



BREDON

SCHOOL

Remote Learning Policy

Reviewing Member of Staff: Deputy Head - Academic

Date updated: December 2025

Review Date: December 2026

Review Cycle: Annually



CONTENTS

[Introduction](#)

[Aims](#)

[Use of Remote Learning](#)

[Scheduling and Timetabling](#)

[Roles and Responsibilities](#)

[Data Protection](#)

[Safeguarding](#)

[Links to other policies](#)

[Contact Information](#)

[Approval & Policy Review](#)

[Revision History](#)



1. Introduction

Bredon School is owned and operated by Cavendish Education; the Proprietary Body also known as the Governing Body. Any reference to Governor's means any Director of Cavendish Education.

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:

'To be a small, family school that genuinely focuses on the individual; ensuring each pupil reaches his or her personal potential and destination by way of a rich and diverse journey based on breadth of opportunity, support and continuously striving towards excellence.'

While this current policy document may be referred to elsewhere in Bredon School 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 Bredon School.

The policy documents of Bredon School are revised and published periodically in good faith. They are inevitably subject to revision. On occasion, 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.

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.

Information given to staff:

- A copy of this policy and the Golden Rules (appendix 1) will be made available to teaching staff.
- Updated contact list of relevant staff.
- Instructions to staff to prepare/modify the current term's SOW for teaching online via Google Classroom and ensure they have required resources at home. This will be provided by Heads of Department.

- Confirm TA's are added to Google Classrooms and inform them of how they will be used for cover. This will be provided by the SEND department.
- Instruction to notify the Deputy Head Academic if they expect to have any difficulty with WiFi access at home
- Instruction to notify the Head of Faculty and Deputy Head Academic of any coursework planning required, especially Year 11-13

Information on how to undertake pupil registration Information to be sent to parents:

- A copy of [Bredon School's Remote Learning Procedure](#), including instructions for operating laptop and connecting from home (Home WiFi Connect, Pupil log-ins, Bredon School Student IT Permissions)
- Copy of individual learner's lesson timetable (Form Tutor)
- Contact details for school therapists and counsellors
- Helpline phone number (run by SLT)

4. Scheduling and Timetabling

In the event of a partial or whole school closure, the Bredon Online programme will provide remote teaching, marking and feedback via the Google Classroom online platform. The Bredon School Online programme will operate from 08:25 to 16:30 Monday to Thursday and 08:25 to 15:15 on Fridays.

Bredon School will continue to schedule daily lessons for Senior School Years 7 to 13 inline with students normal timetable:

Morning Registration - 08:30 - 08:50

Period 1 - 08:50 - 09:45

Period 2 - 09:45 - 10:40

Break - 10:40 - 11:00

Period 3 - 11:00 - 11:55

Period 4 - 11:55 - 12:50

Lunch - 12:50 - 13:40

Afternoon Registration - 13:40 - 13:50

Period 5 - 13:50 - 14:40

Period 6 - 14:40 - 15:30

Break - 15:30 - 15:40

Period 7 - 15:40 - 16:30

Friday Period 5 - 13:50 - 15:15

Junior School will offer a bespoke programme, focusing on Maths and English for morning lessons, with more practical tasks for the afternoon. This will be fully supported by the Junior School staff. Further details can be obtained from Jodie Grant - grantj@bredonschool.co.uk

If students are unable to attend school due to ill health, please email their tutor directly and call the school absence line on 01684 293156.

For our international students experiencing time differences from the UK, individual support will be allocated.

5. Roles and Responsibilities

Teachers

When providing remote learning, teachers must be available between 08:25 and 16:30 Monday to Thursday and 08:25 to 15:15 on a Friday.

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

They are also responsible for:

