



BIG CREATIVE
EDUCATION
APPRENTICESHIPS
TRAINING
ACADEMY

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BCT Remote Learning Policy

1. Purpose and Principles

Big Creative Training (BCT) is committed to providing high-quality education at all times, including during periods of remote learning—whether for individual learners or entire cohorts.

This policy sets out our approach to:

- Minimising disruption to education and curriculum delivery
- Maintaining high standards and clear expectations for learners, staff, and parents
- Providing access to high-quality learning resources
- Safeguarding learners online
- Ensuring data protection and confidentiality
- Supporting the health, wellbeing, and academic progress of all learners

2. Legal and Policy Context

This policy aligns with the following legislation and guidance:

Legislation:

- Equality Act 2010
- Education Act 2004
- Data Protection Act 2018
- UK General Data Protection Regulation (GDPR)

National guidance:

- *Keeping Children Safe in Education* (DfE, 2021)
- *School Attendance* (DfE, 2020)
- *Children Missing Education* (DfE, 2016)



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- *SEND Code of Practice* (DfE, 2015)
 - *Help with Remote Education* (DfE, 2020)
 - *Health and Safety in Schools* (DfE, various)
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3. Remote Learning Provision

3.1 Curriculum and Instruction

During remote learning, teachers will:

- Provide meaningful, ambitious daily work across a broad range of subjects
- Set work equivalent in length to in-school learning (minimum five hours per day for full-time learners)
- Deliver high-quality instruction via:
 - Live lessons (Google Meet, Zoom)
 - Pre-recorded content (e.g. Loom)
 - Curriculum-aligned video resources
 - Interactive activities and independent study tasks
- Provide frequent feedback (whole class or individual) and assess progress through suitable methods
- Avoid over-reliance on long-term or research-based tasks
- Adjust pace and difficulty based on learner responses and assessment outcomes

Curriculum adaptations must remain ambitious and inclusive. Teachers will ensure that learners with SEND, EAL needs, or other vulnerabilities receive appropriate differentiation and support.

3.2 Blended and Tiered Delivery Models

BCT anticipates several learning scenarios:



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- **Individual Absence:** Provide curriculum materials for learners to keep up, though with limited video/live content
- **Blended Learning (Partial Cohort):** Offer a mix of live and asynchronous resources, minimising duplication of effort for staff
- **Whole-Class/Year Group Remote Learning:** Full remote curriculum access with significant live and/or pre-recorded teaching
- **In-School and Remote Cohorts:** Strive for equitable access to resources and teaching quality across both groups

Where possible, staffing will be adjusted to avoid “double-teaching.”

4. Access and Authentication

- All learners are authenticated via in-person enrolment (ID and residency checks)
 - Coursework submission is tracked through individual Google Classroom accounts
 - Attendance is verified via visible check-in on video platforms
 - All formal assessments are authenticated via Turnitin
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5. Data Protection and Cybersecurity

In line with the BCT Data Protection Policy:

- Staff must adhere to GDPR when teaching remotely
 - Devices must be secured; learner and staff data must not be shared inappropriately
 - Platforms used for communication and learning must meet safeguarding and security standards
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6. Safeguarding and Vulnerable Learners

This policy works in conjunction with the **Safeguarding and Child Protection Policy**. The DSL will:



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- Identify vulnerable learners via risk assessment
 - Ensure regular contact and monitoring
 - Oversee any escalated concerns relating to remote learning
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7. Staff Roles and Expectations

7.1 Teaching Staff

- Deliver planned lessons aligned with curriculum goals
- Monitor engagement and progress
- Provide feedback and support
- Liaise with SEND and pastoral teams where needed
- Follow the absence reporting protocol to ensure lesson cover

7.2 Teaching Assistants / LSAs

- Access learning platforms and maintain daily communication
 - Support designated learners via online tools and calls
 - Request any training or resources needed via their team leader
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8. Communication with Families

BCT will ensure regular, transparent communication with students and parents/carers:

- Remote learning expectations will be clearly explained to learners
 - Parents will be informed of their role in supporting home learning
 - Feedback mechanisms and contact routes will be available for all families
 - Updates on provision and policy changes will be communicated promptly
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9. Video Learning and Recording Guidance

Recording of video sessions should follow these principles:

- Whole-class lessons should not be routinely recorded unless instructional content is to be reused
 - Safeguarding risks must be considered before recording
 - Staff must consult the **Video Learning Guidance** and seek sign-off from the Principal, DSL, or Director of Teaching and Learning before recording
 - Recording should never be used as a replacement for safe practice
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10. Monitoring, Quality Assurance and Feedback

- BCT is committed to ensuring remote teaching matches the ambition and quality of in-person delivery
- School leaders will monitor the frequency, quality, and impact of remote learning, but will not use it for performance management without context
- Concerns about poor-quality teaching will trigger a support process via a Teaching and Learning Support Plan

Marking and Feedback:

- Not all tasks require feedback, but those that do should receive clear, timely responses
- Feedback may be individual or whole-class
- Students should show progress through reflection and application of feedback

Engagement Tracking:

- Teachers and pastoral staff will monitor participation
 - Additional support will be offered to non-engaged students or those falling behind
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11. Assessment



- Assessment methods should reflect the remote environment (e.g. digital quizzes, short tasks)
 - Internal assessments and mocks should be adapted where necessary to maintain rigour
 - Formal assessment points should remain meaningful and supportive of progress tracking
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12. Wellbeing and Workload Management

This policy complements the **Health and Safety Policy**.

- Staff and learners should be supported to work safely from home
 - Clear guidance should be issued on screen time, scheduling, and healthy working habits
 - Time should be structured to include rest breaks and an end-of-day routine
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13. Absence Management

In line with the **Absence Policy**:

- Teachers must report absence in the usual way
- If a teacher is unable to lead a live session, high-quality resources must still be made available
- Schools should ensure continuity of provision during staff absence

Date Updated	To Review	Responsibility
July 2025	Jul 2027	NS