



# Remote Learning Policy

**Approved by:**

DRAFT - AWAITING LGB  
RATIFICATION

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## **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

## **Scope**

This policy applies to all Millbay Academy pupils, teaching staff, and support staff engaged in remote learning.

Remote learning may be provided in circumstances including:

- Short-term pupil illness or medical absence
- Fixed-term or permanent exclusion
- Phased reintegration after long-term absence
- Exceptional circumstances as determined by school leadership

## **Principles of Remote Learning**

- Remote learning is a continuation of the curriculum, not a substitute for face-to-face teaching.
- All work will be shared via Google Classroom, which serves as the primary platform for lesson delivery, assignments, feedback, and communication.
- Work may also be set on Sparx or Bedrock (KS3 only).
- Pupils should have equitable access to resources, and Millbay Academy will provide support for those with digital barriers.
- Staff workload is respected; expectations for preparation, marking, and communication align with guidance on workload and wellbeing.

## **1. Use of remote learning**

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

1.2 Pupils receiving Remote Learning will be marked absent in line with the Pupil Registration Regulations.

1.3 We will consider providing Remote Learning 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

1.4 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

1.5 The school will consider providing pupils with Remote Learning on a case-by-case basis.

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

- Gain mutual agreement of Remote Learning 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.

1.6 Remote Learning 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.

## **1.7 Curriculum Delivery**

- Remote Learning aligns with the planned curriculum and maintains the breadth and depth of the in-school offer.
- Tasks are designed to be achievable at home without requiring extensive additional resources.
- Recorded lessons, lesson resources and other resources are hosted on Google Classroom.

## **2. Roles and responsibilities**

### **2.1 Senior Leadership Team**

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents/carer.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Ensuring staff remain trained and confident in their use of online digital education platforms.
- Providing information to parents/carers and pupils about Remote Learning – via Millbay Academy website or via Arbour email.
- Monitor staff workload and provide guidance and support to staff.
- Ensure all platforms designated are accessible from a range of devices to include tablets, computers, gaming devices and mobile phones to ensure accessibility.
- Review platforms to ensure they are inclusive.

### **2.2 Extended Leadership Team (Heads of Key Stage/ RSLs)**

- Ensure remote learning provision meets quality and safeguarding standards.
- Monitor pupil engagement through staff feedback.
- Provide guidance and support to staff to manage workload effectively.
- RSLs - monitor work setting on Google Classroom by subject teachers.
- RSIs - monitor Sparx/Bedrock work completion for classes.
- RSLs - Quality Assure the work set on Google Classroom.

### **2.3 SENDCo**

- Monitoring engagement and completion for EHCP pupils.
- Monitor engagement and completion for pupils requiring additional SEND support.

- Monitor engagement and completion for pupils with long term medical needs who are not attending due to conditions set out in 1.4.

## 2.4 Designated Safeguarding Lead

- Ensure any plan for partial or complete remote learning is reviewed to ensure there is no increase in safeguarding risk or safeguarding duties can be upheld.
- Ensure review of Remote Learning access is included in any Reduced Timetable (RTT)

## 2.5 Teachers

- Provide pupils with access to Remote Learning 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 Learning, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely.
- Set work in line with the agreed curriculum and use Google Classroom for all remote learning tasks.
- Consider whether any aspects of the subject curriculum need to change to accommodate Remote Learning.
- Provide timely feedback within reasonable directed hours, using whole-class or automated feedback where appropriate.
- Communicate with pupils and parents through school platforms only, maintaining safeguarding standards.
- Monitor engagement and alert the appropriate staff to concerns.
- Not answer emails or communications from parents or pupils regarding provision of Remote Learning/ resources or work outside of directed hours.
- Record incomplete work using Arbour and the Millbay Academy Behaviour Policy.

## 2.6 Pupils

- Engage with remote learning tasks via Google Classroom/ Sparx/ Bedrock to the best of their ability.
- Submit work on time and seek support where needed.
- Respond to feedback on Google classroom or other school platforms.
- Alert teachers if they are unable to complete work set.
- Follow the school's digital safety guidelines at all times.

## 2.7 Parents/Carers

- Support pupils' engagement with Remote Learning.
- Ensure pupils have access to necessary devices and internet connectivity.
- Communicate with teachers via official school channels if support is needed.

## 3. Attendance and Remote Learning

3.1 Attendance for Remote Learning is recorded daily through Google Classroom activity.

3.2 Pupils unable to attend school for valid reasons are expected to engage in remote learning, and their engagement is monitored to meet DfE attendance guidance.

3.2 Persistent non-engagement is addressed via the school's Attendance Policy and may involve parent/carer meetings.

## 4. Remote Learning in the Case of School Closure

In the event of school closure as set out in this Policy [1.3]:

### 4.1 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Monitoring staff wellbeing and workload
- Providing guidance for parents and carers on how to effectively support Remote Learning
- Ensuring pupils have access to hardware and software to support their needs

### 4.2 Heads of Key stage

- Deploy pastoral tutors
- Support pastoral tutors in their day-to-day duties
- Monitor and direct the work of pastoral managers in the support of Pupils identified as 'otherwise vulnerable', working remotely.
- Monitor and respond to access issues such as insufficient technology
- Manage the referral process for young people not engaging with remote learning.

