

Remote Learning Provision Policy

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Signed:	Principal
Signed:	
Review cycle:	1 year (usually)
Date of next review:	September 2026 (due to filtering and monitoring changes and KCSIE updates)

This policy should be read alongside the Safeguarding and Child Protection Policy and the Online Safety Policy. Where there is any conflict, the Safeguarding and Child Protection Policy takes precedence.

Contents

1. Purpose and scope
 2. Legislation and guidance
 3. When remote education is used
 4. Attendance, registration and records
 5. Immigration and sponsor compliance
 6. Safeguarding during remote education
 7. Platforms and technology
 8. Recording lessons
 9. Quality of remote teaching
 10. Roles and responsibilities
 11. Code of conduct for staff teaching remotely
 12. Code of conduct for pupils learning remotely
 13. Academic integrity and artificial intelligence
 14. SEND, accessibility and inclusion
 15. Health, wellbeing and screen time
 16. Data protection
 17. Equality
 18. Training
 19. Monitoring and review
 20. Linked policies
- Appendix A: Named roles
- Appendix B: Individual remote learning plan
- Appendix C: Matters to resolve

1. Purpose and scope

Remote education is where a pupil and their teacher are not physically together, and teaching is delivered through technology. At Felixstowe International College it is used narrowly and for defined reasons, not as a general alternative to attending.

The Department for Education is clear that remote education should not be treated as equivalent to being in school, and should be considered only where attendance is not possible but the pupil is able to keep learning. This policy is written on that basis.

It applies to all pupils, day and boarding, including pupils learning from outside the United Kingdom; to all teaching and support staff; to governors; and to educational guardians and host families supporting a pupil learning remotely.

2. Legislation and guidance

2.1 Statutory

- Keeping Children Safe in Education 2026 (DfE), in force from 1 September 2026
- Working Together to Safeguard Children 2023 (HM Government)
- The School Attendance (Pupil Registration) (England) Regulations 2024, which revoked and replaced the Education (Pupil Registration) (England) Regulations 2006 on 19 August 2024
- Working together to improve school attendance (DfE), statutory from 19 August 2024
- The Education (Independent School Standards) Regulations 2014
- National Minimum Standards for boarding schools (DfE)
- Data Protection Act 2018 and UK GDPR, as amended by the Data (Use and Access) Act 2025
- Equality Act 2010
- Online Safety Act 2023
- Immigration Rules Appendix Child Student, and the Home Office Student Sponsor Guidance

2.2 Non-statutory guidance

- Providing remote education: guidance for schools (DfE)
- Safeguarding and remote education (DfE)
- Teaching online safety in schools (DfE)
- Generative artificial intelligence in education (DfE)
- SEND code of practice: 0 to 25 years (DfE, 2015)
- Filtering and monitoring standards for schools and colleges (DfE)
- Cyber security standards for schools and colleges (DfE)
- Health and safety: responsibilities and duties for schools (DfE)

3. When remote education is used

Remote education is a short-term measure, used where a pupil cannot attend in person but can continue to learn, and always as part of a plan to get the pupil back into school. The circumstances in which the school will consider it are:

Circumstance	Approach
A pupil has enrolled but entry to the UK is delayed, for example while a visa is processed	Time-limited remote provision until arrival, subject to the sponsor compliance checks at section 5 and the overseas safeguarding arrangements at 6.4. Reviewed at least every two weeks against the expected arrival date.
A pupil is medically unable to attend but well enough to learn, for example during recovery from illness or with a fluctuating condition	Case-by-case decision by SLT with parental consent and, where relevant, medical advice. Set out in an individual remote learning plan (Appendix B) with a stated reintegration date.
A pupil is absent with an infectious illness but well enough to learn	Short-term provision only, where it will not delay the pupil's return.
The school site is closed or access is restricted, for example severe weather or an emergency	Whole-school or year-group provision under the school's contingency arrangements.

Remote education will not be used as a substitute for addressing the reasons behind a pupil's absence, as a way of managing behaviour, or as a long-term arrangement.

