



Remote Education Plan

Date adopted:	DD/MM/YYYY	Last reviewed:	July 2026
Review cycle:	Annually	Is this policy statutory?	No
Approval:	Headteacher	Author:	Deputy Headteacher
Local approval*:	Headteacher	Local author*:	L Starr
Next Review Date of Template Policy:		July 2027	

Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

Revision No.	Date	Revised by	Approved date	Comments
1	18.12.25	L Starr	n/a	Model policy from The Key merged with current online policy.
2	07.05.26	A Grimmond		Remote Education Risk Assessment added as Appendix

1. Introduction

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Use of remote learning

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when we decide that opening our school is either:
 - Not possible to do safely
 - Contradictory to guidance from local or central government
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
 - They have an infectious illness
 - They are preparing for or recovering from some types of operation
 - They are recovering from injury and attendance in school may inhibit such recovery
 - Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing pupils with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
- Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available between our usual College teaching hours: 0830-1515.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers should ensure their line manager is aware of work set and:

- Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners
- Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely

They are also responsible for:

- Setting work according to their usual timetable:
 - Work needs to be set in good time for students to be able to access the work and scheduling of tasks is recommended.
 - Work should be set via the Google Classroom.
 - Staff should communicate via the usual school communication channels (e.g. Arbor). They should co-ordinate with other teachers, including those teaching in school, via email or phone to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects (this may fall under the responsibility of someone else in your school)
 - This includes considering the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills
 - This also includes considering the needs of pupils' families or carers, including how much adult involvement is needed in each activity and whether pupils have a suitable place to study
- Providing feedback on work:
 - Completed work should be uploaded to the google classroom or appropriate app (for example Seneca)
 - Feedback may be shared via the Google classroom in a timely manner to facilitate progress

- Keeping in touch with pupils who aren't in school and their parents:
 - Regular contact will be via google classroom and where necessary Arbor, emails and phone class.
 - Emails from parents and pupils should be responded to in a timely manner and usually within 48 hours of receipt: this is not expected beyond the usual working hours.
 - Complaints or concerns shared by parents and pupils should follow the usual complaints procedures.
 - Teachers will follow the usual behaviour policy e.g. for lack of classwork
 - Pupils will be able to have regular interaction with teachers via google classroom
- Attending virtual meetings with staff, parents/carers and pupils:
- Following our usual professional dress code
 - In a location which avoids areas with background noise, with nothing inappropriate in the background

If teachers will also be working in school, and providing a blended approach, lessons will be posted on google classroom and delivered to the students in the classroom. Only when the full class is remotely working will Google Meet be able to be used.

Remote Education Provision: Information For Parents

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

The remote curriculum: what is taught when whole year groups or the entire school moves to remote education.

Will my child be taught broadly the same curriculum as they would if they were in school?

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we some adaptations will be made in some subjects. For example, practical subjects such as Food & Nutrition, DT, Science and the Performing Arts will re-arrange their content where specialist equipment is required. These areas of the curriculum will be studied once students are able to return to school.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the usual school day hours.

- All students will follow their normal timetable in the event of a school closure.

Accessing Remote Education

How will my child access any online remote education you are providing?

- Lesson materials and instructions will be on the student's Google Classroom. Where possible, lessons will be delivered live via Google Meet.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- If you do not have access to a device that will allow your child to connect to the remote education, we have several devices which we can loan out to families. This will be done on a case-by-case basis and is dependent on the number of devices we have available. If you do not access you should contact your child's Year Group Progress Leader.
- If there is no device available/internet connection and you need to receive paper-based work please contact your child's Head of Year and they will be able to make arrangements for printed material to be sent home.
- Where work is completed on paper and cannot be submitted online it can be handed in at the school reception.

How will my child be taught remotely?

- The student timetable will run as normal with current timings.
- Virtual teaching will take place as whole class groups: there will be no one-to-one sessions; Teachers will be mindful of the needs of all the students and be flexible in their teaching style.
- Teaching Assistants will continue to support students as directed by the SENDCO.
- Tutor time will follow the usual year group timetable, as directed by the Year Group Progress Leader.
- There will be 30 minutes of interactive teaching at the start of each lesson, after which students will complete tasks set by the teacher, via Google Classroom or subject specific app.
- After the initial interactive section, the Google Meet session will continue for the duration of the timetabled lesson. Students will complete the tasks set, with both staff and students muted. During this time, students may ask for support from the teacher through the chat function, which may in turn lead to a verbal discussion.
- Students will still be set homework as usual.
- Staff and students will wear appropriate clothing, as should anyone else present in the household.
- Computers and/or mobile devices should be used in an appropriate location with, where possible, a neutral background.
- All students must enter the Google Meet lesson with their camera and microphone switched off: settings should only be changed following teacher instructions.
- The language used throughout will meet the usual College expectations: professional and appropriate.
- Teachers and students will communicate with each other during the Google Meet lesson: should another member of the household wish to communicate with a member of staff, they should do so by following the usual home-school communication channels.
- Teachers will continue to follow the school's reward policy by awarding house points for meeting our core values.

- Students will be expected to follow our behaviour policy. Failing to address any poor behaviour choices after a friendly warning and C1, the student may be removed from the session by the teacher. This would be akin to receiving a C2. Behaviour incidents will be reported to the Progress Leader.
- Significant disruption, rudeness, or inappropriate conduct will result in the student being removed immediately from the session. The matter will be reported to and followed up by a member of the senior leadership team.
- Any student or member of staff alarmed or concerned by any online session (either for content, breach of this policy, or other worry) should immediately contact one of the Vice Principals.
- All virtual teaching using Google Meet will be recorded by the teacher leading the lesson, to ensure the safety of all students and staff.
- All recordings of these live sessions are protected under GDPR and stored on appropriate UK servers. They exist only for safeguarding purposes and not for further broadcast or transmission if students are included in the video recording.

