

Westminster Tutors



Remote Learning Policy

2026-2027

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1. Introduction

- 1.1 This policy sets out the arrangements for remote learning coordinated by Westminster Tutors Ltd for the 2026–2027 academic year.
- 1.2 Westminster Tutors is a private further education tutorial college. It coordinates tuition delivered directly by independent, self-employed teachers and separately provides safeguarding, premises, pastoral, SEND and administrative support. This policy applies to students, independent teachers and College staff involved in remote learning; it does not change the contractual arrangements in the Operational Model.
- 1.3 Face-to-face teaching remains the default and preferred mode of learning. In-person lessons support attention, communication, safeguarding awareness and strong educational relationships. Remote learning is an occasional, purposeful adjustment where attendance is temporarily or exceptionally not possible, or where an individual support plan identifies it as appropriate.
- 1.4 The College supports a diverse student body, including students with SEND, anxiety-related needs and other barriers to attendance. Expectations of in-person participation must be applied alongside reasonable adjustments and individual needs.
- 1.5 Read this policy with the Curriculum Policy, SEND Policy, Accessibility Plan, Safeguarding Policy, Attendance Policy, Behaviour Policy, Staff and Teacher Code of Conduct, Acceptable Use and Digital Safety Policy, AI Use Policy and Data Protection Policy.

2. Aims of the Policy

- 2.1 The aims of this policy are to:
 - maintain face-to-face learning as the default while providing a clear framework for appropriate remote learning;
 - support students who cannot attend in person because of illness, disability, anxiety or exceptional circumstances but are able to learn remotely;
 - maintain continuity during short-term disruption and support agreed longer-term arrangements where needed;
 - maintain high standards of teaching, engagement, safeguarding and learning in both formats;
 - use professional judgement, reasonable adjustments and the student's educational interests to guide decisions;
 - support sustainable engagement with in-person education wherever reasonably possible and address inappropriate use of remote learning.

3. Principles of Remote Learning

- 3.1 The starting point is whether the student is well enough to engage meaningfully in learning, taking account of disability, fluctuating health and agreed support. Being unable to travel does not necessarily mean being unable to learn.

- 3.2 Students who are too unwell to benefit from a lesson should rest and recover. They must not be pressured to join remotely to avoid an absence. Illness should be reported and recorded under the Attendance Policy.
- 3.3 There is no automatic entitlement to choose remote learning for convenience. However, decisions are subject to the duty to make reasonable adjustments for disabled students and to relevant agreed SEND or EHCP support. Remote learning must not be refused solely because it is an exception to the normal mode of teaching.
- 3.4 Where remote learning is not effective, the teacher and College will consider the barriers, reasonable adjustments and suitable alternatives with the student. Options may include an adjusted lesson, a return to in-person teaching where reasonably possible, or rescheduling in accordance with the applicable tuition arrangements. Concerns about disability-related access should be referred to the SENCo before an agreed adjustment is withdrawn.
- 3.5 Remote learning may support reintegration, SEND provision, examination preparation or exceptional logistical needs. Any plan to increase in-person attendance must remain realistic and responsive to the student's needs.

4. Circumstances in Which Remote Learning May Be Used

- 4.1 Remote learning may be agreed where a student cannot attend in person because of short-term illness or injury but is well enough to participate effectively. Mobility difficulties that prevent travel may also justify remote learning.
- 4.2 Remote learning may form part of a planned support strategy for anxiety, SEND-related barriers or other emotional or psychological difficulties. It should be considered alongside other support and, where appropriate, a gradual increase in in-person attendance.
- 4.3 Exceptional practical or logistical circumstances, such as significant travel disruption, a planned university visit or a long commute during examination preparation, may justify remote lessons where agreed in advance under this policy. A request does not itself confirm approval.
- 4.4 Where disruption affects the College or wider transport infrastructure, SLT may coordinate temporary remote arrangements where safe and educationally effective.
- 4.5 A teacher who cannot attend in person because of illness or exceptional disruption, but is fit to teach, should agree any proposed remote lesson with College administration and the student. The same safeguards and suitability requirements apply. Teacher absence does not automatically require a student to study from home; the College should consider the student's on-site timetable, access and support needs.

5. Decision Making and Oversight

- 5.1 Teachers ordinarily approve individual student requests case by case, using professional judgement and this policy. Decisions must take account of existing support plans and reasonable adjustments. Where an arrangement raises a SEND, welfare or repeated-attendance concern, the teacher should seek advice from the relevant College lead or SLT.

