



**Holmer Green Senior School**

**Remote Learning and Online  
Teaching Policy**

**February 2026**

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### 1. Aims

This policy aims to:

- Ensure consistency in the approach to remote learning.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection.

### 2. Context

Access to continuous high-quality education is the right of all our pupils and the provision of remote education continues to be part of our offer for pupils who may have specific medical needs that necessitate their short-term absence from school.

Any pupil who is suspended from school will be expected to attend remote learning.

Any pupil who is expelled from school will be expected to attend remote learning for the first five days of their exclusion.

Remote provision will be made in the event of an unplanned school closure, for instance in the case of heavy snow.

Remote provision will be made available in the event of infection necessitating school closure or the self-isolation of affected staff or pupils.

### 3. The Remote Learning Programme

The remote programme at HGSS may be of different types:

**Asynchronous learning:** online learning without real-time interaction, e.g. for students with specific medical needs; those whom are suspended and those whom are expelled.

**Synchronous learning:** online learning with real-time interaction. This will typically follow the normal school timetable and all live lessons will be delivered on Teams. Live lessons will typically include live teacher input for approximately 20-30 minutes every lesson and time for students to complete tasks independently to meet a typical lesson's learning time. The shorter expectation for direct teacher input is intended to support staff to balance home and work commitments. All lessons must be recorded and safeguarding guidance must be followed.

#### 4. Exams and assessments

Additional mitigations may be needed to ensure that the delivery of exams and assessments is secure. These additional mitigations could include;

- wearing face coverings in communal areas including the exam hall
- 2-metre spacing between all desks
- additional protections for candidates who are classed as clinically extremely vulnerable, such as taking exams and tests in a separate room to other candidates

The Deputy Headteacher (Teaching & Learning) and Exams Officer will determine whether it is appropriate, practical and reasonable to provide exams and tests in a separate room.

#### 5. Roles and responsibilities

##### Teachers

When providing remote learning, all staff must be available for normal directed time. If staff are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure. If staff are unwell then work should be set using the normal cover systems and Heads of Department should quality assure this work and provide support if needed.

When providing remote learning, teachers are responsible for:

##### A. Setting work and delivering live lessons

- Teachers should teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject.
- All work and notifications of live lessons must be on Sims/Teams in line with the normal school timetable. Emails should not be used instead of Sims/Teams but can be used to supplement feedback or information on Sims/Teams.
- The length of the live element will vary depending on teacher judgements.
- Live lessons should be recorded on Teams and teachers should remind students of behaviour expectations. The camera should be trained on the teacher or screen with teacher's voice. Students should not be visible on screen at any time unless directed by a teacher and agreed in advance with the Leadership Team. Students' microphones can be switched on to answer questions and provide feedback as directed by the teacher.
- The chat facility should be strictly controlled and as per a lesson, the teacher's role is to layout expectations for its use. The chat facility is to be used by students to ask questions related to the subject matter of the lesson, for the teacher to check understanding, etc. The chat is not to be used for conversations unrelated to the lesson, just as this would not be allowed in a lesson. Students failing to comply, having been given green, amber, red warnings, should then be removed from the lesson and followed up.

- Lessons should include well planned learning activities which follow the subject curriculum map and planning. The learning should include the key features of excellent lessons such as daily reviews, modelling, practice, feedback, checking of understanding, scaffolding, high challenge and expectations.
- The school Dress Code for staff still applies when delivering live lessons.
- Staff should consider the environment of the lesson and select an appropriate setting, where possible avoiding areas with background noise. Teachers should consider what can be seen and ensure that no confidential information is in view.
- If a teacher is unable to deliver a lesson due to illness or isolation Heads of Department should arrange for the class to join another teacher's live lesson where possible with supporting materials on Satchel.

#### B. Providing feedback to students

- Instructions on Satchel should make it clear to students how the work should be submitted.
- Teachers must ensure that students receive feedback in every subject once week. Feedback strategies may include a live review lesson addressing common misconceptions, low/high stakes assessments, a marked piece of work or a simple target for progression (WWW/EBI).
- Student non-attendance should be noted on SIMS. If a student is not completing work then the Department should contact home via email and discuss concerns with the student and their family. If the student is persistently not completing work or attending lessons then the Head of Faculty/Department should discuss the concerns with the Pastoral Managers and Heads of Year. Further non-compliance should be referred to the Leadership Team.
- Teachers should award achievement/ATL points in line with the school behaviour policy.

