



SOUTH WILTS
GRAMMAR SCHOOL

REMOTE LEARNING GUIDANCE

SCHOOL AIMS

South Wilts is a progressive grammar school which aims to maintain high academic standards and cultural achievement within a caring environment. We seek to encourage responsibility and personal fulfilment so that students attain their maximum potential. The School is dynamic and works with the community to prepare its students for life-long learning and adult independence.

South Wilts Grammar School aims to value and respect all students equally and to provide equality of opportunity wherever possible.

South Wilts is committed to safeguarding and promoting the welfare of children. The school fulfils its responsibilities as laid out in the following key documents: Working Together to Safeguard Children, Keeping Children Safe in Education and the procedures of the Safeguarding Vulnerable People Partnership.

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Remote education provision

Aim

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from remote education if students are required to learn at home. It reflects the expectations set out by the Department for Education, which the school is required to meet, and outlines how these requirements are fulfilled in practice. For details of what to expect where individual students are self-isolating, please see the final section of this document.

Remote education expectations

This guidance sets out the situations in which the school's approach to remote education will be used. It applies both where individual students are required to learn from home and where whole cohorts or larger groups of students are unable to attend school on site. The sections that follow distinguish clearly between these circumstances, recognising that expectations, provision, and practical arrangements may differ depending on whether remote education is being provided for individual students or for whole cohorts.

Individual students

Current DfE Guidance (updated on 23 January 2023) states that:

There should only be limited circumstances where a student is unable to attend school but is able and well enough to continue their education remotely. These circumstances should only involve a short-term absence and might include: students recovering from short-term infectious illnesses, students preparing for or recovering from some operations, or students recovering from injuries where attendance might inhibit recovery.

In some exceptional cases, these circumstances might also include students whose attendance has been affected by a special educational need or disability (SEND) or a mental health issue. In these circumstances, and after the student's absence from school has been established, schools should consider providing students with remote education on a case-by-case basis. This should be part of a plan to reintegrate back to school, and only when it is judged that providing remote education would not adversely affect the student's return to school.

Provision of remote education should be made as a short-term solution allowing absent students to keep on track with their education and stay connected to their teachers and peers. Students with long-term medical conditions or any other physical or mental health needs affecting attendance may require additional support to continue their education.

Where these circumstances apply to an individual student, as determined by the school, an appropriate programme of remote education will be agreed in consultation with the student and their parents or carers, in line with Department for Education guidance.

Whole cohorts

In some exceptional circumstances, for example inclement weather or industrial action, one or more cohorts of students may be required to learn from home. In these situations, work will be set remotely via the school's Microsoft Teams platform. There will be no live lessons or tutor time on the first day of whole-

cohort remote education. This initial period allows teachers time to adapt existing provision and plan appropriately for the unusual circumstances. Live lessons and teaching will be introduced where possible from the following day.

Students are expected to check Microsoft Teams regularly to confirm what work has been set and to identify any live elements that have been scheduled. Where a live tutor time in the morning is arranged, attendance will be expected. Any expectations for attending live lessons or tutor time will be confirmed to students and parents or carers by the end of the first day of remote education.

Communication and timelines

When remote education is activated, parents and carers will receive a message on behalf of the Headteacher via the school communications system as early as possible. This communication will confirm that remote education has been implemented and outline any immediate expectations.

Any further whole-school updates or changes relating to remote education will also be communicated through the school communications system and will be issued by the Headteacher.

Information relating to day-to-day learning, including confirmation of live lessons, tutor time arrangements, or subject-specific notices, will be communicated to students through Microsoft Teams. Students are expected to check Microsoft Teams regularly for year group announcements and class-level updates posted by their teachers.

Parents and carers should assume that operational details relating to teaching and learning will be shared with students via Microsoft Teams, while whole-school messages and significant updates will be communicated directly to families through the school communications system.

Curriculum expectations

During periods of industrial action, the school is not required to deliver the full curriculum in the same way as it would during normal on-site provision, and not all lessons will take place. As a result, the curriculum delivered may be adapted, and practical lessons may not be able to run in their usual format.

