



The Burgess Hill Academy

Remote Education Policy

2026-27

Version:	v1		
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1. Purpose

The Burgess Hill Academy is committed to maintaining students' education where attendance at the academy is temporarily not possible.

Remote education will be used only where a decision has already been made that attendance at the academy is not possible or would be contrary to official guidance, the student is well enough and able to continue learning, and remote education is the most appropriate temporary response.

Remote education is not a separate curriculum. Wherever reasonably possible, it will enable students to continue following the academy's planned, ambitious curriculum until normal attendance can resume.

- when remote education may be provided;
- the standards expected of remote education;
- the responsibilities of staff, students and parents;
- arrangements for safeguarding, attendance and engagement;
- support for students with SEND and other additional needs;
- access to devices, connectivity and printed resources;
- the academy's transition from Microsoft Teams to Google Classroom during 2026-27;
- how the quality and implementation of remote education will be checked.

2. Principles

- Attendance at the academy is the default.
- Remote education is a last resort, not an equal alternative to attending in person.
- Remote education should normally be temporary and time-limited.
- The curriculum should remain broad, ambitious and appropriately sequenced.
- Students should receive clear explanations, opportunities to practise and appropriate feedback.
- Provision must be accessible to students with SEND, disabilities or limited digital access.
- Safeguarding and welfare remain central.
- Expectations must be realistic for students, families and staff.
- Leaders will check whether remote provision is being accessed and implemented.
- Remote education should support a return to full-time attendance rather than unintentionally prolong absence.

3. Scope

This policy may apply where remote education is needed for the whole academy, one or more year groups, a class or teaching group, a small number of students or an individual student in exceptional circumstances.

- temporary academy closure;
- partial site closure;
- loss of access to part of the academy;
- severe weather or unsafe site conditions;
- loss of essential utilities;
- a public-health or emergency incident;
- emergency-service or government instruction;
- an incident affecting staffing or safe operation;



- exceptional individual circumstances where attendance is temporarily not possible.

The approach may differ according to the expected duration, the number of students affected, staff availability, access to resources and technology, the age and needs of students and whether the academy remains open to others.

4. When remote education will not normally be used

Remote education will not normally be provided simply because a student or parent would prefer learning at home, as a routine response to poor attendance, as an alternative to addressing attendance barriers, during a family holiday or other unauthorised absence, where a student is too unwell to learn, to replace statutory alternative provision following suspension, or as a long-term substitute for suitable education required under an EHCP or health-needs duty.

Where an absence is unauthorised, the academy will not provide work for the student to complete during that absence. This includes unauthorised holidays, avoidable term-time absence and absence where no satisfactory reason has been provided. Work may be provided after the student returns where this forms part of appropriate catch-up or reintegration support.

Where an individual student is absent, the academy will first consider whether the absence is authorised, whether the student is well enough to learn, what reasonable adjustments could support attendance, and whether medical, SEND, safeguarding or attendance support is required.

5. Decision to provide remote education

The Headteacher, or a senior leader acting on the Headteacher's authority, will decide whether remote education should be provided.

- why attendance is not possible;
- how long disruption is expected to last;
- whether the student is able to learn;
- whether safe in-person education can be provided;
- safeguarding and welfare;
- SEND, disability and medical needs;
- access to devices and connectivity;
- staffing capacity;
- examination and curriculum priorities;
- official or emergency-service advice;
- the effect on workload and quality.

For an individual student, the decision will normally involve relevant pastoral, attendance, SEND, safeguarding, medical and curriculum staff, as well as the parent or carer and external professionals where appropriate. The intended duration and review date will be recorded.

6. Relationship with attendance

Remote education does not automatically mean that a student is present for statutory attendance purposes.



Attendance registers will be completed using the appropriate national attendance code based on the reason the student is not attending and current statutory guidance. Engagement with remote education will be recorded separately.

The academy will not mark a student present solely because they have accessed online work, use remote work to authorise an otherwise unauthorised absence, or allow remote provision to continue without reviewing return to attendance.

7. Curriculum expectations

7.1 Curriculum continuity

Wherever reasonably possible, students will continue to study the same curriculum as students attending the academy.

- follow the planned curriculum sequence;
- retain appropriate ambition;
- cover a suitable range of subjects;
- prioritise essential curriculum knowledge;
- provide clear explanations and modelling;
- include meaningful practice;
- revisit and retrieve previous learning;
- allow teachers to check understanding;
- avoid unnecessary curriculum narrowing;
- support a smooth return to classroom teaching.

