

The Willows School Academy Trust



REMOTE LEARNING POLICY

Reviewed: September 2026

Next Review: September 2027

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

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.

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
- they cannot attend school due to family circumstances

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 and where necessary the Local Authority.
- 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.

Roles and responsibilities

Teachers

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

If they're 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.

When providing remote learning, teachers should:

- provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners
- make reasonable adjustments for pupils specific learning needs to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely
- teachers are also responsible for:
- setting work

Good practice is considered to be:

- 3 hours a day on average across the cohort for Key Stage (KS) 1, with less for younger children
- 4 hours a day for KS2
- work needs to be set by 4pm the day before
- work to be uploaded on the remote learning platform -Google Classroom (including any instructions for Parents/Carers, Pupils)
- how they should co-ordinate with other teachers, including those 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
- making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects
 - this includes considering the needs of individual pupils and the level of independent study skills
 - this also includes considering the needs of pupils' families or carers, including how much adult involvement is needed in each activity and whether pupils have a suitable place to study

Providing feedback on work:

- Keeping in touch with pupils who aren't in school and their parents. Teachers consider pupils' age and stage of development or need, for example, children in KS1 or younger may need more parental involvement than older pupils such as:
 - teachers are expected to make regular contact, (e.g., via Google Classroom, office emails or phone calls)
 - teachers are expected to answer emails from parents within working hours
 - complaints or concerns shared by parents and pupils – for any safeguarding concerns, refer to the safeguarding section below
 - behavioural issues, such as failing to complete work, will be discussed with both pupil and parent and SLT/Behaviour team as necessary
 - opportunities for regular interaction with teachers and peers during the school day will be accommodated via Showbie
 - attending virtual meetings with staff, parents/carers and pupils as necessary

Teaching assistants

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

Teaching Assistants 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.

When assisting with remote learning, teaching assistants are responsible for:

- supporting pupils who aren't in school with learning remotely

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 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 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
- making decisions about the use of online video lessons such as BBC Bitesize

Senior leaders

The Head of School has overarching responsibility for the quality and delivery of remote education.

The school will aim to 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)
 - 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, 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:
- co-ordinating the remote learning approach across the school – Mr Khan
 - monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents/carers
 - monitoring the security of remote learning systems, including data protection and safeguarding considerations
 - ensuring staff remain trained and confident in their use of online digital education platforms -Google Classroom
 - training staff on relevant accessibility features that your chosen digital platform has available
 - providing information to parents/carers and pupils about remote education –via email and/or website
 - working with the catering team to ensure pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

They are also responsible for:

- Conducting a review of filtering and monitoring systems at least once every academic year, in collaboration with the DSL and IT support, including consideration of remote learning platforms and devices
- Ensuring all staff are aware of the school's expectations regarding mobile phone use during remote learning sessions, in line with our Mobile Phone Policy
- Ensuring all staff understand the safeguarding risks associated with Generative AI and have clear guidance on its appropriate use during remote learning
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Tracking Engagement with Remote Learning

The school will use our Management Information System (MIS) to track pupil engagement and attendance during periods of remote learning.

We will:

- Monitor daily which pupils are accessing remote learning materials
- Track completion of set work
- Record attendance at live sessions
- Identify patterns of non-engagement

When engagement is a concern:

- The class teacher will make initial contact with parents/carers
- If concerns continue, the Family Liaison Officer/Pastoral Lead will work with the family to identify barriers and solutions
- Persistent non-engagement will be escalated to senior leaders and may result in a home visit (where safe and appropriate)

Risk Assessment for Video Calls

The school will conduct and maintain a risk assessment for the use of video calls during remote learning. This risk assessment will consider:

- Safeguarding risks to pupils and staff
- Data protection and privacy considerations
- Technical security measures
- Appropriate conduct expectations
- Recording and storage of video sessions

The risk assessment will be reviewed annually or following any incident, and will inform our procedures for conducting video calls safely.

