Remote Learning Policy

Prepared by: The Central Team

Date: September 2025

Version: V1.1

CONTENTS

1. Introduction

Burlington House School is owned and operated by **Cavendish Education.**

In all Burlington House School policies, the words "Burlington House School" refer to Burlington House Prep, Burlington House Senior and Burlington House Sixth Form.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values: that all children can achieve

While this current policy document may be referred to elsewhere in Burlington House School's documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility updated August 2023,](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part-time, and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school contracts the services of third-party organisations to ensure regulatory compliance and implement best practices for:

- HR and Employment Law
- Health & Safety Guidance
- DBS Check processing
- Mandatory Safeguarding, Health & Safety, and other relevant training
- Data protection and GDPR guidance
- Specialist insurance cover

Where this policy refers to 'employees', the term refers to any individual who is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Burlington House School.

The policy documents of Burlington House School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions, a significant revision, although promulgated in school separately, may have to take effect between the republication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

2. Aims

This remote learning policy for staff 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 concerning remote learning
- Provide appropriate guidelines for data protection

3. 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. Burlington House School continues to monitor engagement with remote learning.

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 the school is either:
  - Not possible to do safely
  - Contrary 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 operations
  - 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.

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. If the pupil has an education, health and care (EHC) plan or a social worker, the local authority (LA) will also be involved in the decision
- 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.

4. Roles and Responsibilities

The school's procedures for operating remote learning vary depending on the nature of the school closure.

In the event of a partial or whole school closure, the school operates an online whole-school programme of learning known as '**BHS Online'.** BHS Online aims to facilitate responsive, real-time interaction between pupils and teachers, motivating and supporting pupils to continue engaging with their learning remotely.

The BHS Online programme can provide remote teaching, marking and feedback via the Google Classroom online platform. The BHS Online programme will operate from 08:25 to 15:40, Monday to Friday.

The key responsibilities for Staff to follow are outlined below.
If the school reopens with live, in-school lessons, BHS Online will not operate.

Separate arrangements are in place for supporting individual learners (please see 'Individual pupil absence' below).

Teachers
When providing remote learning, teachers must be available between **08:25 and 15:40**, Monday to Friday. These remote learning hours correspond to the usual timings for the school working day for pupils. Teachers are expected to be available online from 08:00 to 16:30 in line with their usual contracted 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 with SEND 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

Teaching materials should be set and returned to pupils via the **Google Classroom** platform. It is expected that each lesson will feature some element of live instruction using the Google Meet functionality within each classroom.

Care should be taken to ensure lessons are accessible and well differentiated, to allow for different working conditions for pupils in the home and their specific access needs. Lessons should be planned as follows:

1. Introduction	This should be an explanation of the context of the task. You could explain it in writing, by audio/video introduction or commentary.
2. Main task	This is the document on which the work should be completed.
3. Conclusion/Reflection	Something to support the students to reflect/comment on their learning.

Teaching staff are responsible for monitoring attendance. AM registration will take place online for all pupils in Years 5-11. Pupils in Years 12 and 13 will be registered in their subjects. Teaching staff will also log pupil attendance on the daily lesson register, highlighting pupils who are missing their lessons repeatedly.

They are also responsible for:

- Setting and delivering appropriate classwork to classes within their usual timetable, including any regular pastoral groups - *PSHE, Skills for Learning, Core PE and Enrichment do not operate as part of the regular BHS Online programme*
- Providing cover support for colleagues as required
- Ensuring materials are available promptly before each lesson on Google Classroom, preferably before the close of the preceding working day
- Coordinating with departmental colleagues, including those teaching in school, to ensure consistency of provision for pupils
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and engaging
- Considering the needs of individual pupils, in line with their needs, considering the level of independent study skills
- 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 using the comment/grading functionality within Google Classroom
- Keeping in touch with pupils who aren't in school (if activating in the capacity of Form Tutor) by holding daily AM registration sessions via Google Meet between 08:25 and 08:40.
- Maintaining appropriate standards of professional dress when visible online with pupils and colleagues, as per the Staff Dress code
- Being mindful of their working location, taking care to avoid areas with background noise

Within reason, staff are expected to respond to emails from parents and pupils (within working hours), but should prioritise their timetabled virtual teaching engagements and are not expected to field queries or complaints from parents whilst teaching online

Staff should seek support from the Senior Leadership Team to help handle any complaints or concerns shared by parents and pupils – **for any safeguarding concerns, teachers should refer to the section below**

Behavioural issues, such as failing to complete work or persistent disruption, should be managed using the usual **behaviour policy** - sanctions cannot be allocated in the usual fashion, and so support should be requested from the **pastoral lead.** Positive rewards are encouraged.