Some practical, technical or specialist activities may need to be adapted where equipment, facilities or supervision are unavailable. Teachers will provide a suitable alternative that preserves the intended learning as far as possible.

7.2 Quantity of work

For a full day of remote education, students should normally receive work broadly equivalent to the core teaching they would have received in the academy. For secondary students, this will normally amount to approximately five hours of directed teaching and independent work across the day.

This does not mean that students must spend five continuous hours on a screen.

- live or recorded explanation;
- reading;
- written work;
- safe practical tasks;
- independent practice;
- quizzes and assessment;
- revision;
- feedback and review.



7.3 Initial provision

The first day of an unexpected closure may differ from the full remote offer while leaders establish duration, staff availability, student access, curriculum priorities and safeguarding arrangements. Full provision should begin as soon as reasonably practicable where disruption is expected to continue.

8. Methods of remote teaching

Remote education may use a combination of:

- live online teaching;
- recorded explanations;
- narrated presentations;
- teacher-produced resources;
- digital worksheets or workbooks;
- printed resources;
- textbooks and reading materials;
- online quizzes and assessment;
- approved educational websites;
- guided independent practice;
- individual or small-group support;
- telephone or online check-ins.

There is no fixed requirement for a particular proportion of live lessons. Leaders and teachers will select the most effective method for the subject, content, age, need and circumstances.

The academy will avoid relying mainly on lengthy projects or unsupported internet research, uploading worksheets without explanation, requiring unnecessary printing, expecting continuous screen use or providing live lessons where another method would be more effective.

9. Digital platforms and transition during 2026-27

9.1 Microsoft Teams

At the start of the academic year, Microsoft Teams will remain the principal remote-learning platform. Teachers may use it to post resources, provide live teaching, communicate instructions, collect work, provide feedback and arrange support.

9.2 Transition to Google Classroom

The academy intends to move to Google Classroom during 2026-27 as part of its planned digital transition. The timing will be determined by the academy and Sussex Learning Trust after systems are tested, staff are trained, student accounts are ready, safeguarding and data-protection arrangements are secure and resources have been transferred or recreated.

- Google Classroom will become the principal platform for setting and collecting remote work;
- Google Meet may be used for live remote teaching;
- students and parents will receive advance communication;
- staff will be told when to stop using Teams for new remote-learning activity;



- essential materials will be available through the new platform;
- additional support will be provided during the changeover.

The academy will avoid operating two competing systems for longer than necessary.

9.3 Other systems

The academy may also use approved subject platforms, digital textbooks, revision platforms, assessment tools and curriculum resources. Students must use academy accounts rather than personal accounts wherever available.

10. Live online lessons

10.1 Staff expectations

- use an academy-approved platform and account;
- follow the normal timetable where practicable;
- use an appropriate professional location or background;
- dress professionally;
- maintain normal professional boundaries;
- ensure materials are appropriate;
- admit only authorised participants;
- avoid sharing personal information;
- follow safeguarding and data-protection procedures;
- record attendance or engagement;
- report concerns promptly.

10.2 Student expectations

- use their academy account;
- join on time;
- use their correct name;
- follow staff instructions;
- behave in accordance with the Behaviour Policy;
- communicate respectfully;
- keep microphones muted unless invited to speak;
- use chat functions only for learning;
- not record, photograph or share the session;
- not share links;
- complete associated work.

The teacher will determine whether cameras may or should be used. A student will not normally be required to show their camera where this would create a safeguarding concern, there is no suitable private space, a disability affects participation or another arrangement has been agreed.



10.3 Recording

Students and parents must not record live lessons. Staff must not record a live lesson unless there is a clear educational reason, it has been authorised, families have been informed where required, data-protection and safeguarding requirements have been considered and access and retention are controlled.

11. Safeguarding

The academy's Safeguarding and Child Protection Policy applies during remote education.

- unexplained non-engagement;
- changes in presentation or behaviour;
- concerning comments or messages;
- evidence of neglect or abuse;
- harmful online activity;
- inappropriate people visible or audible during a session;
- students sharing personal information;
- peer-on-peer abuse;
- risk of exploitation;
- concerns about a student's home circumstances.

Any safeguarding concern must be reported immediately through the academy's established system. Staff must not use personal accounts, share personal telephone numbers unless authorised, arrange unsupervised meetings outside procedures, promise confidentiality or investigate disclosures themselves.

