



Aylesbury
UTC

REMOTE LEARNING

September 2025

**AUTC Local
Governing Body**

Aylesbury UTC, Oxford Road, Aylesbury,
Buckinghamshire, HP21 8PB
e: governance@mtoat.co.uk
w: aylesburyutc.co.uk

Version Control	
Policy	Remote Learning
SLT	JD
Reference	MTOAT AUTC Remote Learning Policy_2025-26_FinalApproved
Committee	AUTC LGB
Circulation	Website
Status	Approved
Version	<p>July 2025: First draft prepared based on available models.</p> <p>September 2025: Minor amendments incorporated as requested by governors.</p>
Governing body approved	11/09/25
Review cycle	Annually

1. Contents

2. Aims.....	3
3. Use of Remote Learning	3
4. Roles and Responsibilities	4
5. Who to Contact	7
6. Data Protection	7
7. Safeguarding	8
8. Monitoring Arrangements.....	8
9. Links with Other Policies	8

2. Aims

This remote learning policy for staff aims to:

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

3. Use of Remote Learning

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

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

We will consider providing remote education to students 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 UTC is either:
 - Not possible to do safely.
 - Contradictory to guidance from local or central government.
- Occasions when individual students, 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 UTC will consider providing students 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 UTC, parents/carers, students, and if appropriate, a relevant medical professional. If the student 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 student back into UTC.

- Identify what other support and flexibilities can be put in place to help reintegrate the student back into school at the earliest opportunity.
- Set a time limit with an aim that the student returns to in-person education with appropriate support.

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

4. Roles and Responsibilities

4.1 Teachers

When providing remote learning, teachers must be available between 8.40am and 3pm on their normal working days.

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:

- Provide students 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 students with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that students can access remotely.

They are also responsible for:

- Setting work equivalent to 5 hours per day, which will be set by 8.40am on each day and saved onto Microsoft Teams.
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects.
- Providing feedback on work via Microsoft Teams or other online platforms.
- Keeping in touch with students who aren't in school and their parents via normal communication channels and within the teacher's working hours.
- Attending virtual meetings with staff, parents/carers and students.

4.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.40am and 3pm on their normal working days.

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 assisting with remote learning, teaching assistants are responsible for:

- Supporting students who aren't in school with learning remotely where possible.
- Attending virtual meetings with teachers, parents/carers and students.
- If teaching assistants will also be working in UTC support may not also be available and support will be given on a needs basis.

4.3 Heads of department

Alongside their teaching responsibilities, heads of department are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other.
- Monitoring the remote work set by teachers in their subject.
- Alerting teachers to resources they can use to teach their subject remotely.
- Making decisions about the use of online video lessons such as Oak National Academy.
- Making decisions about whether to use online resources, such as MathsWatch or Seneca Learning.

4.4 Senior leaders

The principal has overarching responsibility for the quality and delivery of remote education.

Alongside any teaching responsibilities, senior leaders should continue to use the UTC's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.

They should continue to overcome barriers to digital access where possible for students by, for example:

- Distributing UTC-owned laptops accompanied by a user agreement or contract (if possible).
- Securing appropriate internet connectivity solutions where possible.
- Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep students on track or answer questions about work.
- Having systems for checking, ideally on a daily basis, whether students learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern.

They are also responsible for:

- Coordinating the remote learning approach across the UTC.
- Monitoring the effectiveness of remote learning, through regular meetings with teachers and heads of department; reviewing work set or reaching out for feedback from students and parents/carers.
- 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 students about remote education.
- Working with the catering team to ensure students eligible for benefits-related free UTC meals (FSM) are provided with good quality lunch parcels or food vouchers.

4.5 Designated safeguarding lead (DSL)

The DSL is responsible for:

- Ensuring that all standard safeguarding processes are followed. Please refer to the UTC safeguarding policy.

4.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents/carers with any technical issues they're experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the Data Protection Officer (DPO).
- Assisting students and parents/carers with accessing the internet or devices.

4.7 Students and parents/carers

Staff can expect students learning remotely to:

- Be contactable during the UTC day – although consider they may not always be in front of a device the entire time.
- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they're not able to complete work.
- Act in accordance with normal behaviour rules/conduct rules of the UTC (and any specific online behaviour rules where applicable).

Staff can expect parents/carers with children learning remotely to:

- Engage with the UTC and support their children's learning, and to establish a routine that reflects the normal UTC day as far as reasonably possible.

- Make the UTC aware if their child is sick or otherwise can't complete work.
- Seek help from the UTC if they need it.
- Be respectful when making any complaints or concerns known to staff.

4.8 Governing body

The governing body is responsible for:

- Monitoring the UTC's approach to providing remote learning to ensure education remains of as high a quality as possible.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

5. Who to Contact

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

- Issues in setting work – talk to the relevant head of department or SENCo
- Issues with behaviour – talk to the behaviour lead
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

6. Data Protection

6.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Access data via Microsoft on a secure cloud service or a server in your IT network.

6.2 Processing personal data

Staff members may need to collect and/or share personal data as part of the remote learning system. As long as this processing is necessary for the UTC's official functions, individuals won't need to give permission for this to happen. The UTC will follow its data protection policy / privacy notice in terms of handling data.

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 the UTC's policies and procedures.

6.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol).
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device.
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device among family or friends.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date – always install the latest updates.

7. Safeguarding

It is the responsibility of all staff to safeguard all young people at all times. Please refer to the UTC safeguarding policy.

8. Monitoring Arrangements

This policy will be reviewed annually by the principal. At every review, it will be approved by the governing body.

9. Links with Other Policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Computer Acceptable Use Policy.