Assessment and public examinations

During periods of remote education, the school will continue to assess students in Key Stage 4 and Key Stage 5 in line with normal expectations, wherever possible, to minimise disruption to learning and progression. Assessment will continue to support preparation for GCSE and A level examinations and to ensure that students remain on track.

All assessment practices will take account of national guidance issued by the Department for Education, Ofqual, and examination boards. Tasks will be designed to ensure appropriate validity and integrity, including the generation of sufficient evidence to support outcomes where teacher assessed grades are required. This ensures that any grades submitted are robust, fair, and defensible.

Requirements relating to non-examined assessment (NEA) and coursework will continue to apply as normal. Where national guidance or examination board communications require adjustments to deadlines or assessment conditions, the school will implement these as directed and communicate any changes clearly.

In the event of extended periods of remote education, the school reserves the right to adapt assessment schedules or delay assessments in line with national guidance. Any significant changes to assessment arrangements or public examination processes will be communicated to students and parents or carers by the Deputy Head (Academic), including where information applies nationally or is specific to GCSE or A level provision.

Remote teaching and expected study time

During whole-cohort remote education, students should expect work to be set that broadly covers the length of the normal school day. This work will be provided via Microsoft Teams and will consist of a combination of independent learning activities and teacher-directed tasks. There will be no live lessons during this period. Homework will be suspended, as the work set during the school day replaces normal classwork and homework expectations.

Year group	Remote teaching and study expectations
Years 7 to 11	Work will be set each day via Microsoft Teams to cover the equivalent of the normal school day. There will be no live lessons or tutor time during the first day. Where possible, for extended periods of remote education, live lessons will be introduced. Students are expected to complete the work set during the school day. Homework is suspended.
Years 12 & 13	Work will be set via Microsoft Teams in line with students' normal timetables, covering the equivalent of the school day where appropriate. There will be no live lessons or tutor meetings during the first day. Where possible, for extended periods of remote education, live lessons will be introduced. Independent study expectations remain.

Accessing remote education

Remote education will be accessed through the school's Microsoft Teams platform. Students will use their school login details to view tasks, resources, and instructions set by their teachers. All work and communication relating to remote education will be managed through this platform. The link to this can be found here:

<https://teams.cloud.microsoft/>

Remote education will be delivered using a range of approaches, depending on the circumstances and the needs of students. These may include pre-recorded explanations, written instructions, online resources, and independent learning tasks set via Microsoft Teams.

Concerns with access to remote education

We recognise that some students may not have suitable digital or online access at home. In these cases, the school will work with students and their parents or carers to identify appropriate support. This may include providing access to devices, offering alternative formats for work, or making other reasonable adjustments to ensure students are able to engage with remote education.

If parents or carers have concerns about a student's ability to access remote education more broadly, including ongoing barriers to participation, they should contact the school at Head@swgs.wilts.sch.uk or admin@swgs.wilts.sch.uk. Any concerns raised will be considered and addressed by a member of the Senior Leadership Team or the relevant Head of Year.

Technical access and support

If students experience short-term technical difficulties accessing remote education, parents and carers should contact the school via the usual administrative channels by emailing admin@swgs.wilts.sch.uk. The school will provide reasonable support to help resolve issues relating to access to school systems, including Microsoft Teams and login credentials.

The school is not able to provide technical support for home internet connectivity, personal devices, or wider household IT issues. Where technical difficulties cannot be resolved quickly, the school will work with families to consider appropriate alternative arrangements so that students can continue their learning.

Engagement and feedback expectations

Students are expected to engage fully with the work set during periods of remote education by checking Microsoft Teams regularly, completing tasks to the best of their ability, and meeting deadlines where these are set. Parents and carers are asked to support this engagement by encouraging regular routines, ensuring students have access to the necessary resources, and contacting the school if there are concerns about a student's ability to engage with remote learning.