Where a student does not engage and cannot be contacted, the academy will consider parent contact, emergency contacts, pastoral or safeguarding contact, a welfare visit, liaison with agencies or referral where required.

12. Behaviour and online conduct

The academy's Behaviour Policy and acceptable-use expectations apply during remote education.

- abusive or discriminatory language;
- bullying or harassment;
- disrupting online lessons;
- impersonating another person;
- sharing lesson links;
- accessing another person's account;
- recording staff or students without permission;
- sharing screenshots;
- posting inappropriate content;
- misusing chat or messaging;
- submitting another person's work;
- dishonest use of artificial intelligence;
- attempting to bypass security controls.

Responses may include a warning, removal from a session, restriction of functions, parent contact, pastoral support, a behaviour sanction, safeguarding action or temporary suspension of access where necessary. Alternative education arrangements will be considered if access is restricted.



13. Artificial intelligence and academic integrity

Students may only use artificial-intelligence tools where a teacher has authorised their use.

Students may not:

- submit AI-generated work as their own;
- use AI to complete assessed tasks dishonestly;
- enter personal or sensitive information into an AI service;
- use unapproved platforms;
- generate harmful, discriminatory or inappropriate content;
- use AI to impersonate a member of the academy community.

Where AI is permitted, students may be required to explain how it was used, identify prompts, verify information, edit outputs and acknowledge assistance.

14. Engagement and attendance at remote lessons

- check the designated platform each academy day;
- follow their normal timetable where directed;
- attend scheduled live sessions;
- complete the work set;
- submit required work by the deadline;
- respond appropriately to staff;
- ask for help where needed;
- report technical or access difficulties promptly.

The academy will monitor engagement through live-lesson attendance, platform access, submitted work, assessment completion, teacher contact and pastoral check-ins. A platform log alone will not be treated as sufficient evidence of meaningful learning.

Where engagement is a concern, staff will identify the barrier and allocate actions to a named owner with a review point.

15. Feedback and assessment

Students will receive feedback that helps them understand what they have done well, what they need to improve and what they should do next.

- verbal feedback during a live session;
- written comments;
- whole-class feedback;
- model answers;
- automated quizzes;
- self- or peer-assessment;
- individual conferencing;
- follow-up teaching.



Teachers are not expected to provide detailed individual written feedback on every activity. They will identify clearly which work must be submitted, the submission method, the deadline and whether individual feedback will be provided.

Assessment will be used to identify misconceptions, adjust subsequent teaching, check retention, determine whether additional support is needed and inform reintegration.

16. Students with SEND and disabilities

Remote education must be accessible to students with SEND and disabilities.

- adapted instructions;
- simplified or chunked tasks;
- visual resources;
- pre-teaching;
- additional explanation;
- smaller-group sessions;
- individual check-ins;
- Learning Support Assistant support;
- printed resources;
- assistive technology;
- modified submission methods;
- prioritised curriculum content;
- academy-based provision where appropriate.

The subject teacher remains responsible for the student's learning. The SENDCo will coordinate additional provision and support. Remote education will not be used as the default response where SEND makes attendance difficult; reasonable adjustments and attendance support will be considered first.

17. Students with Education, Health and Care Plans

Where a student with an EHCP receives remote education, the academy will consider how specified provision can continue. This may include remote specialist support, Learning Support Assistant contact, adapted materials, assistive technology, parent guidance, external-agency involvement or academy-based provision where safe and appropriate.

Where remote education continues beyond a brief period, the SENDCo will review arrangements with the student, parent and relevant professionals.

18. Vulnerable students

The academy will prioritise contact and support for students who have a social worker, are children in care or previously looked after, are known to safeguarding services, have significant mental-health needs, are young carers, are persistently or severely absent, attend alternative provision, have limited technology access, are at risk of exploitation or are otherwise vulnerable.

Support may include more frequent contact, direct work with parents, academy-based attendance, liaison with professionals, welfare visits, delivery or collection of resources and targeted pastoral or SEND support.



19. Digital access

The academy recognises that students may not have a suitable device, reliable internet access, sufficient data, a quiet place to work, printing facilities or appropriate adult support. Parents should contact the academy promptly where digital access is a barrier.

- loan of an academy device;
- help with internet connectivity;
- technical guidance;
- printed materials;
- access to textbooks;
- alternative submission arrangements;
- telephone support;
- supervised academy-based access where appropriate.