Teaching staff may be required to attend virtual meetings with staff, parents/carers and pupils, depending on the duration of remote learning, including:

- Weekly staff briefings
- Whole-school meetings
- Online parent information evenings

Depending on the time of the academic year, teachers may be required to contribute to additional administrative tasks, including:

- Staff Appraisals (via virtual meetings)
- Pupil termly reporting / ICM data entry
- Curriculum updates
- CPD / training, such as EduCare modules

If teachers will also be working in school, their in-person supervision will likely make them unavailable for online teaching. In this situation, they will be asked to prepare classwork to be shared and worked upon independently without the requirement for a face-to-face element to the lesson. If possible, a departmental colleague may assist with cover.

Learning Support Assistants

When assisting with remote learning, learning support assistants must be available between **08:25 and 15:40**, Monday to Friday. These remote learning hours correspond to the usual timings for the school working day for pupils.

Learning support assistants are expected to be available online from 08:00 to 16:30 in line with their usual contracted 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 assisting with remote learning, learning support assistants will:

- Be present in the Google Classroom lesson with the class teacher
- Contact students via Google Classroom messaging to check they have understood the tasks, and students should also contact them if they need something checked before submitting to the class teacher
- Contact parents by email if a student is not present in a classroom. In the event of no reply by the end of the day, LSAs will inform a member of SLT
- Be deployed for cover purposes, in the event of teacher or staff absence
- Contact home each day to follow up on absent pupils and offer assistance and/or reassurance. Pupils should be guided and encouraged back online, keeping SLT updated
- Maintain appropriate standards of professional dress when visible online with pupils and colleagues, as per the Staff Dress code
- Be mindful of their working location, taking care to avoid areas with background noise

Heads of Department

Alongside their teaching responsibilities, heads of department 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 at an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject, HoDs should be invited to their team's classrooms for oversight and hold ongoing departmental meetings
- Alerting teachers to resources they can use to teach their subject remotely
- Making recommendations to the SLT about the practicality of online video lessons in their subject areas

Therapists:

Therapists will assess on a case-by-case basis whether their current programme of support for a pupil can be delivered online.

Wherever possible, therapeutic staff will adapt their provision to ensure pupils can still engage with support.

Where this is agreed, therapeutic staff will:

- Set material on Google Classroom as appropriate
- Communicate with students and parents to support the therapy programme outside of school, using video calls in Google Meet (see safeguarding, below)
- Class sessions to be set in the same way as lessons

Senior leaders

Under the **Headteacher,** each site's **Senior Leadership Team** has an overarching responsibility for the quality and delivery of remote education.

Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.

They should 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)
- Securing appropriate internet connectivity solutions where 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 daily, whether pupils learning remotely are engaging in its use, and working with families to rapidly identify effective solutions where engagement is a concern

They are also responsible for:

- Coordinating the remote learning approach across the school
- Sharing information with staff regarding pupil registration/attendance monitoring
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set via Google Classroom
- 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
- Training staff on the relevant accessibility features that Google Classroom has available
- Providing information to parents/carers and pupils about BHS Online – via the website and direct email communication
- Ensuring parents are given contact details for a **helpline** (managed by SLT)
- Working with the catering team to ensure any pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

Designated safeguarding lead (DSL)

The **DSL** is responsible for coordinating the safeguarding strategy for remote learning and will share guidance for staff. More generally, they are responsible for:

- Ensuring staff have received relevant safeguarding training, including any ongoing developments relating to the provision of remote learning online
- Ensuring staff know how to report and make safeguarding referrals in line with the safeguarding policy and MyConcern
- Monitoring referrals and ensuring support strategies can be effectively deployed
- Providing support for parents and carers, for example, by sharing information regarding online safety

IT support

In the first instance, general questions regarding technical support may be handled by the classroom teacher or by the school's leadership team. Parents can request support via the helpline. Where a resolution is not possible, a support ticket will be logged with our IT/network provider. They are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any pupil/ parent and carer issues of a technical nature that could not be resolved by the classroom teacher
- 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
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or learning support 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 establish a routine that reflects the normal school day as far as reasonably possible
- Ensure their child has a suitable working location and is dressed appropriately for a day of learning
- Make the school aware via the school office if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

Chair of the local Governing body
The chair of the local governing body 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

Individual pupil absence:
If the school is open, with live, in-school lessons taking place, real-time remote learning (BHS Online) will not take place. When individual pupils, for a limited duration, are unable to physically attend school but can continue learning, they will have work set on Google Classroom in line with the scheduled lesson, with feedback following as soon as possible according to the teacher's timetable.

