



# ABLE Education Policy Document

## **REMOTE LEARNING POLICY**

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## 1. Introduction

At ABLE Education, we are committed to providing high-quality online tutoring services that support students in achieving their academic goals. This Remote Learning Policy outlines the guidelines and expectations for both students and tutors to ensure a productive and safe online learning experience.

## 2. Technology Requirements

To ensure a smooth and effective online tutoring experience, the following technology requirements must be met:

- **Device:** a computer or tablet with internet access
- **Internet connection:** a stable internet connection with a minimum download speed of 1.5 Mbps to support video conferencing and online tools
- **Software:** access to video conference software to be used for video calls, screen sharing, and collaborative activities
- **Audio/visual setup:** a working microphone and camera are required for both tutors and students. This ensures clear communication during the session
- **Headset/headphones:** it is recommended that a headset or headphones are used to reduce background noise and improve audio quality

If any technical difficulties are encountered before or during a session, assistance should be sought from the Head of Provision, Johanna Imade, as soon as possible.

## 3. Scheduling Sessions

- It is advised that where possible, both students and tutors log on at least 10 minutes before the session is due to start. This provides some time for any technical issues to be addressed in aim of avoiding a late start.
- Sessions should be scheduled for a time when a responsible adult is present within close proximity to the student, for example, at home with the student. They should be available throughout the session to assist if there are technical issues or any other concerns.

## 4. Session Structure and Content

- **Session duration:** sessions typically last 50 minutes, but the duration may vary depending on the needs of the student.
- **Lesson materials:** tutors will provide necessary learning materials, which may include worksheets, slides, and interactive tools. Students may also be asked to complete assignments or practice tasks between sessions.
- **Interactive learning:** online lessons will include a variety of teaching methods such as video demonstrations, screen sharing, quizzes, and collaborative tools to engage students in their learning.

## 5. Code of Conduct

Both students and tutors are expected to adhere to the following code of conduct during remote tutoring sessions:

- **Respectful communication:** students and tutors must communicate respectfully and courteously during all online interactions.
- **Engagement:** students should remain actively engaged during the session. This includes being attentive, responding to questions, and participating in activities.
- **Appropriate environment:** students should attend tutoring sessions in a quiet, distraction-free environment. Tutors should ensure they are in a professional setting free from distractions and other members of the general public to safeguard the student. Neither parties should attend any sessions from a bedroom.
- **Recording sessions:** Sessions will not be recorded unless written consent is obtained by the tutor, student and their guardian. Any recordings will only be used for educational purposes and stored securely in line with our **GDPR Privacy Policy**.

## 6. Student Responsibilities

- **Preparation:** students should come prepared to each session with any required materials, such as notebooks and any previous assignments.
- **Participation:** students are expected to actively engage in their learning during each session. If a student is unable to participate due to technical or personal reasons, they should notify the tutor in advance.

- **Technical setup:** it is the student's responsibility (or the guardian's) to ensure that their device, internet connection, and required software are working before the session begins. Any difficulties should be reported as far in advance of the session as possible so that assistance can be provided where possible.

## 7. Tutor Responsibilities

- **Punctuality:** tutors are expected to log into the tutoring platform before the start the session, ready to begin promptly at the scheduled time.
- **Preparation:** tutors will prepare lesson plans and materials tailored to the student's needs and academic goals.
- **Professionalism:** tutors will maintain a professional demeanor and create a supportive, encouraging environment for students.
- **Feedback:** tutors will provide regular feedback on the student's progress, reporting what went well during each session and over a number of sessions as well as areas and suggest strategies for improvement.
- **Incident logging:** tutors should log incidents correctly within the incident log book, any additions to the log book should be communicated with the DSL.

## 8. Safeguarding in Remote Teaching

At ABLE, we believe that children and young people should be able to use the internet for education and personal development, but safeguards need to be in place to ensure they are kept safe at all times. We recognise that:

- the online world provides everyone with many opportunities; however, it can also present risks and challenges
- we have a duty to ensure that all children, young people and adults involved in our organisation are protected from potential harm online
- we have a responsibility to help keep children and young people safe online, whether or not they are using ABLE's network and devices
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare and in helping young people to be responsible in their approach to online safety
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse.