#### C. Keeping in touch with students who are not in school and their parents

- Teachers should respond to student or parent enquiries within 48 hours but within directed time, there is no expectation for staff to respond outside of school hours. Heads of Department/Faculty or Year should be copied into all correspondence.
- If a parent or student has a complaint about remote learning then teachers should discuss this matter with the student/parent with support from the Head of Department/Head of Faculty. If the concern remains then it should be referred to the Deputy Headteacher (Teaching & Learning). If the concern relates to a safeguarding matter then normal safeguarding procedures should be followed. (See Safeguarding Policy).

#### D. Attending virtual meetings

- The school Dress Code for staff is still applicable in all virtual meetings.
- Departmental planning meetings will be held on Teams. These should include a review of prior learning and plans for the next week. Departments should allocate planning and remote delivery methods in line with the strengths of the department and ensure that planning and live delivery is equitable. Minutes should be kept and circulated in the normal manner.

### **Learning Support Assistants**

When assisting with remote learning, Learning Support Assistants must be available in normal directed Remote Learning Policy 2026

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

When assisting with remote learning, Learning Support Assistants are responsible for:

- Supporting students learning in school or remotely. This support can be offered in live chat, via Satchel or in small group SEND lessons as directed by the SENCo/Deputy SENCo. Any live sessions must be recorded.
- Attending virtual planning meetings with teachers as and when required.
- The progress and attainment of students with SEND will be monitored by the SENCo and Deputy SENCo.

Learning Support Assistants may also be required to supervise groups of students in school. Students will access learning remotely but will be supervised by the Learning Support Assistants alongside a member of the Leadership team.

### **Heads of Faculty/Department**

Alongside their teaching responsibilities, Heads of Faculty/Department are responsible for:

- Planning subject curriculum and changes needed to accommodate remote learning. Heads of Faculty/Department should plan a curriculum sequence which allows access to high-quality online and offline resources and is linked to the school's curriculum expectation.
- Maintaining the up to date curriculum map and be ready to articulate the Departmental learning journey.
- Working with teachers remotely to make sure all work set is of a high quality and reflects the school's high expectations.
- Working with other subject leads and the Leadership Team to ensure work set across all provisions is appropriate and consistent, and deadlines are being set at appropriate points.
- Chair virtual Departmental/Faculty meetings in line with the school calendar to support staff and the development of an excellent remote learning experience for students. This should include improved pedagogy for online teaching and learning and making the most effective use of the chat function in live lessons. Provide minutes of these meetings to the Leadership Team.
- Monitoring work set by teachers in their subject through regular virtual learning walks, co- planning meetings with teachers and reviewing work set on Satchel.
- Alerting teachers to resources they can use to deliver their subject remotely and keep aware of new technologies, pedagogy and resources to develop teaching and learning.
- Carrying out ongoing staff training and CPD specifically for remote teaching pedagogy, digital tools, and safeguarding in an online environment.
- Ensuring that the assessment cycle continues in line with the school calendar.
- Holding line management meetings (where appropriate) to ensure accountability and clear communication, these should be recorded and shared with the Leadership Team line managers.

### **Heads of Year**

During remote learning the role of the Head of Year will be to:

- Design and monitor engaging tutor time activities which support with student wellbeing
- Weekly monitor students' wellbeing and contact students of concern
- Provide assemblies
- Proactively educating students about expected behaviour in live lessons. Monitor and support with online behaviour in lessons and in the school's critical worker provision
- Monitor the attendance of students and contact parents where students are not engaging with their learning

### **Leadership Team**

Alongside any teaching responsibilities, the Leadership Team are responsible for:

- Coordinating the remote learning approach across the school (Deputy Headteacher Teaching & Learning).
- Organising ongoing staff training and CPD specifically for remote teaching pedagogy, digital tools, and safeguarding in an online environment.
- Ensuring digital accessibility for all students, including those with disabilities or limited home internet/device access, and measures to support them, for example, loan devices, use of alternative formats.
- Monitoring the effectiveness of remote learning through regular meetings with subject leaders, reviewing work set and reaching out for feedback from students and parents which will all be used to inform improvements.
- Ensure meal options for all students who are in school will be available free of charge to all students who meet the free school meals eligibility criteria.

