



Online Learning and Remote Tuition Policy

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1. Introduction

1. Emil Dale recognises that there are occasions where online teaching is an appropriate method of delivering learning. This may include one-to-one tuition, small group sessions, outreach activity, masterclasses, Associates or Part-Time provision, or where exceptional circumstances prevent a planned face-to-face lesson taking place.
2. Online delivery supplements, rather than replaces, face-to-face teaching, except where specifically agreed by Emil Dale.

1.1 Policy aims

3. This policy aims set out the expectations for remote learning at Emil Dale whether for ongoing planned sessions or should there be a need to close the facility and face-to-face learning is not an option.
4. Emil Dale understands the need to continually deliver high quality education, including during periods of remote learning. Whilst rare, Emil Dale recognises that they need to be prepared for an event that prevents face-to-face learning for a period of time, such as in a pandemic or due to flooding for example.

1.2 Location of Policy

5. This policy is available to access on Emil Dale's website at www.emildale.co.uk/emil-dale-policies

1.3 To whom and where this policy applies

6. This policy applies to all students enrolled on either full-time or part-time courses, or have applied to participate in any outreach or events conducted by Emil Dale.
7. This policy can also be applied to pandemics and related lockdown/isolation requirements, or emergency situations which require Emil Dale to close for a period that will impact learning. In these circumstances, it does not apply to students who are absent from Emil Dale when the college is running face-to-face, or to students who choose (or whose parents/ legal guardians choose) not to go into college despite contrary advice from public health officers or the government. Students and families are not entitled to an 'either/or' choice. If students can be in college/ classes safely, then they should be.

2. Policy

8. Online learning may be used for:
 - a. planned one-to-one singing tuition
 - b. planned teaching sessions
 - c. guest workshops
 - d. outreach activity
 - e. exceptional staff absence
 - f. adverse weather preventing travel
 - g. building closures
 - h. other circumstances approved by the Academy.

2.1 Remote learning expectations

9. We are committed to providing a remote learning environment that fulfils the following expectations:
 - a. Ensuring the curriculum taught online is worthwhile training and meeting expected learning outcomes of the courses.
 - b. Provide access to learning resources where necessary to assist students in their learning.
 - c. Select the online tools that will be consistently used across the college in order to allow interaction, assessment and feedback, and make sure staff are trained in their use.
 - d. Recognise that some students with SEND may not be able to participate in or access online learning.

2.1 Remote learning commitments

10. When it comes to the training and learning online, we commit that the training:
 - a. has clear learning objectives
 - b. is delivered by appropriately trained staff
 - c. provides appropriate feedback
 - d. uses suitable online platforms
 - e. ensures that all Emil Dale policies and standards are being adhered to. The same standards apply online as they do in a face-to-face environment.

2.2 Online Singing Tuition

11. Online singing lessons may be offered where appropriate.
12. Students should:
 - a. have a stable internet connection
 - b. use a quiet room where possible
 - c. position the camera so posture can be observed
 - d. ensure adequate space for vocal exercises
 - e. join promptly.
13. The Academy recognises that audio delay means accompaniment and ensemble singing may be limited.

2.3 Remote learning platforms

14. Predominantly, online learning will take place on Microsoft Teams; however, some teachers may use other tools or learning platforms appropriate to their subject.

2.4 Behaviour for remote learning

15. For our expectations of student behaviour, please see either our Sixth Form Behaviour and Disciplinary Policy, or our Degree and CertHE Code of Conduct, Part-Time School and Associates Behaviour and Disciplinary Policy (dependant on the course that you are enrolled on).
16. To support teacher, student and parent/guardian understanding of our expectations for behaviour in video calls, we have developed the following etiquette based on our behaviour for learning expectations:
 - a. Be on time to your lesson.
 - b. Be ready to learn – make sure your device is charged, you know how to log in, and you have what you need for the lesson.
 - c. Close all applications, documents and tabs that are not relevant to the lesson to avoid distractions.
 - d. If in a group class session, mute yourself right away to eliminate background noise.
 - e. Consider your surroundings - find a spot in your home with few distractions and be mindful of your background.
 - f. Make sure you're wearing clothing suitable for an educational environment.
 - g. Raise your hand on the video call if you have a question – your teacher will come to you as soon as it is appropriate. Please don't interrupt.
 - h. Use the 'chat' function responsibly and when directed to by the teacher. This is not a class WhatsApp group and slang/bad language will not be tolerated.
 - i. You can use headphones or earbuds if you have them, but they are not essential.
 - j. Sanctions and rewards will be issued the same as in 'normal' lessons.
 - k. If your behaviour does not meet the Emil Dale expectations, you will be removed from the online lesson – your Course Leader will be informed, and a sanction will be issued.
 - l. Do not record any of your classes or share any of the class online.