- Providing work for their own lessons which will be agreed by the relevant Head of Faculty and Deputy Head Academic.
- It should be noted that best 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
 - 5 hours a day for KS3 and KS4
- Work should be uploaded to Google Classroom – staff and students are familiar with this platform and is used routinely during regular in school lessons
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and is differentiated accordingly. It should follow the curriculum plans in place as closely as possible.
- Ensure that pupils have access to a device to be able to complete their work.
- The needs of individual pupils, such as those with SEND or other additional needs should be considered. This must include a suitable level of independent study skills
- 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 must be considered
- Providing effective feedback to pupils so that they know how to improve their work and make progress. All feedback should be given on Google Classroom in addition to any verbal feedback given.
- Pupils will be provided with acceptable timescales for completing work.
- Teachers are expected to contact parents via schoolbase (current MIS) if there are problems with students completing work. This should be completed within normal working hours.
- Teachers will complete half termly reports to be shared with parents.
- Behavioural concerns beyond those which cannot be rectified with adequate in class strategies should be reported to the Pastoral team.
- All Safeguarding concerns should be reported to the DSL and recorded on the school's safeguarding system.
- Teachers should allow opportunities for students to interact with their peers during their school day.
- A regular parent consultation structure will be put in place. Staff attending virtual meetings with staff, parents/carers and pupils – should:
 - Adhere to a professional Dress code.
 - Select a location with an appropriate background and ensure there is minimal background noise.
- Teachers working in school will communicate with those working remotely to ensure appropriate links between in-school and remote provision.

Guidelines for Running Remote Learning

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 or 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.

Outline of the specific online learning programmes that are used in your school

- Bredon School predominantly uses Google Classroom for its online learning programme. This is a programme that our students are used to using within their usual lessons. Daily work scheduled for each lesson is uploaded to the Google classroom, so students can access set work on a lesson by lesson basis.
- This will also be fully supported by Google Meet allowing all students to fully engage with their lessons and receive additional support from their teachers. Google Meet is a face to face application, allowing students to sign in with their teachers on a lesson by lesson basis.
- Google Meet also allows them to interact with their fellow peers, something they would very much do in the normal classroom environment.

Marking/Feedback

Daily verbal feedback will be given by each teacher during and at the end of the lesson. Our marking policy continues as it would be in school, with written feedback every two weeks, giving clear feedback on work produced and guidance on what has been done well and how work can be improved.

Indicators grades on Achievement, Behaviour and Effort will also be provided.

Exams

Bredon school will be led by the latest government advice on exams.

Reminders of Social Platforms

Bredon School has active social media platforms, keeping our parents up to date with current events.

Online resources provided for Excluded Pupils

Staff must not arrange face to face lessons with excluded pupils during their period of exclusion. Classwork must be provided for the individual, with clear instructions on Google Classroom. Work completed by pupils must be marked and feedback given in accordance with the school's marking and feedback guidance.

Online provision for pupils unable to attend school due to health

By arrangement with parents, staff may include pupils in lessons via Google meet if appropriate.

Classwork should be set with clear instructions given on Google Classroom. Work completed by pupils must be marked and feedback given in accordance with the school's marking and feedback guidance.

Online provisions by external tutors

Pupils from any year group may request for additional tutoring by an external tutor. Any tutoring sessions must not replace any timetable lesson. The school can only accommodate this if a suitable time can be found in the individual's timetable and may be required during Lunchtimes.

Any external tutoring must be approved by the Head of the relevant department. Material covered during online tutoring must be agreed and monitored by the relevant HoD at regular intervals depending on the frequency of the tutoring sessions.

Feedback from the tutor to the HoD must occur at regular intervals.

Pupils attending external online tutoring must be located in an area with school staff in close proximity.

If tutoring takes place during the school day, the relevant HoD must take responsibility for registering the pupil on schoolbase.

Teaching assistants

When assisting with remote learning, teaching assistants must be available during their contracted 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, teaching assistants are responsible for:

- Insert details of responsibilities. This could include:
- Supporting pupils who aren't in school with learning remotely as instructed by the Assistant Head Learning Development
- Attending virtual meetings with teachers, parents/carers and pupils if required to do so.
- Whilst attending virtual classes and meetings the following should be adhered to:
 - A professional Dress code.
 - Select a location with an appropriate background and ensure there is minimal background noise.

Subject leads

The term 'subject lead' here refers to anyone co-ordinating subject provision in a particular curriculum area across the school,

Alongside their teaching responsibilities, subject leads are responsible for:

- Must consider whether any aspects of the subject curriculum need to change to accommodate remote learning
- Work with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Work 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 – 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

Senior leaders

Laura Saunders Deputy Head Academic, has 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 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:

- The Deputy Head Academic is responsible for co-ordinating the remote learning approach across the school. Monitoring the effectiveness of remote learning – 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
- Training staff on relevant accessibility features that your chosen digital platform has available
- Providing information to parents/carers and pupils about remote education – specify if you will do this on your website or via email
- 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

Designated safeguarding lead (DSL)

Charmain Eaton is the DSL and is responsible for:

[The Safeguarding and Child Protection Policy](#)

SEND department

Annual Reviews, SLS and SALT provision if appropriate will continue and as far as is possible will follow timetables as provided in school.

