



BEACONSFIELD HIGH SCHOOL

A remarkable Grammar School

REMOTE EDUCATION POLICY

Date reviewed: November 2025

Next review date: November 2028

For review by: Headteacher

Beaconsfield High School

Remote Education Policy

November 2025



Policy Statement

1. Statement of School Philosophy

Beaconsfield High School provides creative, interactive and innovative learning to support our children to be high achieving and happy in their learning. Our strategy for remote learning continues this.

2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND, PP and all protected groups) in the event they are not in school. This will be done using Office 365 to share resources digitally and live teach or record teaching videos through the team's application.
- Provide clear expectations to all members of the school community with regards to delivery and active participation of high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support for motivation and well-being
- Consider continued education for staff through use of professional networks and continuation of school CpD strategies (briefings and read of the weeks)
- Support effective communication between the school and families and support attendance

3. Who is this policy applicable to?

- Any child who is unable to attend school because they are self isolating
- A child who is learning from home as part of a local or national lock down, where schools are directed to close
- Parents who will support their child with their learning online
- Teachers who will deliver in school or remotely. Remote teaching will occur in the event of school closure or if the teacher is well but self-isolating, and therefore delivering lessons remotely

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for Office 365: Outlook, One Drive and Teams
- Use of Live or Recorded video for lesson delivery, tutor time and assemblies
- Phone calls or emails home

- Subject software e.g. MyMaths, Hodder Resources
- E-textbooks (for subjects which require them)

5. Home and School Partnership

Beaconsfield High School is committed to working in close partnership with families and recognises each family is unique. We have ensured all students have a device for home-learning. Please contact Mr Andrew McClean, on: mcclea-a@beaconsfieldhigh.bucks.sch.uk if your circumstances have changed and you do not have a device to enable your child to access learning via a tablet or PC device at home.

Beaconsfield High School has produced on-line training resources for students and staff, and new year 7 students have had face to face training as part of their induction day. These resources are available on our website for refresher training, and to support parents on their understanding of how online learning and online assessments are being delivered.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. We would recommend that each 'school day' maintains structure, and we expect students to adhere to their timetable of lessons each day.

We would encourage parents to support their children's work, including finding them an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, the student or parent should contact their teacher promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

All children agree to our '**ICT Systems and Internet Acceptable Use Policy**' at school which promote the professional, ethical, lawful and productive use of Beaconsfield High School's ICT systems and infrastructure. This includes e-safety rules and this policy applies when children are working on computers at home.

6. Roles and responsibilities

Teachers

To note: the suggested responsibilities below relate to where a large number or all students are isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.

Beaconsfield High School will provide a refresher training resources and induction for new staff on how to use Office 365 and Teams.

When providing remote learning, teachers must be available during their contracted hours on the days they teach. Students are encouraged to keep to their timetabled lessons and work should be set by teachers to enable this.

If they 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.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers will set work for all the pupils in their classes

- The work set should follow the usual timetable for the class had they been in school, wherever possible
- Providing feedback on work:
 - Students will receive feedback, assessment and marking (FAM) as per the departmental FAM policy
 - Feedback will be online, there are multiple formats this could take. For example assignments set in the O365 app, comments on student's digital files or the use of tests through forms or apps such as quizlet.
- Monitoring attendance
 - Whilst registration remotely is not expected, teachers should check all student are participating in lessons and completing work set for FAM.
 - If a student is not in your lesson an email to them with the year group administrator copied in is recommended.
 - If there is a persistent issue then you should either contact the Head of Learning, or parent directly, with the HoL in copy
- Keeping in touch with pupils who aren't in school and their parents:
 - All parent/carer emails should come through the teachers school email address
 - Any complaints or concerns shared by parents or pupils should be reported to the Middle Leaders, who should consult their SLT line manager– for any safeguarding concerns, refer immediately to the DSL, please see the Child Protection Policy for additional guidance
 - Further guidance on how to communicate with parents can be found in the 'Child Protection and Safeguarding: Covid-19 Addendum'

Learning Support Assistants (LSAs)

Learning Support Assistants must be available during their contracted hours/days of work.

If they 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.

During the school day, LSAs must complete tasks as directed by the [Learning Support Manager](#) and the SENCO and Pupil Premium Co-Ordinator.

Middle Leaders (Academic)

- Monitor on a daily basis that teachers are setting work for all classes
- Monitor the frequency of FAM and for examination classes moderate assessments to ensure accuracy of grades for the cohort
- Review curriculum maps to monitor delivery and identify if modifications are required to complete the Schemes of Work or Specification delivery
- Meet with your SLT line manager (30 minutes each week) to monitor the effectiveness of Learning, Teaching and Curriculum delivery within your Subject (Note: 60 minute fortnightly meeting allocation modified to allow weekly monitoring)

- Attend Middle Leaders meetings to continue to receive and contribute to guidance, support and CpD to ensure the effective operation of your subject area.
- Share any concerns shared by parents or pupils with your SLT line manager

Middle Leaders (Pastoral)

- Work with year group administrators to support teachers with monitoring student attendance, participation and behaviour
- If there is a persistent issue then you should either contact the parent
 - If there is a concern around the level of engagement of a pupil, parents should be contacted via phone or email to assess whether school intervention can assist engagement.
 - All parent/carer emails should come through the teachers school email address
 - Any safeguarding concerns, should be referred immediately to the DSL, please see the Child Protection Policy for additional guidance
- Meet with your SLT line manager (30 minutes each week) to monitor the effectiveness of pastoral care and student well-being for your year group (Note: 60 minute fortnightly meeting allocation modified to allow weekly monitoring)
- Attend Pastoral Leaders meetings to continue to receive and contribute to guidance, support and CpD to ensure the effective support and well-being of students in your year group
- Share any concerns shared by parents or pupils with your SLT line manager

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for all of the below, under the direction of the SLT member in charge of the area:

- Communication to parents, students and staff (Headteacher)
- Co-ordinating the remote learning approach across the school including regular monitoring of engagement, within subject areas (Deputy Headteacher)
- Monitoring the impact of online learning on students' well-being and mind-set including regular monitoring of engagement, within year groups (AHT ic. Pastoral Care and SAHT ic. Well-being and Safeguarding)
- Close management of support for vulnerable students (SAHT ic. Safeguarding)
- Ensuring all students can access the curriculum and pastoral support (SENCO, PP Co-Ordinator)
- Effective line management of middle leaders to support them on monitoring learning and student and teacher well-being (Headteacher and Deputy Headteacher)
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations (Business Manager ic. ICT Support department)

Designated safeguarding lead

- The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy and the 'Child Protection and Safeguarding: Covid-19 Addendum'

ICT Technicians

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff 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
- Assisting pupils and parents with accessing the internet or devices
- They are contactable via: ictsupport@beaconsfieldhigh.bucks.sch.uk

The SENCO

Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying and providing the correct level of support to ensure all students can make expected progress

The Business Manager

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work
- Behave in accordance with our Behaviour Policy and under the terms of our BYOD User Agreement. Sanctions will be issued for students not meeting our high expectations of behaviour and respectful conduct to their peers and staff.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Support your child in keeping their motivation for learning high by ensuring an appropriate working environment and showing an interest in their child's learning
- Be respectful, and understanding 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 as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

7. Links with other policies and User Agreements

This policy is linked to our:

- [Acceptable Use Policy for ICT Systems and the Internet](#)
- [Child Protection Policy](#)
- [Child Protection and Safeguarding: Covid-19 Addendum](#)
- [Behaviour for Learning Policy](#)
- [BYOD User Agreement](#)