- m. Respect students and staff whilst online.

2.5 Safeguarding

17. Students should ensure they have sufficient space to participate safely in practical activities.
18. All 'live' lessons must be recorded by the teacher and stored securely on their Microsoft Teams account, which is shared with the Course Leader and Senior Management. After putting this on MS Teams, any other versions of this footage must be deleted.
19. In addition to our Safeguarding policy, please see below for a summary of key safeguarding considerations for remote learning:
 - a. Teachers should check and verify the appropriateness of any website or online platform that students will use to support remote learning.
 - b. Teachers and students must use their EDA Microsoft 365 account for all school related learning activities, including email correspondence and access to MS Teams.
 - c. A teacher will start and end all video lessons, which should be pre-arranged and timetabled.
 - d. If there is a safeguarding breach on a video call, the lesson will be ended and reported to the DSL via email (Victoria Hammond) by the teacher as soon as possible.
 - e. If a student or parent/guardian have any concerns about online safety, they should contact the office (info@emildale.co.uk) and a member of staff will contact them - please ensure to include a contact phone number in the email.
 - f. Where possible, please do not have anyone under the age of 16 visible on your call.

2.6 Parent Supervision

20. Parents/carers remain responsible for supervising children before and after online sessions and ensuring an appropriate learning environment.
21. Parents must not record lessons without written permission from everyone involved in the session.

2.7 Barriers to remote learning

22. Barriers to remote learning will be identified but can also be raised directly to Emil Dale via the office (email info@emildale.co.uk) or, where appropriate, contact the students' course leader on their Emil Dale email.
23. Emil Dale has a limited set of IT resources to provide students for use for remote learning activities. Distribution will be made on a need's basis.

2.8 Technical issues

24. If technical issues prevent the lesson from continuing:
 - a. the teacher will attempt to reconnect;
 - b. where appropriate the lesson may be rearranged;
 - c. the Academy cannot guarantee replacement time where issues arise from the student's own equipment or internet connection.

2.9 Data Protection

25. Online learning will be conducted in accordance with the Academy's Data Protection and Privacy policies. Personal information will only be processed using approved systems.

2.10 Attendance

26. Attendance at scheduled online tuition forms part of the student's expected participation where the session has been arranged by the Academy.

2.11 Private Tuition

27. Emil Dale Academy invests significantly in developing its students and in establishing relationships between students and tutors. To protect those relationships and avoid conflicts of interest, tutors are expected not to offer or provide private tuition, coaching or other paid educational services directly to students they have taught or worked with through Emil Dale Academy unless prior written permission has been obtained from Emil Dale Academy.
28. This expectation applies during the tutor's engagement with Emil Dale Academy and, where applicable, following the end of the engagement in accordance with any contractual obligations that may apply. This includes, but is not limited to:
- Direct private lessons.
 - Online or remote coaching.
 - Group sessions organised independently of Emil Dale Academy.
 - Any arrangement where payment is made directly to the tutor rather than through Emil Dale Academy.
29. Tutors who are approached by a current student or their parent/carer for private tuition should notify Emil Dale Academy before accepting any such arrangement.

3. Document Control

Version Number	Date of Issue	Review Date	Author	Changes Made/ detail
01	6 th January 2021	06.01.2022	Sarah Moore	First issue.
02	19 th January 2022	19/01/2023	Eden Tinsey	Reviewed and re-formatted. Addition of 'legal guardian' in Section 2.
03	27 th July 2022	July 2023	Eden Tinsey	Annual policy review.
04	16 th August 2023	July 2024	Eden Tinsey	Annual policy review. Reformat of entire policy. Addition of opening line before Section 1.0.
05	7 th October 2025	September 2026	Sophie Canny	Annual policy review. Update of template. Addition of policy website link in Section 1.4. Update of Section 1.5, removing lines specifically about Covid-19. Removal of Zoom from Section 2.4. Update of Gap Year to CertHE in Section 2.5. Addition of Contents table.
06	21 st July 2026	July 2027	Sarah Moore	Updated policy to include planned online sessions for both full-time and part-time courses, adapted format

4. Appendix 1

Email addresses for course leaders, correct as of August 2026:

Jonathan Hunt – Degree Course leader – jonathan@emildale.co.uk

Marian Abdeen – CertHE Course leader – marina@emildale.co.uk

Rachel Saunders – Sixth Form Course leader – RachelS@emildale.co.uk

Millie Gladman – Part-Time School Manager – gladman.millie@emildale.co.uk or part-time@emildale.co.uk

Christian Southway – Associates Programme lead – chris@emildale.co.uk or part-time@emildale.co.uk