- Escalate concerns over safety and wellbeing
- Coordinating a virtual assembly programmeWork directly with parents and pupils where needs arise, that cannot be met by pastoral tutors alone.
- Encourage positive health, wellbeing and academic practices for young people working remotely, through rewards and recognition

#### 4.3 Designated Safeguarding Lead

- The DSL is available on site/ at an alternative location to be able to:
- Respond to any safeguarding concerns raised regarding the pupils both in school and engaged in virtual learning
- Be responsible for supporting and advising staff where safeguarding concerns are raised
- Liaise with other agencies to ensure appropriate level of support is sought
- Monitor the engagement of those children deemed vulnerable i.e. have a social worker as detailed by the DfE.

#### 4.4 Teachers

When providing remote learning, teachers must be available between 08:20 - 15:20

If 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:

- Provide pupils with access to Remote Learning 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 Learning, 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: lessons to be uploaded to Google Classroom by 9am
- Sparx or Bedrock to be set and expectations for completion to be set on Google Classroom by 9 am

The amount of work they need to provide:

- 5 hours a day for KS3 and KS4. This will be in line with normal timetables lessons.
- Raising Standards Leads to coordinate.
- Feedback will be on Google Classroom and be in line with The Millbay Academy Marking and Feedback Guidance.

Teachers will:

- Work under direction of the Senior Leadership Team on keeping in touch with pupils who aren't in school and their parents.
- Make regular contact, and how they should do that (e.g. through tutor meetings and other means such as emails and phone calls as directed by SLT)
- Not answer communications outside of reasonable working hours and maintaining the Millbay Academy email curfew 7pm-7am.
- Escalate any complaints or concerns shared by parents and pupils – for any safeguarding concerns promptly
- Attend virtual meetings with staff, parents/carers and pupils – consistently maintaining
- Follow Millbay Academy guidance on Staff Dress Code ([STOP 18D](#)) and ensure that these are held in an appropriate area, (e.g. avoid areas with background noise, nothing inappropriate in the background and/or blurred background if in your own home.)

If teachers are also working in school, remote provision will be asynchronous and shared on Google Classroom.

#### 4.5 Teaching Assistants and HLTA

- When assisting with remote learning, teaching assistants must be available during normal working hours.
- If 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 assisting with remote learning, teaching assistants are responsible for:
- Supporting pupils who aren't in school with learning remotely
- Attending virtual meetings with teachers, parents/carers and pupils
- Not answering communications outside of reasonable working hours and maintaining the Millbay Academy email curfew 7pm-7am.
- Escalating any complaints or concerns shared by parents and pupils – for any safeguarding concerns promptly
- Attending virtual meetings with staff, parents/carers and pupils – consistently maintaining
- Following Millbay Academy guidance on Staff Dress Code ([STOP 18D](#)) and ensuring that these are held in an appropriate area, (e.g. avoid areas with background noise, nothing inappropriate in the background and/or blurred background if in your own home.)

#### 5. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- In the first instance, their Line Manager/ RSL.
- SLT Oversight: Deputy Headteacher Curriculum, Teaching & Achievement
- The Headteacher

## **6. Data protection**

### **6.1 Accessing personal data**

When accessing personal data for Remote Learning purposes, all staff members will:

- Communicate through Millbay Academy systems e.g Arbour, Millbay Academy email and Millbay Academy Google Suite.
- Only use work provided devices to access the data –
- Not use personal devices including mobile phones or laptops
- When required to use Mobile Phones, ensure caller ID is turned off.

### **6.2 Processing personal data:**

- Staff members may need to collect and/or share personal data, such as staff email addresses, as part of the Remote Learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.
- All staff will follow its data protection policy / privacy notice in terms of handling data, which can be found [\*\*\[Data Protection Policy\]\*\*](#).

However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with Reach South Academy Trust's policies and procedures.

### **6.3 Data Privacy:**

- Use personal data in compliance with applicable data protection laws and regulations. Ensure appropriate security measures are in place to protect the privacy and confidentiality of pupil data.
- Data Retention: Retain generated data only for the necessary period and dispose of it securely in accordance with data retention policies.

### **6.3 Keeping devices secure**

All staff members will take appropriate steps to ensure their devices remain secure.

This will be undertaken in Line with the Reach South Academy Trust:

- [\*\*ITC Acceptable Use Agreement \(Staff and Volunteers\) Policy\*\*](#)
- [\*\*Online Safety Policy\*\*](#)

## **7. Safeguarding**

During periods of remote learning, the school maintains robust safeguarding oversight to ensure that all pupils remain safe, visible and supported. Staff are expected to sustain regular monitoring of engagement and wellbeing through daily contact, live check-ins, and prompt follow-up where concerns arise. In line with *Keeping Children Safe in Education*, the school prioritises 'eyes on' practice, ensuring that every child is seen - either through live online interaction, a phone call where the child is spoken to directly, or other verified contact. Where a pupil cannot be reached, or where engagement patterns indicate potential risk, the school will escalate in accordance with its safeguarding procedures, including home visits conducted by trained staff, undertaken with due regard to staff safety and multi-agency guidance. All concerns identified during remote learning are recorded on the school's safeguarding system and shared with the Designated Safeguarding Lead without delay, ensuring that statutory duties are met and that vulnerable pupils receive timely, coordinated support.

## **8. Monitoring arrangements**

This policy will be reviewed annually by Millbay Academy Leadership Team. At every review, it will be approved by the Executive Headteacher.

### **Linked Policies:**

The Remote Learning Policy has been updated by Reach South Academy Trust. Trust policies can be found [here](#). Relevant policies include:

- [Children with Health Needs Who Cannot Attend School Policy](#)
- [ITC Acceptable Use Agreement \(Staff and Volunteers\) Policy](#)
- [Online Safety Policy](#)
- [Data Protection Policy](#)