Video/audio remote access to live, in-school lessons (e.g. Classroom Meets) is not typically facilitated. This is to maintain the integrity of the in-school learning, allowing the classroom teacher to focus on the needs of the pupils in front of them.

Teachers and learning support assistants are responsible for:

- Ensuring appropriate work is set, of a high quality, to allow for remote learners to continue with their studies in the curriculum
- Ensuring materials are adapted for independent learning at home
- Ensuring that learners can request support and gain access to help when needed
- Giving timely feedback to the learners using the comment/grading functionality of Google Classroom
- Monitoring engagement with online learning and reporting issues to the SENCO and leadership team(s)

The SENCO is responsible for:

- Identifying when individual remote learning arrangements may be suitable for a given pupil and for communicating this to teaching and support staff
- Agreeing with parents and carers and the school leadership, the scope of remote learning, including any reductions in the timetable
- Confirming the intended duration of remote learning and when the pupil is expected to return to in-school learning
- Monitoring, via communication with subject teachers, the engagement and progress of learners working remotely

5. Data Protection

Accessing personal data
Whilst working from home, staff should take care to ensure that pupil/personal data is kept secure. Steps should be taken to ensure that pupil information is not made directly or incidentally available to others.

Staff should take care to access data via the **Burlington House School** network and not download or save information locally. Staff should, wherever possible, make use of their school device (Burlington House School-issued Chromebook or Windows Laptop)

Processing personal data
Staff members may need to collect and/or share personal data such as telephone numbers and email addresses 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 permit this to happen. The school will follow its data protection policy/privacy notice in terms of handling data, which can be found in the shared policies drive for staff, and on the website for parents and external parties to view.

However, 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

6. Safeguarding

In addition to the measures to safeguard pupils set out in our safeguarding policy, the following additional measures apply to our Remote Learning arrangements.

The **DSL** is responsible for coordinating the safeguarding strategy for remote learning and will share the following guidance for staff :

Google Classroom

- Any online resources used or recommended will be checked by the teacher for appropriate content.
- Discussions via email and Google Classroom are appropriate, but staff should ensure these are transparent.
- Staff must not give out personal phone numbers, emails, etc.
- If you have safeguarding concerns about a child, please contact the DSL and DDSL for the relevant site via My Concern, email or phone as per the Safeguarding Policy.
- We are all responsible for reminding students about internet safety. It is important to make the distinction between lessons, therapy and contact with an adult who is known and trusted in real life, and talking to strangers online.

1:1 Video tuition and communication:

Video calls via Google Classroom or Google Meets may take place with parents or pupils, but this is at the sole discretion of the class teacher/therapist/music teacher and should only be initiated by the class teacher/therapist/music teacher. The class teacher/therapist/music teacher should be aware of the following:

- Real-time video/audio contact between pupils and their teacher is expected to take place in timetabled online lessons, via Google Meet. Please see 'Classroom Meets', below, for details.
- 1:1 video calls can only be made after the class teacher/therapist/music teacher has emailed the parent asking them:
    - to give their consent to the member of staff having a video call with their child
    - to confirm their preferred contact details
    - to consent via written email reply. The relevant site's DSL must be copied into this email exchange, and they will collate a list of parents who have given consent.
- No video call with a student is permitted to take place without this safeguard having been undertaken in full. (This process will only need to be undertaken once per child per member of staff.)
- Lesson/session times should be agreed in advance with the parent.
- Care should be taken by staff to ensure they are properly dressed, there are no personal items in the background and no other people in view or earshot.
- Video communication must not take place in a bedroom at the student's home, but ideally in a communal room with students dressed appropriately. If this does not happen, the member of staff should end the session and reschedule it with the parent.
- No video call is permitted to take place if a parent is not home. The member of staff must have sight of the parent at the start and end of the call so that they know the adult knows the session is taking place.
- Calls should only be made during BHS Online open hours, although therapists may work until 5:00 pm so that their work with students does not interrupt online lessons.
- A time limit of 30 minutes should be applied, apart from therapist's sessions, when the session may not extend beyond 50 minutes.
- All staff (class teacher/therapist/music teacher) must log a record of the video call on the Lesson Register.
- If staff use their own personal device to make the call, they must ensure the parent's number is deleted after the call so that they do not hold any data about them. This is to comply with GDPR.