Engagement And Feedback

What are your expectations for my child's engagement and the support that we as parents/carers should provide at home?

- All students will be expected to attend, on time, with a register taken.
- Attendance will be carefully monitored and our attendance policy followed.
- Encourage students to be well prepared with all the equipment they will require including pen, paper and specialist equipment such as calculators.
- Students will be encouraged to regular breaks from their screens between and during lessons as well as taking regular exercise.
- You will be contacted on a regular basis by your child's tutor to ensure that you are supported.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Attendance will be reviewed on a weekly basis to ensure that students are engaging in their lessons.
- Subject Teachers will monitor the quality of the work students are producing to ensure that they are making progress and engaging in lessons.
- Where students are not attending lessons, the pastoral team will contact home so that students are supported in the attending in the future.
- Where there are concerns, Progress Tutors and/or Class Teachers will contact home to support students.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Students will receive feedback through the Google Classroom on the work that they submit. The will either by written or verbal feedback and will address any areas for improvement as well as acknowledging where students have made good progress.
- Students will receive feedback in this manner from their teacher a minimum of once every two weeks.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that for some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Students with SEND will be supported by the learning support department.
- This will be provided on a case-by-case basis and may involve some students working in school, some working one to one or in small groups.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

- All lesson resources will be uploaded onto the Google Classroom by the Class Teacher prior to the start of the lesson. This will include instructions on activities students will need to complete.
- Students working from home should complete these and submit them via the Google Classroom.



Remote Education Risk Assessment

What are the hazards?	Who might be harmed and how?	What control measures are already in place?	Are they sufficient?	What additional control measures are needed?	Action by whom?	Action by when?	Completed?
Safeguarding in live online lessons	Pupils; staff – exposure to inappropriate behaviour; reputational harm	Professional dress code; neutral backgrounds; cameras/mics off by default; interaction via chat; whole-class only (no 1:1); behaviour policy applies; CLT escalation; TA/SENDSCO support; tutor time structure; teacher presence throughout lesson.	Partially	Publish Remote Lesson Code of Conduct; staff training; incident log review	DSL / CLT	31 Jan 2026	No
Recording of Google Meet sessions	Pupils; staff – unlawful processing; accidental disclosure	Recordings for safeguarding only; GDPR compliant; UK servers; no broadcast.	Partially	Confirm retention period; DPIA; access controls; update privacy notice	DPO / IT	31 Jan 2026	No
Digital exclusion / lack of access	Pupils – missed learning; inequity	Device loans; paper packs; Arbor contact routes.	Partially	Maintain inventory; publish criteria;	Year Leaders / IT	Ongoing	No



				weekly check-ins; accessibility review			
Quality & workload balance	Pupils – stress; Staff – workload, burnout	Work set per normal timetable; high-quality, meaningful, ambitious; adjusted for SEND/family context; feedback via Google Classroom; teacher availability 08:30–15:15; 48-hour email response window; coordination across subjects.	Partially	Publish faculty pacing guidance; monitor teacher workload; streamline marking	HoDs	Half-termly	No
Attendance tracking & engagement	Pupils – safeguarding risk if uncontactable	Absent mark under regs; weekly attendance/engagement review; pastoral contact home.	Partially	Define escalation ladder; automate Arbor alerts; cross-check with tutor contacts	Attendance Lead	Immediate	No
Behaviour & disruption online	Pupils; staff – lesson disruption; safeguarding concerns	Friendly warning/C1 then removal akin to C2; CLT follow-up for serious incidents; house points for positive behaviour.	Partially	Update behaviour policy annex; enable Meet moderation tools; maintain incident tracker	CLT / DSL	Jan 2026	No



Cybersecurity & platform misuse	Pupils; staff – data loss, session hijack	Google Classroom/Meet; Arbor communications; staff use official channels; neutral backgrounds; device controls.	Partially	Enforce MFA; strong password policy; phishing simulation; pupil cyber-hygiene module	IT / DPO	Feb 2026	No
Home environment risks	Pupils – musculoskeletal strain; wellbeing	Encouragement to prepare equipment; breaks & regular exercise; neutral background guidance.	Partially	Share DSE tips; include wellbeing breaks; signpost mental health support	Pastoral	Jan 2026	No
SEND & vulnerable learners access/support	Pupils with SEND/EHCP; vulnerable pupils – unmet needs	TA support directed by SENDCO; case-by-case arrangements; small groups/onsite where needed.	Partially	Individual Remote Support Plans; provision map tracker; parental check-ins	SENDCO	Ongoing	No
Information governance	Pupils; parents; staff – data breach	Use of school channels; 48-hour response expectation; complaints via usual procedures.	Partially	Staff refresher on secure comms; template emails; retention &	DPO	Jan 2026	No



				deletion policy			
Staff availability & sickness reporting	Pupils – lesson cancellations; continuity risk	Normal absence procedure; teacher availability within 08:30–15:15 when providing remote.	Yes	Cover protocol for remote sessions; emergency lesson packs	Line Managers	Immediate	No
Parent/household involvement during lessons	Staff – boundary issues; safeguarding	Household should use usual communication channels; professional language throughout.	Yes	Parent briefing; clear contact routes for concerns	DSL / Comms	Jan 2026	No