Designated safeguarding lead (DSL)

The DSL is responsible for:

Managing referrals:

- refer all cases of suspected child abuse to children's social care services
- refer as appropriate any cases to involving suspected radicalization to the channel programme
- refer all safeguarding concerns involving adults (staff & volunteers) to the LA designated officer(s)
- refer an individual to the Disclosure and Barring Service (when a staff member has harmed or poses a risk of harm, to a vulnerable adult or child, or has been dismissed for harming a vulnerable adult or child or would have been dismissed had they not left employment)
- refer to the Teaching Regulation Agency (TRA) when checking the Teacher's Prohibition List for all teachers employed by the school and for making referrals Child Protection and Safeguarding Policy 14 for teacher misconduct. Teaching Regulation Agency (TRA) checks will be completed on all staff involved in teaching
- inform the Police (cases where a crime may have been committed) with due regard to NPCC 'When to call the police' guidance
- liaise with the Headteacher to inform him/her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies This is a legal duty and the school will work with the relevant people in completing and making the referral

IT staff

IT staff are responsible for:

- fixing issues with systems used to set and collect work
- helping staff and parents/carers with any technical issues they're 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

Pupils and parents/carers

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

- seek help if they need it, from teachers or teaching assistants
- alert teachers if they're not able to complete work
- act in accordance with normal behaviour rules / conduct rules of the school (and any specific online behaviour rules where applicable)

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
- make the school aware if their child is sick or otherwise can't complete work
- seek help from the school if they need it
- 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:

- issues in setting work – talk to the relevant subject lead or SENDCO
- issues with behaviour – talk to the behaviour lead/ family liaison
- issues with it – talk to it staff
- issues with their own workload or wellbeing – talk to their line manager
- concerns about data protection – talk to the data protection officer
- concerns about safeguarding – talk to the DSL/DDSL

Data protection

Accessing personal data

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

- access the data, such as on a secure cloud service or a server in the it network
- use the provided devices, such as laptops, rather than their own personal devices

Processing Personal Data

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

The school will follow the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR), and the Data (Use and Access) Act 2025 in terms of handling data, as set out in our Data Protection Policy and Privacy Notices.

Staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

Keeping devices secure

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

- keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g., asterisk or currency symbol)
- ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- making sure the device locks if left inactive for a period of time
- not sharing the device among family or friends
- installing antivirus and anti-spyware software
- keeping operating systems up to date – always install the latest updates

Data Protection Complaints

From 19 June 2026, The Willows School has a formal process for handling complaints about how we handle personal data.

How to Make a Data Protection Complaint

If you believe we haven't correctly followed data protection legislation in the way we've handled your personal information (or the personal information of someone you're acting on behalf of), you can make a complaint to us. Examples of data protection complaints include:

- The way we've responded to your subject access request (SAR)
- The security measures we've used to protect your information
- How we've collected or used your personal information

You do not need to use legal terms or quote sections of legislation to make a complaint. If we are not sure whether you are making a data protection complaint, we will ask you to clarify so we can follow the correct procedures.

To make a data protection complaint, please contact:

Mrs N Palmer email: office@willows.hillingdon.sch.co.uk
Tel: 020 8841 7176

Alternatively, you can:

- Complete our data protection complaints form available on our website
- Write to us at: [school address]
- Speak to us in person at the school office

What Happens When You Make a Complaint

Acknowledgement: We will acknowledge receipt of your complaint within 30 days of receiving it. The 30 days start the day after we receive your complaint.

Investigation: We will investigate your complaint without undue delay. This means we'll look into the issue as soon as possible. The time taken will depend on the complexity of your complaint, but we'll keep you informed of our progress.

Outcome: Once we've completed our investigation, we'll let you know the outcome as soon as possible. We will explain:

- What we've done to resolve the complaint
- Any actions we've taken as a result
- How we've reached our conclusion

Complaints Made on Behalf of Others

If you are making a complaint on behalf of another person (for example, as a family member), we will need to verify that you are authorised to act on their behalf. We may ask you to provide:

- A signed letter of authority from the person you are acting on behalf of or
- An appropriate power of attorney

Complaints from parents about their child's data: Parents don't have an automatic right to exercise the rights of their child under data protection law. We'll only allow parents to make a complaint on behalf of their child if:

- The child authorises them to do so, or
- The child does not have sufficient understanding to exercise the rights themselves, or
- It is clear that this is in the best interests of the child

Your Right to Complain to the ICO

You also have the right to complain directly to the Information Commissioner's Office (ICO) if you're unhappy with how we've handled your personal information.