Every decision to provide remote education is recorded, names the member of SLT who authorised it, states the expected duration, and identifies the person responsible for reviewing it. Provision lasting more than four weeks is reported to the Governing Board.

3.1 Our two cohorts

The school teaches day pupils and international boarders, and remote education works differently for each. The distinction matters most for safeguarding, so it is drawn here and carried through section 6.

	Day pupils	International boarders
Usually learning remotely from	Their family home in the UK	Their family home overseas, before arrival or during an extended absence
Adults responsible day to day	Parents or carers, present at home	Family abroad, and the educational guardian in the UK
Safeguarding referral route	Normal route: local children's social care and police	No English jurisdiction. Local contacts and services must be recorded first — see 6.4
Time zone	Same as the school	Often several hours ahead or behind; lesson times must be agreed

A boarder who is unwell but remains on site is cared for under the school's boarding and medical arrangements. Remote lessons are not expected of a pupil who is too unwell to attend, and are

only arranged where boarding and medical staff agree the pupil is well enough. Where they do take place, the pupil joins from a common area rather than a bedroom wherever possible.

4. Attendance, registration and records

Registers must be kept in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024. A pupil receiving remote education whose name remains on the admission register must still have an attendance code recorded for each session.

- Registers are kept electronically, as the 2024 Regulations require.
- The national attendance and absence codes set out in the 2024 Regulations are used. Remote education does not itself create attendance; the correct code depends on the reason the pupil is not in school, and is applied consistently.
- Attendance and admission register entries are preserved for six years, an increase from the previous three.
- Participation in remote lessons is logged separately from the attendance register, so that engagement can be seen and acted on.
- Where a pupil is not engaging, the class teacher contacts the pupil, parents and educational guardian promptly to find out why and to agree how to restore engagement. Persistent disengagement is escalated to the DSL.

The school will confirm with its attendance adviser how the 2024 Regulations apply to boarders, since the attendance register requirement in those Regulations is framed by reference to pupils who are not boarders, and record the resulting practice.

5. Immigration and sponsor compliance

As a licensed Child Student sponsor, the school has duties that apply directly to remote study, and getting this wrong puts the sponsor licence at risk. This section applies whenever a sponsored pupil learns remotely, in the UK or overseas.

- Before remote provision begins for a pupil awaiting entry to the UK, the school will confirm the position with its immigration adviser and record the advice. The Student Sponsor Guidance restricts remote delivery, and providers below degree level are generally not permitted to deliver courses remotely other than in exceptional circumstances or to prevent discrimination.
- Engagement monitoring must be able to distinguish learning delivered face to face from learning delivered remotely, and records are kept accordingly.
- Reporting duties to UK Visas and Immigration are met in the ordinary way, including where a pupil does not take up their place, stops engaging, or defers.
- Remote provision before arrival is time-limited and is not offered as an ongoing alternative to studying in the UK.
- The pupil's expected arrival date is tracked, and provision is reviewed against it at least fortnightly.

Nothing in this policy authorises an arrangement that would breach the school's sponsor duties. Where there is doubt, provision does not begin until advice has been taken.

6. Safeguarding during remote education

A pupil learning remotely is still our pupil. Safeguarding duties under Keeping Children Safe in Education apply in full, and in some respects are harder to discharge, so the arrangements need to be deliberate.

6.1 Reporting and response

- All staff report concerns to the DSL immediately, through the usual safeguarding route, exactly as they would in school.
- A trained DSL or deputy is available during all timetabled remote lessons, including any scheduled outside the normal UK school day, and pupils are told how to reach them.
- Pupils learning remotely are given the contact details of the DSL, the deputy DSL and the independent listener, and are told they may contact them directly without going through a teacher.
- Pupils are told they can raise a concern about a member of staff with the DSL or the Head of School, not only with a parent or carer. A pupil who is worried about an adult should not be dependent on telling another adult at home.

6.2 One-to-one remote lessons

One-to-one remote teaching carries particular risk and is arranged, not improvised.