- 5.2 SLT reviews remote learning patterns weekly to identify emerging concerns and coordinate support, rather than to replace teachers' individual decisions.
- 5.3 Where repeated or concerning patterns arise, SLT will work with the student, relevant teachers, personal tutor or mentor, and parents or guardians where appropriate, to agree a proportionate plan. Parent involvement must take account of the student's age, wishes, lawful information-sharing basis and safeguarding needs.
- 5.4 A request may be declined where remote learning would not be safe, suitable or effective, after considering relevant adjustments and alternatives. The reason and agreed next step should be explained and recorded. If no lesson takes place, the absence and its reason must be recorded accurately; non-attendance is not automatically unauthorised because remote learning was declined.

6. Requesting Remote Learning

- 6.1 Requests should be made directly to the relevant teacher, copying College administration at info@westminstertutors.co.uk.
- 6.2 Students should give as much notice as reasonably possible and explain the reason for the request. Sensitive medical or safeguarding detail should be shared privately through the appropriate College route, rather than included in a widely copied lesson email.
- 6.3 Short-notice requests may be accepted where practical, but students should obtain confirmation rather than assume the lesson will move online. Existing longer-term arrangements should specify how changes are communicated.
- 6.4 Approval depends on whether remote delivery is appropriate and effective, applying the reasonable-adjustment requirements in this policy.
- 6.5 Where a technical or practical problem attributable to the teacher or College prevents an approved remote lesson from being delivered effectively, the undelivered time will normally be rescheduled through the teacher and College administration under the applicable tuition arrangements. This rescheduling provision applies only where the problem is attributable to the teacher or College and does not create a new fee, refund or cancellation rule.

7. Delivery of Remote Lessons

- 7.1 Remote lessons are delivered live through Google Meet at the scheduled lesson time. Students and teachers must use their College Google accounts and the link provided by the teacher or administrator. Links must not be forwarded to unauthorised people.
- 7.2 Students need an appropriate device, internet connection and functioning audio and video, subject to agreed accessibility adjustments. A lack of equipment, connectivity or suitable space should be raised promptly so the College and teacher can consider practical support or an alternative arrangement.
- 7.3 Teachers must tell administration that a lesson took place remotely and report attendance, lateness and any material interruption accurately. Administration maintains the lesson attendance record.

- 7.4 An approved remote lesson that is delivered counts towards the student's agreed programme of tuition. Merely joining a meeting, receiving a link or logging into an account is not by itself evidence that the full lesson was attended or delivered.

8. Expectations of Students During Remote Learning

- 8.1 The Student Code of Conduct and the same expectations of respectful, purposeful participation apply during remote lessons as on site.
- 8.2 Students should use a quiet, suitable space and minimise distractions. They should be appropriately dressed and consider what others can see or hear. A blurred or neutral background may help protect privacy.
- 8.3 Students should normally attend without another person participating. An agreed support person may be present where needed for SEND, accessibility or welfare; the teacher should know who is present and their role. If a private space is unavailable, the student should explain this so a suitable arrangement can be agreed.
- 8.4 Students are expected to use their camera where reasonably possible. Camera use, communication methods and breaks should be adjusted where needed for disability, SEND, welfare or technical reasons. An alternative way to confirm participation should be agreed; a camera being off is not by itself evidence of absence or misconduct. The SENCo agrees camera, support-person and other accessibility adjustments with the student and relevant teacher, including checking that assistive features do not introduce unauthorised recording or data sharing.
- 8.5 Students must not record or take screenshots of lessons, make transcripts, or invite recording, transcription or AI meeting assistants. Any proposed accessibility support must be discussed in advance and must not introduce an unauthorised recording or data-sharing service.
- 8.6 Students should tell the teacher promptly if they cannot hear, participate, feel safe or continue with the lesson. Urgent welfare concerns should be raised through the College's safeguarding arrangements.

9. Expectations of Staff and Teachers

- 9.1 Teachers must deliver remote lessons from an appropriate professional environment and follow the same conduct and safeguarding standards as for in-person teaching. They must use their College Google account and College communication systems.
- 9.2 All lesson links sent to students must copy the DSL at dsl@westminstertutors.co.uk. Copying the DSL does not mean the lesson is being watched, that attendance is being monitored in real time or that a safeguarding concern has been reported.
- 9.3 Communication during lessons should use spoken interaction, Google Meet chat or College email. Staff and teachers should remember that conversations may be overheard and avoid discussing another student or confidential matter where others can hear or see it.