You can contact the ICO at:

Information Commissioner's Office Wycliffe House Water Lane Wilmslow Cheshire SK9 5AF

Telephone: 0303 123 1113 Website: www.ico.org.uk

Safeguarding and Child Protection During Remote Learning

The Willows School is committed to ensuring that all safeguarding procedures apply during periods of remote learning. Our full Safeguarding and Child Protection Policy is accessible via the school website and applies to all remote learning provision.

Specific Safeguarding Considerations for Remote Learning:

Making or Sharing of Nudes or Semi-Nudes

All staff must be aware that the making or sharing of nudes or semi-nudes by children is a safeguarding issue and all such incidents must be responded to in line with our Safeguarding and Child Protection Policy.

This includes:

- Images or videos where a child has been photographed or filmed in a state of nudity or partial nudity
- Images that have been digitally altered or wholly generated by artificial intelligence (e.g., deepfakes)
- Images shared via any digital platform during remote learning sessions

Staff must never use the terms "sexting" or "youth produced sexual imagery" when referring to these incidents.

Harmful Sexual Behaviour (HSB)

Staff delivering remote learning must remain vigilant for signs of harmful sexual behaviour, which exists on a continuum from inappropriate to violent. Any concerns must be reported immediately to the DSL or DDSL.

During remote learning sessions, staff should be alert to:

- Inappropriate comments or behaviour in chat functions
- Concerning backgrounds or images visible during video calls
- Inappropriate use of virtual backgrounds
- Any disclosures made by pupils

Generative AI Risks

Staff and pupils must be aware of the safeguarding, data protection, and ethical risks involved in the educational use of Generative AI during remote learning, including:

- The creation of inappropriate or harmful content
- The sharing of personal information with AI platforms
- The potential for AI-generated deepfakes or manipulated images
- Plagiarism and academic integrity concerns

Pupils must not use Generative AI tools during remote learning unless explicitly instructed by a teacher and with appropriate safeguards in place.

Online Safety During Remote Learning

All staff must:

- Follow our Online Safety Policy during remote learning delivery
- Report any online safety concerns to the DSL immediately
- Ensure that video calls are conducted in appropriate locations with neutral backgrounds

- Never conduct one-to-one video calls with pupils unless another staff member is present or parents/carers are informed and present
- Record any safeguarding concerns on CPOMS (or your safeguarding recording system) as they would during normal school operations

Mobile Phones During Remote Learning

In line with our Mobile Phone Policy and KCSIE 2026 guidance that schools should be "mobile phone-free environments," we expect pupils to:

- Keep mobile phones switched off and out of sight during remote learning sessions
- Use school-provided or parent/carer-supervised devices for remote learning
- Not use mobile phones to photograph, record, or share any content from remote learning sessions

Filtering and Monitoring

The school's filtering and monitoring systems apply to all school-owned devices used for remote learning. Parents/carers should be aware that:

- School-owned devices have filtering and monitoring software installed
- This software remains active when devices are used at home
- Any concerning activity will be flagged to the DSL

The Senior Leadership Team member responsible for filtering and monitoring (Mr Khan), supported by the DSL and IT support, will review our filtering and monitoring systems at least once every academic year. This review will include consideration of remote learning platforms and devices.

Monitoring arrangements

This policy will be reviewed annually or in light of significant change by Head of School. At every review, it will be approved by the Headteacher.

Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding and Child Protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- Mobile Phone Policy
- Filtering and Monitoring Policy

Signed: Malcolm Shaw
Headteacher

Bal Grant
Chair of Governors

Reviewed: 25.09.2026

Next Review: September, 2027