- One-to-one lessons take place only where authorised in advance by SLT and recorded on the pupil's remote learning plan.
- Parents or carers are informed in advance that one-to-one teaching will take place, and when.
- Lessons are scheduled through the school calendar and delivered through school accounts, so they are visible to the school, and are recorded as set out at section 8.
- Sessions take place in a suitable room, not a bedroom, at both ends wherever this is possible; where a pupil has no alternative, the member of staff records this and takes extra care over background, camera position and duration.
- Staff do not use personal accounts, personal devices or personal phone numbers for one-to-one contact.

6.3 The learning environment

- Pupils join lessons from an appropriate space, dressed as they would be for a lesson at school.
- Staff and pupils use a plain or blurred background where possible.
- Cameras are normally on so that teachers can see how pupils are doing. A pupil who has a good reason not to use their camera should say so, and the school will agree an alternative rather than refuse outright.
- Other members of a household should not take part in lessons. Where a younger pupil or a pupil with SEND needs adult support, this is agreed in advance and recorded.

6.4 Pupils learning from outside the UK

Where a pupil is overseas, the school cannot rely on its usual referral routes. English children's social care and the local police have no jurisdiction, and a UK helpline may be of limited use. The following are put in place before overseas remote provision begins:

- a record of the pupil's address abroad, the adults they are living with, and at least two local emergency contacts
- local emergency service numbers and, where available, local child protection or helpline services for that country
- the name of the educational guardian and their contact details
- a note of the time zone, and agreed times at which the pupil can be contacted and can contact the school
- agreement on what the school will do if it cannot reach the pupil, and who it will contact first

If a safeguarding concern arises about a pupil overseas, the DSL will act on it immediately, seek advice from the local authority designated officer or children's social care in England about the appropriate route, and consider contacting the Foreign, Commonwealth and Development Office or the relevant local authorities. The fact that a child is abroad does not reduce the school's duty to act.

6.5 Filtering, monitoring and online safety

The school's filtering and monitoring arrangements, and the scope of monitoring for day pupils and boarders, are set out in the Online Safety Policy. Pupils learning from home or from overseas are outside the school network, so filtering on the school connection does not protect them. Parents and carers are given guidance on home filtering, and pupils are reminded that school conduct expectations apply on school accounts wherever they are used.

7. Platforms and technology

Remote learning is delivered through two approved systems: Google Classroom, with school email, for work, resources and communication; and Zoom for live lessons and online meetings. Keeping to a defined set of platforms means pupils know where to go, staff know what is supported, and safeguarding and data sit in known places.

- Skype is no longer available. Microsoft retired the consumer Skype service on 5 May 2025. It must not be used, and references to it are removed from school documents, the website and parent information.
- Any platform not named above must be approved by SLT, with a data protection assessment by the DPO, before it is used with pupils. Staff must not introduce a new tool mid-term because it is convenient.
- Lessons are delivered through school accounts only. Staff and pupils do not use personal accounts.
- Where a pupil in a particular country cannot access the school's platforms, the school will agree a workable alternative with the family and record it, rather than leave the pupil without provision. This is checked before overseas remote provision begins.
- Privacy information for the platforms in use is published on the school website and given to families before remote learning begins, translated where needed.
- Pupils use their own device, as required by the Bring Your Own Device Policy. Where a pupil's device or connection is not adequate for remote learning, the school will discuss practical alternatives with the family.

7.1 Using Zoom safely

Zoom is configured centrally by the IT Manager so that the settings below are the default and do not depend on individual staff remembering them. Staff must not override them.