### **Designated Safeguarding Lead (DSL)**

The DSL is responsible for:

- Ensuring that in line with KCSIE, the best interests of children must always continue to come first.
- Monitoring systems which ensure if staff has a safeguarding concern about any child they continue to report via CPOMS.
- Ensuring the DSL/Deputy DSL is available at all times either on site or by phone. A safeguarding trained member of SLT is on site on the other days.
- Ensuring the school site remains secure with nobody allowed on site without being collected and escorted from the main gate by school staff.
- Ensuring safeguarding and first aid staffing is in place each day.
- Liaising with other agencies such as Social Services as and when required, within directed time.
  - Organising ongoing staff training and CPD specifically for safeguarding in an online environment.
- The DSL will monitor the security of remote learning systems, including data protection and safeguarding considerations.

### **IT staff**

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff, students and parents with any technical issues experienced.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.
- Assisting students and parents with accessing the internet or devices.
- Ensuring digital accessibility for all students, including those with disabilities or limited home internet/device access, and measures to support them, for example, loan devices, use of alternative formats.

### **Students and parents**

Staff can expect students learning remotely to:

- Be contactable during the school day and attend live lessons.
- Check Sims/Teams and school email every week day.
- Complete work to the deadline set by teachers ensuring academic honesty.
- Seek help if they need it, from teachers or Learning Support Assistants within school hours.
- Alert teachers, within school hours, if they are not able to complete work.
- Ensure they behave to the same standards as if they were in school for any online or live lessons that they participate in (work hard, be kind, have passion, excellence and creativity). Where this is not followed sanctions will be used from, turning off the mic and camera, removal from sessions and follow up from the pastoral team.
- Use appropriate communication when attending live lessons and using chat functions.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is unwell or otherwise cannot complete work. Parents should not contact individual teachers directly but should email [attendance@holmer.org.uk](mailto:attendance@holmer.org.uk).
- Ensure their child actively engages with remote learning and completes work as they would in the typical school environment.
- Where a child has received a sanction for poor behaviour in the remote learning environment, parents are expected to support the sanction and to ensure their child completes that lesson('s) work asynchronously.
- Seek help from the school by emailing [office@holmer.org.uk](mailto:office@holmer.org.uk). The request will then be sent to the member of staff best placed to provide support.
- Be respectful when making any complaints or concerns known to staff.
- Support all learning tasks as appropriate and ensure the work is completed.
- Communicate with the Head of Year or Pastoral Manager if there is a concern with the health and wellbeing of child(ren).
- Check Sims/Teams regularly to ensure all communication is read by students and deadlines are being met.

### **Governing Body**

The Governing Body is responsible for:

- Monitoring the school'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

## 6. 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 HoF/HoD or SENCO
- Issues with behaviour – talk to the relevant subject leader (HoD/HoF), Head of Year/Pastoral team
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – talk to their line manager or Director of HR
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

## 7. Data protection

### Accessing personal data

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

- Ensure that they use the provided official school systems, including e-mail, communication video systems
- Ensure that they are familiar with the school ICT and eSafety guidelines
- Abstain from collecting or using student private contact details
- Use their school provided device for remote lessons

### Processing personal data

Staff members may need to collect and/or share personal data including student organizational e-mail addresses, names, photographs and video footage of students in lessons and records of participation as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online. The use of any such data outside usual classroom, behaviour or pastoral management, or the use or transmission of any such personal data beyond staff professional duties is forbidden.

### Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Making sure that they lock the device if left unattended
- Not sharing their device with family or friends
- Not sharing their passwords with any other individual
- Keeping their device hidden and out of sight when transporting it in a car
- Shutting down their device daily to allow any organisational approved updates to install

## 8. Safeguarding & Well-Being

We will continue to be vigilant and responsive to all safeguarding threats and ensure vulnerable children and young persons are safe, particularly as more children and young people will be learning remotely.

We will use the guidance in KCSIE to ensure all our students are safe. A trained DSL (or Deputy) will be available on site or online video in school hours. In addition to this a senior leader will take responsibility for coordinating safeguarding on site during school hours.

Usual school support mechanisms for student mental health during remote learning will continue to be in place, for example, through access to pastoral staff, wellbeing check-ins, access to the school counsellor remotely and signposting to external services.

The CPD programme will continue and will be delivered virtually with linked activities and resources. Staff are encouraged to let the school know of any concerns or pressures during remote learning provision so that appropriate guidance and support can be put in place. We will run a weekly staff briefing on Teams to enable staff to keep up-to-date with the school and colleagues.