### Measures to keep children and young people safe

We will seek to keep children and young people safe by:

- providing clear and specific directions to staff and volunteers on how to behave online through our behaviour code for adults
- supporting and encouraging the young people using our service to use the internet, social media and mobile phones in a way that keeps them safe and shows respect for others
- supporting and encouraging parents and carers to do what they can to keep their children safe online
- developing an online safety agreement for use with young people and their parents or carers
- developing clear and robust procedures to enable us to respond appropriately to any incidents of inappropriate online behaviour, whether by an adult or a child or young person
- reviewing and updating the security of our information systems regularly
- ensuring that user names, logins, email accounts and passwords are used effectively

- ensuring personal information about the adults and children who are involved in our organisation is held securely and shared only as appropriate
- ensuring that images of children, young people and families are used only after their written permission has been obtained, and only for the purpose for which consent has been given
- providing supervision, support and training for staff and volunteers about online safety
- examining and risk assessing any social media platforms and new technologies before they are used within the organisation.

## Instances of online abuse

If online abuse occurs, we will respond to it by:

- having clear and robust safeguarding procedures in place for responding to abuse (including online abuse); please refer to ABLE Education's Child Protection and Safeguarding Policy
- providing support and training for all staff and volunteers on dealing with all forms of abuse, including bullying or cyberbullying, emotional abuse, sexting, sexual abuse and sexual exploitation
- making sure our response takes the needs of the person experiencing abuse, any bystanders and our organisation as a whole into account
- reviewing the plan developed to address online abuse at regular intervals, in order to ensure that any problems have been resolved in the long term.

## Related policies and procedures

This policy statement should be read alongside the other policies and procedures ABLE Education is guided by, including:

- Keeping Children Safe in Education (September 2025)<sup>1</sup>
- Working Together to Safeguard Children (December 2023)<sup>2</sup>

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<sup>1</sup> [Keeping children safe in education](#)

<sup>2</sup> <https://www.gov.uk/government/consultations/working-together-to-safeguard-children-changes-to-statutory-guidance/guide-for-children-and-young-people-working-together-to-safeguard-children>

- The Children Act 1989<sup>3</sup> and 2004<sup>4</sup>.
- The Children and Social Work Act 2017<sup>5</sup>
- The Education Act 2011<sup>6</sup>
- ABLE Education's other policies (see website<sup>7</sup>), including the:
  - ▶ Child Protection and Safeguarding Policy
  - ▶ IT and E-Safety Policy
  - ▶ Staff Code of Conduct
  - ▶ Behaviour Policy
  - ▶ Managing Allegations against Staff Policy

## DSL Responsibilities

Full details of the roles and responsibilities of the DSL as well as safeguarding procedures are outlined in the **Safeguarding Policy**. The DSL will take lead responsibility for online safety and reporting of concerns or incidents including;

- **Incident management:** the DSL will be responsible for management for any incidents through to their conclusion.
- **Incident Escalation:** liaising with the relevant external agencies such as CEOP with concerns about student online safety in line with the organization **Safeguarding policy**.
- **Staff training:** the DSL will be responsible for staff training ensuring they are kept up to date with the latest in child safety regulations and procedures.

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<sup>3</sup> [Children Act 1989](#)

<sup>4</sup> [Children Act 2004](#)

<sup>5</sup> [Children and Social Work Act 2017](#)

<sup>6</sup> [Education Act 2011](#)

<sup>7</sup> <https://able-education.co.uk/policies>

## 9. Privacy and Data Protection

We prioritize the security and confidentiality of all personal data shared during online tutoring sessions. For more details, please refer to our **GDPR Privacy Policy**, which outlines how we collect, use, and protect personal data in compliance with data protection regulations.

## 10. Safety and well-being

- **Online safety:** we take online safety seriously. All tutoring sessions will take place on secure platforms. Neither students or tutors should ever share personal information (e.g. address and telephone phone number) during online sessions.
- **Guardian consent:** written guardian consent is required prior to students participating in online tutoring. Guardians should be available throughout the session for to assist with any technical issues or other concerns.
- **Session monitoring:** tutors will keep a log of session times, content covered, assignments, student engagement and other information for use in evaluating student progress.
- **Child Protection Concerns:** If a student discloses abuse or there are signs of harm, the DSL will follow the organization's safeguarding procedures, including referral to relevant authorities if necessary.

## 11. Modifications to This Policy

ABLE Education reserves the right to modify or update this Remote Learning Policy at any time, but at a minimum, it will be reviewed annually. Any changes will be communicated to students and their guardians via email or posted on our website.