- Lessons are hosted from the school's licensed education account, not from free or personal Zoom accounts.
- Personal Meeting IDs are never used for lessons. Each lesson uses a uniquely generated meeting ID.
- Every meeting requires a passcode, and the waiting room is enabled so the teacher admits each participant individually.
- Meeting links are shared only through Google Classroom or school email, never publicly and never in a group chat outside school systems.
- Screen sharing is restricted to the host. Annotation, remote control and file transfer are disabled unless the teacher enables them for a specific activity.
- The teacher joins first and locks the meeting once all expected pupils have arrived, so that no one can join late unnoticed.
- The teacher ends the session for all participants rather than leaving, so pupils cannot remain in the room together unsupervised.
- The teacher can mute, remove or return a participant to the waiting room, and does so if a pupil's behaviour or anything visible on camera makes it necessary. A removal is reported to the DSL the same day if it involved anything of concern.
- In-meeting chat is set to host-and-participants only, not private pupil-to-pupil messaging, and is not used as a route for pastoral disclosures.
- Zoom clients are kept up to date; the IT Manager checks version currency and default settings each term and after any major Zoom update.

If an unknown participant joins a lesson, or anything inappropriate appears on screen, the teacher ends the session immediately for everyone and reports it to the DSL and the IT Manager. The lesson is not continued while the matter is unresolved.

Zoom processes personal data outside the UK. The DPO records the transfer safeguards relied on, and this is covered in the Data Protection Impact Assessment at section 16.

8. Recording lessons

The previous version of this policy said in one place that lessons would be recorded and in another that pupils would be told in advance if they were. A single position is set out here.

- Group live lessons are not recorded by default.
- One-to-one lessons are the standing exception: they are recorded as a safeguarding control, protecting both the pupil and the member of staff. Pupils and parents are told this before the first session. Recordings are saved to a restricted school drive accessible only to the DSL and deputy DSL, are viewed only where a concern arises, and are deleted after [insert period, e.g. one term] unless retained for a safeguarding reason.
- Where there is a clear educational reason to record a lesson, the teacher obtains SLT approval, tells pupils and parents in advance, and states the reason.
- Recordings are stored in the school's Google Workspace environment, accessible only to the pupils in that class and relevant staff, and deleted at the end of the academic year unless there is a documented reason to keep them.

- Recordings are never shared outside the school, posted publicly, or used for any purpose other than the one stated.
- A pupil who does not wish to appear in a recording may keep their camera off for the recorded portion. This is agreed without fuss.
- Pupils and parents must not record, screenshot or photograph lessons. Doing so is a breach of this policy and, depending on what is captured, may be a data protection or safeguarding matter.
- A Data Protection Impact Assessment covers lesson recording, and the retention period above is reflected in the school's retention schedule.

9. Quality of remote teaching

What makes remote teaching effective is largely what makes classroom teaching effective. Staff will:

- teach a planned, well-sequenced curriculum aligned to what the pupil's class is covering, so that returning is not a cliff edge
- give clear explanations of new content, and check understanding rather than assume it
- scaffold practice, and give pupils work that is meaningful and appropriately demanding
- provide regular feedback, including on submitted work
- assess progress through quizzes, tasks and low-stakes testing
- set an amount of work broadly equivalent to the core teaching the pupil would receive in school, allowing for the fact that remote learning is more tiring
- use a mix of live teaching and independent tasks rather than relying on either alone
- keep the pupil connected to their class where possible, so that they return to a group rather than to strangers

10. Roles and responsibilities

10.1 Governing Board

- approves this policy and reviews it annually
- assures itself that remote provision is safe, lawful and educationally adequate, and that sponsor duties are met
- receives a report on any remote provision lasting more than four weeks

10.2 Head of School

- authorises remote provision and ensures each case is recorded and reviewed
- ensures staff are trained and that risk assessments are in place, suitable and reviewed annually
- ensures families are told what pupils need, what is expected, how lessons run and how to get help
- ensures the sponsor compliance checks at section 5 are carried out
- monitors quality through lesson observation, work scrutiny and feedback from pupils and parents

10.3 Designated Safeguarding Lead

- ensures safeguarding arrangements at section 6 are in place before remote provision begins
- holds the record of overseas contacts and local emergency arrangements for pupils learning abroad
- is available during timetabled remote lessons, or ensures a trained deputy is
- responds to concerns arising from remote learning as they would to any other

10.4 Teachers

Teachers are responsible for the quality, safety and tone of the lessons they deliver. Their conduct requirements are at section 11.