Phone calls:

If making phone calls, the class teacher/therapist/music teacher should be aware of the following:

- Phone calls can only be made after the class teacher/therapist/music teacher has emailed the parent asking them:
    - to give their consent to the member of staff having a video call with their child
    - to confirm their preferred contact details
    - to consent via written email reply. The relevant site's DSL must be copied into this email exchange, and they will collate a list of parents who have given consent.
- No call with a student is permitted to take place without this safeguard having been undertaken in full. (This process will only need to be undertaken once per child per member of staff.)
- Calls must only be made to a home number or a parent's mobile number. Do not call pupils on their own phones, or accept calls from these numbers. Call times must be agreed in advance.
- There should be no unwanted sounds in the room where the call is made from, and no other conversations audible in the background.
- Dial 141 before calling the parent's number to hide your own number or block your number from being seen if using a smartphone.
- If speaking with pupils, each call should start and end with the parent.
- Parents should be asked to remain within earshot for the duration of the call.
- Staff must log all phone calls on the Lesson Register.
- If staff use their own device to make the call, they must ensure the parent's number is deleted after the call so that they do not hold any data about them. This is to comply with GDPR.

Classroom Meets - video communication with the class in online lessons:
Classroom Meets are Google Meets that take place in timetabled BHS Online Google Classroom lessons, with the pupils who are normally part of that class. (Please note: Classroom Meets cannot take place during live, in-school lessons.) Please see 'Individual pupil absence'.

Parents will be allowed to opt out of Classroom Meets; otherwise, permission is assumed for Classroom Meets to take place, under the conditions listed below. Permission is not assumed for any other form of contact listed above. The Deputy Headteacher will place an updated list of opt-out pupils on the Lesson Register each day, so staff are aware of any changes.

When running Classroom Meets, it is important to be aware of the following:

- A Classroom Meet should always be set up in Google Classroom, not via email or calendar
- Parents do not need to be present for Classroom Meets, and teachers do not need to sight them at the start or end of the Classroom Meet session, except if teachers find themselves with only one pupil, then 1:1 video call safeguarding rules apply, as per Remote Learning Policy (i.e. parent must be sighted at beginning and end of call)
- Pupils should be encouraged to participate in Classroom Meets, but are not required to. Pupils who do not wish to participate in Classroom Meets (or cannot for a specific reason) should continue to engage in the lesson via Google Classroom in established ways
- Only pupils who are part of the scheduled lesson should be present at a Classroom Meet. Parents/carers should not join in or engage with a Classroom Meet, as this can undermine the secure classroom environment for other pupils
- Teachers should always be the last to leave the Classroom, so that pupils do not stay online or rejoin

7. Links to other policies

This policy is linked to our:

- Behaviour Management policy
- Safeguarding Policy
- Data protection policy and GDPR privacy notices
- Home-school acceptable use agreement
- Online safety policy
- Use of Google Classroom Policy (staff)

Contact Information

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

- Issues in setting work – talk to your relevant subject/department lead or SENCO
- Issues with behaviour – talk to the relevant pastoral lead/member of SLT
- Issues with IT – raise a support ticket at bhshelp@cavendisheducation.com
- Issues with their own workload or wellbeing – talk to their line manager/HR Manager - Maria Mar
- Concerns about data protection – talk to the data protection officer - Luke Harris
- Concerns about safeguarding – talk to the DSL for their respective school site

Approval & Policy Review

This Policy has been reviewed and approved by:

Policy Approver(s)	Cavendish Education Board of Directors **Localised for Burlington House School:** Adam Ford, Deputy Head (Senior)
Storage Location	Online
Effective Date	September 2025
Next Review Date	September 2026

Revision History

Version	Change	Author	Date of Change
1	First published	Cavendish Central Team	July 2025
1.1	School localisation	Adam Ford	September 2025