieson	01908 373266
ICT Curriculum Lead	Rebecca Fensom	01908 373266
IT Support	Savvy IT	itsupport@whitespire.milton-keynes.sch.uk

2. 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 White Spire School community with regards to remote learning
- When remote education will be provided (e.g., during school closures, for individual pupils unable to attend)
- Our commitment to providing high-quality remote education

3. Use of remote learning

All pupils should attend school, in line with White Spire School attendance policy. Remote education is not viewed as an equal alternative to attendance in school and every effort should be made to ensure pupils can be taught in person by attending their school.

Pupils receiving remote education will be marked in accordance with the school attendance (Pupil Registration) (England) Regulations 2024.

We will consider providing remote education to pupils in circumstances when in-person attendance is not possible.

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 recovering from an operation but are able to complete learning tasks
 - 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 as a short-term solution.

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 professional.
- 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 a pupil home due to misbehaviour. This would count as a suspension, and the suspension and exclusions policy will be followed.

4. Roles and responsibilities

Teachers

When providing remote learning, a learner's pack will be sent home with individualised learning for the pupil. It is the teacher's responsibility to ensure that the work sent home is set correctly for the pupil's level. When work is sent back in, it is the teacher's responsibility to mark the work and update the member of SLT overseeing the pupil.

Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- 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

Senior Leaders

- Ensure that remote learning packs are sent out in a timely manner.
- To continue to overcome barriers i.e. provide a laptop if needed by distributing school-owned laptops accompanied by a user agreement or contract (if 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, 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:

- Monitoring the effectiveness- through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents/carers
- Providing information to parents/carers and pupils about remote education - via the policy on the school website and emails as appropriate
- Ensuring that safeguarding is adhered to

Designated safeguarding lead (DSL)

The DSL is responsible for: See Child Protection Policy

ICT Lead

The ICT technician is responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents/carers with any technical issues they are 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

Students and Parents/Carers

Staff can expect Students learning remotely to:

- Be contactable during the school day

- Complete work to the deadline set by teachers and send this back into school to be marked
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work, where able
- Act in accordance with normal behaviour rules / conduct rules of the school

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
- Seek help from the school if they need it - if you know of any resources staff should point parents towards if they're struggling
- Be respectful when making any complaints or concerns known to staff

Governing Board

The governing board 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

Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Member of SLT overseeing pupil. If further concerns, to see the headteacher

5.Data protection

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

- Use school issued devices
- Staff to follow GDPR policy
- Report any GDPR concerns

6.Safeguarding

See Child protection and safeguarding policy

7.Monitoring arrangements

This policy will be reviewed by the Headteacher.

8.Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy
- Online safety policy
- E-Security policy