10.5 Parents, carers and educational guardians

- provide a suitable place to work and support their child in attending lessons on time
- tell the school promptly if their child cannot attend a lesson, or if the arrangement is not working
- supervise their child's device use at home, with guidance from the school
- keep the school informed of any change in the pupil's circumstances, address or contacts while learning remotely

11. Code of conduct for staff teaching remotely

- Teach from a professional setting, dressed as you would be for school, with an appropriate background.
- Use school accounts, school platforms and school devices. Do not give pupils personal contact details, and do not contact pupils or parents through personal channels.
- Where a pupil is in another time zone, any teaching outside normal UK school hours must be timetabled and approved in advance. Staff do not make ad hoc contact outside school hours, and are not expected to be available at night.
- Report to the DSL any attempt by a pupil to contact you outside permitted channels.
- Set expectations at the start of each lesson: how to ask a question, when to mute, when cameras are on.
- Check regularly that pupils are following, and leave enough space for questions.
- Share only content that is appropriate, accessible and relevant to the course.
- Never hold a lesson, or remain in a session, alone with a pupil outside the arrangements at 6.2.
- Do not distribute recordings, and secure any personal data you hold.
- Follow the Staff Code of Conduct and the Online Safety Policy in full; nothing about teaching remotely relaxes them.

12. Code of conduct for pupils learning remotely

12.1 Taking part

- Follow the timetable, arrive on time, and let your teacher know by email if you cannot attend.
- Join from a quiet, suitable space, dressed appropriately.

- Take part: answer, ask, and say when you do not understand.
- Complete and submit work on time, and to the best of your ability.
- Leave the session when the teacher ends it, and do not stay behind after they have gone.

12.2 Treating people well

- Communicate courteously with staff and other pupils, and treat their views with respect.
- Do not use racist, sexist, homophobic or abusive language, or anything intended to offend.
- Behaviour in a remote lesson is subject to the school behaviour policy, in the same way as behaviour in a classroom.

12.3 Staying safe

- Do not share your username or password with anyone, and use only your school email account.
- Do not photograph, screenshot or record lessons, staff or other pupils.
- Do not share your own or anyone else's personal details, and do not arrange to meet anyone you have met online.
- Report anything that worries you — a message, a website, something someone said, something happening to a friend — to your teacher or the DSL. You will not be in trouble for telling.
- If you are worried about an adult, including a member of staff, you can go straight to the DSL or the Head of School.

13. Academic integrity and artificial intelligence

Remote learning makes it easier to pass off work as your own that is not, and harder for teachers to see how a piece of work came about. The expectations are the same as in school.

- Work submitted must be the pupil's own, unless the task is explicitly collaborative.
- Sources must be credited. Copying words, ideas or sentence structure without attribution is plagiarism, as is misrepresenting where a quotation came from.
- Pupils may use material created by others where it is properly attributed and used lawfully; they must not reproduce substantial parts of copyrighted work or present it as their own.
- Generative AI may be used only where the teacher has said it is permitted for that task, and its use must be declared.
- Presenting AI-generated work as the pupil's own is malpractice, and in coursework or controlled assessment may breach awarding body rules with consequences for the qualification.
- Pupils must not enter personal information about themselves or others into AI tools that the school has not approved.
- Teachers design remote tasks with integrity in mind, using drafting, oral follow-up and in-lesson checks rather than relying on detection tools, which are unreliable.

14. SEND, accessibility and inclusion

- Decisions about remote education for a pupil with SEND are made with the SENCo and reflect the pupil's individual needs.

- Some pupils cannot access remote education without adult support; the school works with families to agree what that looks like rather than assuming it is available.
- Materials are provided in accessible formats, and assistive technology needs are identified before provision begins.
- Pupils learning in a language that is not their first language may need materials in advance, recorded explanations or extra processing time.
- Where remote education is not appropriate for a pupil, the school says so and finds another route rather than providing something that will not work.