Loaned equipment remains academy property and must be used for education, kept secure, not altered or shared inappropriately, returned when requested and used in line with the loan agreement and acceptable-use policy.

The academy does not operate the historic online laptop-request form referred to in the previous remote-learning information. Families should contact the academy directly through the published office or pastoral routes if digital access is a barrier.

20. Printed resources

Where online access is not suitable, the academy may provide printed resources. These will follow the planned curriculum where possible, contain clear instructions, avoid excessive printing requirements, explain how and when work should be returned and include suitable support materials.

Printed resources may supplement but should not automatically replace contact with teachers or pastoral staff.

21. Responsibilities

21.1 Sussex Learning Trust

- provide strategic support and oversight;
- support secure digital systems;
- provide technical and data-protection guidance;
- support the transition to Google Workspace;
- monitor significant risks;
- support business continuity.

21.2 Local Governing Body

- receive assurance that arrangements are suitable;
- monitor accessibility and inclusion;
- consider curriculum quality and engagement;
- challenge leaders where provision is weak or prolonged;
- monitor safeguarding and data-protection risks.



21.3 Headteacher

- decide when remote education is appropriate;
- ensure attendance remains the default;
- ensure suitable curriculum and safeguarding arrangements;
- allocate clear leadership responsibility;
- ensure staff and families receive clear communication;
- monitor quality and impact;
- report significant issues to the Trust and governors.

21.4 Assistant Principal responsible for Curriculum, Assessment and Operations

- coordinate the academy response;
- establish curriculum expectations;
- ensure consistency between subjects;
- oversee timetable and assessment arrangements;
- coordinate the transition from Teams to Google Classroom;
- monitor implementation;
- identify and address gaps;
- report to the Headteacher.

21.5 Designated Safeguarding Lead

- ensure safeguarding procedures remain effective;
- identify students needing enhanced contact;
- coordinate responses to non-engagement where welfare is a concern;
- advise staff on online safeguarding;
- liaise with external agencies;
- oversee welfare visits and referrals where appropriate.

21.6 SENDCo

- identify students requiring adapted provision;
- coordinate support for students with SEND;
- monitor students with EHCPs;
- advise teachers and Learning Support Assistants;
- communicate with families;
- review whether remote education remains appropriate.

21.7 Subject leaders

- ensure remote work follows the planned curriculum;
- support teachers with suitable resources;
- check quality and consistency;
- monitor engagement and assessment;
- address duplication, excessive workload or weak provision;
- identify content requiring adaptation.



21.8 Teachers

- set appropriate work;
- provide clear explanations and instructions;
- use approved platforms;
- establish submission and feedback expectations;
- monitor engagement and understanding;
- make appropriate adaptations;
- communicate concerns;
- maintain professional boundaries;
- follow safeguarding and data-protection procedures.

21.9 Learning Support Assistants

- support identified students under the direction of teachers and the SENDCo;
- help students understand and access tasks;
- provide planned check-ins or small-group support;
- promote independence;
- report concerns;
- contribute evidence to reviews.

21.10 Pastoral leaders

- monitor engagement and welfare;
- contact students and families where concerns arise;
- identify access barriers;
- coordinate support;
- contribute to return-to-school planning;
- escalate safeguarding or attendance concerns promptly.

21.11 IT teams

- maintain approved systems;
- support account access;
- provide technical guidance;
- manage security controls;
- support device loans;
- assist with the transition to Google Workspace;
- report security or data incidents.

Where a teacher is absent, normal staff-absence procedures apply. Staff should not be expected to provide remote teaching while unfit for work.

22. Student responsibilities

- follow their remote timetable;
- check the correct platform each day;
- attend scheduled sessions;



- complete work honestly and independently;
- submit work as directed;
- respond appropriately to staff;
- ask for help;
- use academy accounts securely;
- protect passwords;
- follow acceptable-use and behaviour expectations;
- report safeguarding or technical concerns;
- care for loaned equipment;
- prepare to return to academy attendance.

23. Parent and carer responsibilities

- ensure the academy has current contact details;
- notify the academy where their child is ill or cannot participate;
- support an appropriate daily routine;
- encourage attendance at scheduled sessions;
- provide a suitable working space where reasonably possible;
- contact the academy where equipment, connectivity or SEND support is required;
- avoid completing work for their child;
- support safe and appropriate online conduct;
- avoid recording lessons;
- communicate concerns respectfully;
- support the agreed return to academy attendance.

Parents are not expected to replace teachers or provide specialist instruction. The academy will seek to avoid unreasonable demands on families.