- 9.4 Recording, screenshots, retained transcripts and third-party or AI meeting assistants are not authorised. Teachers must not enable or admit them. Accessibility needs should be considered without recording the lesson or introducing unapproved data processing.
- 9.5 A safeguarding concern arising during a remote lesson must be reported immediately to the DSL or Deputy DSL under the Safeguarding Policy. Record the concern and action in MyConcern, but do not delay protective action or direct contact while making the record. Concerns about an adult working with students must follow the specific allegations or low-level concerns route in that policy.
- 9.6 If a student is in immediate danger, or the DSL and Deputy are unavailable, take the urgent action and external referral steps in the Safeguarding Policy without waiting for a reply to an email. Do not assume someone copied into an invitation will act. Use the verified contact routes in that policy.
- 9.7 If privacy, behaviour or an unexpected participant makes a lesson unsafe, the teacher should pause or end it as necessary, establish an appropriate next step and report the concern. Any unexplained loss of contact or non-attendance must be followed up under the Attendance and Safeguarding Policies.

10. Attendance and Recording

- 10.1 Approved remote participation is recorded as attendance at the relevant lesson, with the remote delivery mode and any lateness or interruption identified. This is the College's lesson-level record as a private further education tutorial provider; it does not automatically assign a statutory school attendance code or show that the student was on site.
- 10.2 If a lesson does not take place or the student does not attend, record the actual circumstances and follow the Attendance Policy. A declined request, technical failure, illness and unexplained non-attendance must not be treated as interchangeable.
- 10.3 Unexplained lateness, absence or loss of contact requires prompt follow-up under the Attendance Policy. Any concern about whereabouts or welfare must be escalated immediately to the DSL or Deputy where safeguarding action is needed, rather than left for the weekly review.
- 10.4 Parents or guardians will be informed of missed lessons in accordance with the Attendance Policy and lawful information-sharing arrangements. For students aged 18 or over, routine parent contact must take account of the student's wishes, consent where required and any other applicable lawful basis. Necessary safeguarding information may be shared without consent where lawful and proportionate.

11. Operational Considerations and Technical Issues

- 11.1 Teachers should take reasonable steps to maintain continuity if connectivity or equipment problems arise. They should communicate with the student through College systems and inform administration if the lesson cannot continue effectively.

- 11.2 Where persistent technical problems attributable to the teacher or College prevent effective delivery, the lesson or undelivered time will normally be rescheduled through the teacher and administration under the applicable tuition arrangements. This rescheduling provision applies only where the problem is attributable to the teacher or College. The time delivered, disruption and next step should be recorded. This policy does not promise a device-loan scheme or change the agreed financial terms.
- 11.3 Technical, device or suitable-space barriers should be considered support needs rather than automatically treated as refusal to learn. The teacher and College should consider workable alternatives and reasonable adjustments.
- 11.4 Remote lessons under this policy are live only. They are not replaced by recorded or asynchronous instruction. Ordinary homework, revision and independent study may support learning, but do not by themselves count as attendance at a live lesson.

12. Longer Term Remote Learning Arrangements

- 12.1 Students who need longer-term or structured remote learning must have arrangements authorised and monitored case by case by the SENCo, acting as a member of SLT. No separate SLT approval is required. The SENCo will seek input from the student, relevant teachers, personal tutor or mentor, and parents or guardians where appropriate under the information-sharing requirements above.
- 12.2 Reasons may include complex SEND needs, anxiety-related barriers, timetabling constraints or exceptional logistical circumstances, including long commutes during examination preparation.
- 12.3 The agreed plan should identify the lessons covered, support and safeguarding arrangements, communication and attendance expectations, review date and criteria for reviewing effectiveness. Relevant EHCP or individual support arrangements must be taken into account. Approval for remote tuition does not authorise remote attendance at examinations; examinations remain in person under the College's examination arrangements.
- 12.4 Face-to-face learning remains the default. Reviews should consider progress, welfare, access and appropriate opportunities to engage on site, while avoiding a fixed return deadline that disregards disability or continuing health needs.

13. Review and Oversight

- 13.1 SLT reviews patterns of remote learning weekly to identify emerging concerns and coordinate proportionate support. Patterns should be considered alongside attendance, academic progress, student feedback and individual support needs.
- 13.2 The College will intervene where remote learning is ineffective, unsafe or being used inappropriately. The response should address barriers and adjustments as well as expectations, and safeguarding action must never wait for the weekly review.
- 13.3 SLT oversees implementation of this policy and will review it at least annually, or earlier after a significant change in safeguarding guidance, technology, the College's arrangements or an incident identifying a weakness.

14. Conclusion

- 14.1 Remote learning can support access and continuity within the College’s individualised tuition model. It should be used selectively, safely and in the student’s educational interests, combining appropriate flexibility and reasonable adjustments with the College’s commitment to high-quality face-to-face learning.

15. Sources

[Keeping children safe in education 2026](#)

[Disability rights and reasonable adjustments in education](#)

- 15.1 DfE guidance on remote education for schools is a useful reference but expressly concerns compulsory-school-age pupils. It is not used here to impose school registration codes on this private further education tutorial model.

[Providing remote education guidance for schools](#)

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