15. Health, wellbeing and screen time

- Remote timetables include regular breaks and time away from the screen. Lessons are not scheduled back to back for a full day.
- Pupils are advised on posture, screen position, lighting and eye breaks, and families are given practical guidance on setting up a workspace.
- Staff watch for signs that a pupil is struggling: withdrawal, cameras always off, missed deadlines, a change in tone. These are pastoral signals, not just compliance issues.
- Learning alone is isolating. Pupils learning remotely for more than a short period have a named member of staff who checks in with them regularly about how they are, not only about their work.
- For pupils overseas awaiting entry, the school keeps them connected to the life of the school where it can, so that arrival is a continuation rather than a start.

16. Data protection

- Personal data processed for remote education is handled in line with the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025.
- The lawful basis for providing remote education, and for any recording, is identified and recorded by the DPO.
- Privacy information is provided to pupils and families in advance, in a form they can understand, and translated where needed.
- Where a pupil is learning from outside the UK, and in relation to Zoom and Google Workspace, the DPO advises on international transfer of personal data and records the safeguards relied on.
- Staff store pupil work and personal data in school systems, never on personal devices or personal cloud accounts.
- Data breaches are reported to the DPO immediately and, where the threshold is met, to the Information Commissioner's Office within 72 hours.

17. Equality

This policy has been equality impact assessed under the Equality Act 2010. Particular attention has been given to pupils with SEND or long-term health conditions, pupils for whom English is an additional language, and pupils learning from countries where connectivity or access to the school's platforms is limited. Where remote provision would disadvantage a pupil, the school will adjust it.

18. Training

- All staff receive safeguarding training that covers remote education, including the differences in risk and response.
- Teachers delivering remote lessons are trained on the platforms in use before they teach.
- The DSL and deputies are trained on safeguarding pupils learning from overseas.
- Staff responsible for registers are trained on the 2024 Regulations and the national codes.
- Understanding is checked, gaps are recorded, and the record retained.

19. Monitoring and review

This policy is reviewed annually by the Head of School with the DSL and the Governing Board, and sooner if statutory guidance, sponsor duties or platforms change. Effectiveness is judged by pupil engagement and outcomes during remote provision, how quickly pupils reintegrate, feedback from pupils, parents and staff, and any safeguarding matters arising.

20. Linked policies

- Safeguarding and Child Protection Policy
- Online Safety Policy
- Curriculum Policy
- SEND Policy
- Accessibility Policy
- Behaviour Policy
- Anti-Bullying Policy
- Staff Code of Conduct
- Acceptable Use Agreements
- Bring Your Own Device Policy
- Attendance Policy
- Data Protection Policy and Privacy Notices
- Boarding Handbook and boarding policies
- Complaints Policy

Appendix A: Named roles

Role	Name
Head of School	Rebecca Mainprice
Chair of Governors	Robert Noakes
Designated Safeguarding Lead	Chaerin Lee
Deputy Designated Safeguarding Lead	Joyce Jennings
IT Manager	Cerys Parker
Data Protection Officer	Andy Crow
SENCo	Katherine Murphy
Sponsor compliance / immigration lead	Chaerin Lee
Independent listener	Andy Byford

Appendix B: Individual remote learning plan

Completed before remote provision begins for an individual pupil, held on the pupil file, and reviewed at the stated interval.

Item	Detail
Pupil name and year group	
Reason for remote provision	
Authorised by (SLT) and date	
Start date and expected end date	
Reintegration plan and target return date	
Review interval and reviewer	
Parental consent obtained	
Country and address if learning from overseas	
Time zone and agreed contact times	
Local emergency contacts (minimum two)	
Local emergency service and child protection numbers	
Educational guardian and contact details	
Sponsor compliance advice taken (date, adviser, outcome)	
Named member of staff for pastoral check-ins	
SEND or accessibility adjustments	
One-to-one teaching authorised (yes/no, details)	
Platforms to be used	
Device and connectivity confirmed	