24. Staff workload and wellbeing

Remote education will be planned with regard to staff workload.

- teach a full in-person timetable;
- provide a separate full live timetable for absent students;
- prepare substantially different parallel curricula;
- provide detailed individual feedback on every task;
- respond to messages outside reasonable working hours.

Where individual students are remote while most of the class attends, teachers may provide lesson resources, appropriate independent work, recorded or published explanation, limited check-in or feedback and work based on the classroom curriculum. Teachers will not normally be required to livestream every classroom lesson.

25. Data protection and information security

- use academy accounts;
- store information in approved cloud systems;
- avoid downloading sensitive information unnecessarily;
- use strong passwords and multi-factor authentication where required;



- lock devices when unattended;
- keep software updated;
- report loss, theft or suspected compromise immediately;
- avoid sharing devices with family members where academy data is accessible;
- share the minimum personal data necessary.

Personal data must not be stored on an unapproved personal device, shared through personal email, uploaded to an unapproved platform, displayed during screen sharing unnecessarily or discussed where others can overhear. Any suspected data breach must be reported immediately.

26. Cybersecurity

- remain alert to phishing emails, false login pages, unexpected meeting invitations, malicious attachments, attempts to obtain passwords, unauthorised account access and unusual platform activity;
- not share passwords;
- not reuse another person's account;
- not disable security controls;
- not install unapproved software;
- not use unapproved browser extensions;
- not share meeting links publicly.

27. Communication

Where remote education is activated, the academy will tell students and parents why it is being used, who is affected, when it begins, the expected duration, which platform to use, the timetable or daily expectations, how to request technical or SEND support, how engagement will be monitored, how to contact the academy and when arrangements will be reviewed.

During transition to Google Classroom, the academy will communicate the transition date, login instructions, training or guidance, which system should be used, where previous resources can be found and how to obtain help.

28. Reintegration and return to the academy

Remote education will be reviewed regularly with the aim of returning students to in-person attendance as soon as it is safe and appropriate.

- a reintegration meeting;
- review of missed curriculum content;
- academic catch-up;
- SEND or medical adjustments;
- pastoral support;
- revised seating or timetable arrangements;
- communication with teachers;
- attendance monitoring;
- a phased return only where exceptional, necessary and time-limited.



A phased return must have a clear purpose, parental agreement, a start and end date, regular review and a clear route back to full-time attendance.

29. Quality assurance

Leaders will evaluate remote education through review of curriculum materials, platform checks, participation, samples of work, assessment information, student and parent feedback, staff feedback, safeguarding and welfare information, SEND reviews, subject-leader monitoring and attendance and reintegration information.

- whether remote education was necessary;
- whether it started promptly;
- whether the curriculum remained ambitious;
- whether explanations were clear;
- whether students practised and received feedback;
- whether work was manageable;
- whether students with SEND could access it;
- whether disadvantaged students had suitable technology;
- whether staff workload was reasonable;
- whether provision supported return to attendance.

Actions will identify the problem, one accountable owner, a deadline, evidence of completion and the intended improvement for students.

30. Complaints and concerns

Concerns about remote education should normally be raised with the subject teacher or tutor, then the relevant subject or pastoral leader, then the Assistant Principal responsible for Curriculum, Assessment and Operations, and finally the Headteacher where unresolved.

Safeguarding concerns must be reported immediately. Formal complaints will be considered under the Sussex Learning Trust Concerns and Complaints Policy. Technical queries should use the academy's published IT-support route.

31. Related policies

- Attendance Policy;
- Safeguarding and Child Protection Policy;
- SEND Policy and SEND Information Report;
- Supporting Students with Medical Conditions Policy;
- Children with Health Needs Who Cannot Attend School Policy;
- Behaviour Policy;
- Curriculum Policy;
- Teaching, Learning and Assessment Policy;
- Online Safety Policy;
- Acceptable Use Policy;
- Data Protection Policy and privacy notices;
- Staff Code of Conduct;
- Emergency and Lockdown Plan;



- Examinations procedures;
- Concerns and Complaints Policy.

32. Monitoring and review

This policy will be reviewed annually and sooner where Department for Education guidance changes, Trust digital systems change, safeguarding or data-protection concerns arise, an extended period of remote education is required or quality assurance identifies a significant weakness.

Document Version Control

Date	Version	Comment	Ratified by	Reviewer
September 2026	v1		LGB	Headteacher