Contact details for key staff:

- Mrs Grant (Head of Learning Development) leads our SEN team. She will coordinate all SLS lessons and support our SALT team. Jodie can be contacted on grantj@bredonschool.co.uk
- Annual reviews will continue to take place, but will be held remotely , usually through telephone facilities / Google Meet.
- Supporting Annual Reviews are:
 SEN Administrator Ms Samantha Down downs@bredonschool.co.uk
 SENCO Mrs Amy Leeke leekea@bredonschool.co.uk
 SENCO Mrs Harriett Reynolds reynoldsh@bredonschool.co.uk

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 – 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

6. Data Protection

Accessing personal data

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

Explain:

- How they can access the data, such as on a secure cloud service or a server in your IT network
- Which devices they should use to access the data – if you've provided devices, such as laptops, make staff use these 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 won't need to give permission for this to happen. The school will follow its data protection policy/privacy notice in terms of handling data, which can be found at [Data Protection Policy](#).

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

7. Safeguarding

For safeguarding information please refer to [The Safeguarding and Child Protection Policy](#) which can also be found on Bredon Schools website.

8. Links to other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and Internet Acceptable Use Policy
- Online safety policy

Contact Information

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

Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

- Issues in setting work – talk to the relevant subject lead or SENCO – Jodie Grant at grantj@bredonschool.co.uk
- Issues with behaviour – talk to the relevant head of phase or year
- Issues with IT – talk to the School IT manager
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer – Sarah Fesel at fesels@bredonschool.co.uk
- Concerns about safeguarding – talk to the DSL – Charmain Eaton at eatonc@bredonschool.co.uk

Include contact details where necessary.

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

- Deputy Head (Pastoral and Safeguarding) – Charmain Eaton eatonc@bredonschool.co.uk
- Deputy Head (Academic) – Laura Saunders saundersl@bredonschool.co.uk
- Assistant Head of Learning Development – Jodie Grant grantj@bredonschool.co.uk
- Head of House Jarrett – Natasha Deary dearyn@bredonschool.co.uk
- Head of House Sharp – Josh Stafford staffordj@bredonschool.co.uk
- Head of House Thomas – Jessica Shuttleworth shuttleworthj@bredonschool.co.uk



Appendix 1 – The Golden Rules of Remote Teaching

1. Where am I setting up my classroom?

Make sure you are in a reasonable quiet common space like the lounge or kitchen, definitely NOT your bedroom.

Try to be in an area with a plain background, if possible. If not, please ensure there isn't any offensive or personal information behind you. Try to have your back to a wall.

2. What am I wearing?

You will need to be clothed and not in your Pyjamas. Make sure your family members or guardians are aware that a class is taking place (so they don't get caught out being half dressed or saying something they wouldn't want broadcast!)

3. How should I behave?

Treat it like you are at school and be kind and respectful towards each other – negative behaviour cannot be tolerated and teachers can delete you from a lesson. Parents/guardians would be contacted, although we do not expect negative behaviour to happen.

4. Who can be in the lesson?

This is your lesson so there should only be one person who joins the meeting. We expect that there will be an adult in the house nearby.

5. When should I get prepared?

You should be ready five minutes before the agreed time starting with the 8.30am tutor meeting.

6. Is there anything else I need to know?

Remember that you must never record or take screenshots/photos/film of the class, teacher or classmates. This is important to remember, can be illegal and against school policy.

7. Listen to the teacher's instructions.

For example when the teacher is talking mute your microphone, give a thumbs up for 'I understand' or put your palm up to show you want to ask a question.

8. Enjoy the lessons.

Be positive and do the best you can, give your teachers feedback and ask for support when you need to.

Approval & Policy Review

This Policy has been reviewed and approved by:

Policy Approver(s)	Cavendish Education Board of Directors/Senior Leadership Team of the school
Storage Location	Online, hard copy in the schools
Effective Date	July 2025
Next Review Date	July 2026

Revision History

Version	Change	Author	Date of Change
1	First published	Cavendish Central Team	July 2025