## **9. Monitoring arrangements**

This Policy will be reviewed annually by Deputy Headteacher (Teaching & Learning) at every review, it will be approved by the full Governing Body

## **10. Links with other policies & references**

- Behaviour Policy
- Child Protection (Safeguarding) Policy
- GDPR Policy and privacy notices
- Home-school Agreement
- ICT and internet Acceptable Use Policy
- [Providing remote education: guidance for schools](#)

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## Appendix 1: Staff code of conduct for online learning

HGSS values – work hard, be kind, have passion – apply to remote learning as they do to learning in the conventional classroom.

Staff are expected to uphold the following principles. Staff should:

- briefly remind pupils of the need for positive participation and adherence to etiquette at the start of each lesson.
- maintain the same high expectations of pupil behaviour that apply in the physical classroom.
- use positive praise and rewards in recognition of engagement, effort and progress.
- remember that pupils may be anxious about remote learning; emphasise building positive relationships.
- sign into MS Teams shortly before the lesson is due to begin and ensure that all resources are in place.
- ensure that all pupils are muted unless they are invited to contribute verbally to the lesson.
- monitor the chat function to ensure it is being used appropriately.
- ensure that they model high professional standards at all times including through the use of professional language and provision of high-quality resources.
- ensure that safeguarding requirements are met. In general, pupils should be taught in groups. One-to-one meetings with pupils (such as the provision of individual support to a pupil with SEND) should be carefully risk assessed. Notify the DSL of any safeguarding concerns.
- ensure settings are configured so that only the teacher can present during the lesson and share their screen.
- ensure that emails are closed and only those programs that are necessary for the lesson are open.
- at the end of each lesson, select 'end the meeting' (not 'leave the meeting') so that pupils
  - cannot continue the meeting unsupervised.
- where teaching from home, blur the background (or choose a background) to protect personal privacy, wear suitable professional clothing and try to teach from a place in the house that is quiet, with minimal disruption.
- when teaching pupils online, ensure that all communication is through MS Teams. Never share personal details or contacts with pupils or communicate through social media or other channels. Private 'chat' with pupils is prohibited.

## **Appendix 2: Parent code of conduct for online learning**

When pupils are learning remotely, they are joining 'live' lessons. Their teachers may be streaming the lesson from school or from another location, depending on the circumstances. Our expectation is that pupils continue to follow the full academic curriculum, attending lessons every day and participating fully. We expect pupils to behave respectfully and to apply themselves to their studies. We value your support in ensuring that your child learns safely and helps to keep others safe.

Parents are expected to uphold the following principles. As a parent/carer I will:

- ✓ ensure, as far as possible, that my child can access their online lessons in a quiet environment.
- ✓ support my child's personal organisation so that they attend lessons punctually, in accordance with their timetable.
- ✓ encourage my child to participate fully in online lessons and to complete independent work set by the teachers.
- ✓ ensure that no element of an online lesson is recorded by my child, myself or family members.
- ✓ avoid making any comments, or sharing any material, on social media that could identify my child, their school or staff.
- ✓ ensure that my child takes care of any equipment that they have been loaned by the school and uses it only for the intended purposes.
- ✓ report any concerns that I have about my child's learning with appropriate staff at the school.

### **Appendix 3: Pupil code of conduct for online learning**

HGSS values – work hard, be kind, have passion – apply to remote learning as they do to learning in the conventional classroom.

Pupils are expected to uphold the following principles. I will:

- ✓ arrive on time to all my online lessons, following the schedule and log-in details provided by school.
- ✓ ensure that I have all my equipment ready before the lesson starts.
- ✓ keep my camera / web cam turned off at all times during lessons unless my teacher asks me to turn it on.
- ✓ under no circumstances record the lesson, or share any images from the lesson on any platform.
- ✓ keep my microphone muted unless the teacher asks me to speak, and mute myself when I have finished.
- ✓ only use the 'chat' function if directed to by a teacher / staff member, and only for the purpose they specify.
- ✓ ensure that I use appropriate, respectful language when communicating verbally or digitally.
- ✓ stay focused on my lesson and ready to contribute my thinking at any point.
- ✓ use the 'raise my hand' function in order to ask or answer a question.
- ✓ gain permission from the teacher if I need to leave the lesson for any reason.
- ✓ behave in sensible, kind and courteous way throughout the lesson.
- ✓ follow instructions promptly.
- ✓ complete tasks to the best of my ability.
- ✓ be a positive role model as a member of my school.