During periods of remote education, parents and carers are required to report student absences using the same procedures as during on-site provision. Parents or carers must notify the school on the first day of an unplanned absence by 8.45 am, or as soon as reasonably possible, by contacting the attendance team via telephone on [01722 323326](tel:01722323326) or by emailing attendance@swgs.wilts.sch.uk.

Absences must be reported on each day they occur to meet safeguarding and statutory requirements. If the school does not receive notification, the Attendance Officer will attempt to contact the family, and where this is not successful, other emergency contacts may be used. Absences for contagious illnesses

should be reported immediately. Absences that are not reported appropriately will be recorded as unauthorised.

If the school has concerns about a student's engagement with remote learning, contact will be made using the parent or carer's registered email address. This may be done directly by the class teacher or through the Head of Year, Head of Department, or another appropriate member of staff.

Students' work and progress during periods of remote education will be assessed using a range of appropriate methods. Feedback may take different forms and will not always involve extensive written comments for individual students. This may include whole-class feedback, automatically marked quizzes using digital platforms, or other effective approaches. The school's approach to feedback will reflect the nature of the task, the subject, and the circumstances of remote learning.

Behaviour and conduct during remote education

Students are expected to conduct themselves appropriately during periods of remote education, in line with the school's Behaviour Policy and Acceptable Use of IT policy. This includes engaging respectfully with staff and peers, using Microsoft Teams appropriately, and completing work honestly and independently. During remote education sessions, students must keep microphones muted and cameras switched off unless expressly instructed otherwise by teaching staff. Where camera use is required, students must ensure appropriate safeguarding measures are followed, including the use of blurred or neutral backgrounds and maintaining a suitable environment free from inappropriate or personal content visible on screen.

All communication between students and staff must take place through approved school platforms. Students must not misuse chat functions, share inappropriate content, or engage in behaviour that would be unacceptable in a classroom setting. Any concerns regarding conduct or misuse of online systems will be managed in line with existing school behaviour and safeguarding procedures.

Parents and carers are asked to support the school by reinforcing these expectations at home and by reporting any concerns relating to online conduct or remote learning behaviour to the school promptly.

Safeguarding during remote education

The school remains fully committed to safeguarding and promoting the welfare of students during periods of remote education. All safeguarding policies and procedures continue to apply, including those set out in Keeping Children Safe in Education and the school's Safeguarding and Child Protection Policy. The school's safeguarding and related policies are published on the policies section of the website, which can be accessed here:

<https://www.swgs.wilts.sch.uk/about-us/policies/>

Staff will communicate with students only through approved school platforms and in a professional capacity. Expectations around appropriate communication, recording, and reporting remain the same as for on-site provision.

Students are encouraged to report any concerns about their own wellbeing or the wellbeing of others to a trusted adult in school. Concerns can also be raised by emailing the safeguarding team at DSL@swgs.wilts.sch.uk or by using the **Whisper** reporting system, which is available via the school website (<https://www.swgs.wilts.sch.uk/>) and also through students' school email accounts to a trusted adult at school.

Parents and carers are asked to support safeguarding by ensuring that students are working in an appropriate environment at home, using school systems responsibly, and by contacting the school immediately if they have any safeguarding concerns. Information on how to contact the school's safeguarding team remains available on the school website.

SEND students accessing remote education

The school recognises that some students, including those with special educational needs and disabilities (SEND), may require additional support from adults at home to access remote education. We acknowledge the challenges this can place on families and will work in partnership with parents and carers to identify appropriate support and reasonable adjustments. Where appropriate and proportionate, the SENDCo will liaise with Heads of Department and parents or carers to support the remote education provision for students with SEND and to ensure their needs are considered effective.

Review and return to on-site learning

Remote education arrangements will be kept under regular review by the school. Decisions regarding the continuation of remote education or the return to on-site learning will be informed by operational circumstances and relevant national guidance.

Parents and carers will be informed of any changes to arrangements, including confirmation of a return to on-site learning, through the school communications system as early as possible. Students should continue to engage fully with remote education until they are formally notified that on-site provision will resume.