

High Tunstall College of Science



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Remote Learning Policy

Revised	- November 2025
Stakeholder Consulted	- Quality of Education Committee
Review Date	- November 2027
Responsibility for Review	- Assistant Headteacher – Curriculum and Literacy.

V0.0

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[Updated] Statement of intent

At High Tunstall College of Science, we understand the need to continually deliver high-quality education, including during periods of remote education – whether for an individual student or for many. We recognise the importance of maintaining high expectations in all areas of college life and ensuring all students have access to online lessons where required.

Through the implementation of this policy, we aim to address the key concerns associated with live online lessons, such as: Systems and technology, safeguarding, conduct, and accessibility.

This policy aims to:

- Ensure consistency in the approach to remote learning for students who are not in college
- Minimise the disruption to students' education and delivery of the curriculum
- Ensure provision is in place so that all students have access to high-quality lesson content
- Set out expectations for all members of the college community with regards to remote learning
- Protect students from the risks associated with using an online lesson platform through the internet
- Ensure staff, parent / carer and student data remains secure and is not lost or misused
- Ensure robust safeguarding measures are in place during live online lessons
- Provide appropriate guidelines for adherence to GDPR requirements
- Ensure all students have the provisions required to take part in live online lessons and complete their work to the best of their ability, and to remain happy, healthy and supported during periods of remote learning.

1. [Updated] Legal framework

1.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR) 2021
- Malicious Communications Act 1988
- Online Safety Act 2023
- Education Act 1996
- Protection from Harassment Act 1997
- Crime and Disorder Act 1998
- Human Rights Act 1998
- Communications Act 2003
- Education and Inspections Act 2006
- Education (Pupil Registration) (England) Regulations 2006
- Equality Act 2010
- Education Act 2011
- Alternative Provision (2013)
- Children and Families Act 2014
- DfE (2015) 'SEND code of practice: 0 to 25 years'
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Health and safety for school children'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2021) 'Get help with remote education'
- DfE (2022) 'Safeguarding and remote education'
- DfE (2022) 'Working together to improve school attendance'
- DfE (2022) 'Health and safety: responsibilities and duties for school'
- DfE (2023) Providing remote education non-statutory guidance for school' 2023
- [Updated] DfE (2025) 'Children missing education'
- [Updated] DfE (2025) 'Keeping children safe in education' 2025

1.2 This policy operates in conjunction with the following school policies

- Standard Operating Procedure Student Absence document
- Remote Learning and Online Communication Acceptable Use (AUP) Policy
- Technology Acceptable Use Agreement – Staff
- **[Updated]** Technology Acceptable Use Agreement - Student
- Child Protection and Safeguarding Policy
- Data Protection Policy
- Behaviour Policy
- Student and Parent/Carer Privacy Notice
- Employee Privacy Notice
- Complaints Privacy Notice
- Website Privacy Notice
- Home-College Agreement
- **[Updated]** Children Missing Education Policy
- **[Updated]** Staff Code of Conduct
- **[Updated]** Student code of Conduct
- Online Safety Policy
- Information Security Policy
- HTCS Cyber Security Plan
- **[Updated]** Home Visits Risk Assessment.

2. **[Updated]** Remote learning with High Tunstall College of Science

As a profession, we are being challenged to find new ways of ensuring that all students receive the world class education that they deserve even when they are unable to attend college. At High Tunstall we have responded by developing a strategy that will enable every student to remain fully connected with their teachers and their learning.

In circumstances where students are unable to attend the college, students will be able to access high quality teaching and learning opportunities through our Remote Learning Programme.

Our current aim is that every student, from the first day of absence, can have access to the same teaching and learning opportunities as those students who continue to attend the college. This includes access to high quality

feedback, support and challenge. Our resources include those that have been developed by our expert teams and only those websites and resources that have been quality assured by the DfE.

Whilst we accept that students working remotely cannot achieve the full classroom experience, we are committed to ensuring that the teaching and learning opportunities provided, extend and deepen thinking enabling all students to continue making rapid and sustained progress.

The accepted platform for our Remote Learning Programme is Synergy. Staff have been trained in accessing this platform. High quality materials are linked to student timetables and by clicking on any lesson, they are taken to the work they need to access, which is stored on The OneDrive.

2.1 What is the current offer?

The government has made clear its expectation that all colleges should have a strong plan in place for the provision of remote education. All colleges have a legal duty to provide remote education for state-funded, college-age children unable to attend college. At High Tunstall College of Science, we are well positioned to deliver remote learning via Synergy. All timetabled lessons and all resources for those lessons are made available in advance of the week they are to be taught. Students are able to access their lessons for the week ahead and these resources remain linked to each lesson delivered for the rest of the academic year.

2.2 What will be expected from students?

Students who are absent from the college due to any planned activity are expected to fully complete any work missed. Please see Standard Operating Procedure Student Absence document (Appendix 1). Students who are absent from college for other reasons not linked to planned absence, are able to access the work they have missed via Synergy, to avoid falling behind their classmates. We recognise that students who are absent due to illness may be too unwell to complete their work immediately and in the same timeframe of delivery; however, we strongly advise that this work is completed at a point when they are well again to avoid any gaps in knowledge arising.

Work should be completed and submitted in accordance with teacher's instructions, and where appropriate, in line with the Standard Operating Procedure Student Absence document.

2.3 Will parents/carers be involved in remote learning?

Timetables will be shared with all parents/carers via our college APP and on paper form upon request so that they are aware of what and when their child is studying regarding their timetabled curriculum provision. Where absences are planned or unplanned, we would encourage parents and carers to support their child in completing and submitting all work missed.

2.4 **[Updated]** What happens when a student completes their catch-up work?

It is essential that accurate records of work completed following absence are maintained for all students in order that the college is able to track their progress. It is the expectation that during the period students are absent from college the appropriate staff members monitor the completion and submission of work missed.

[New] Students should show evidence of any catch-up work completed to their class teacher. Upon receipt of this the class teacher will award the student three (3) positive achievement points under 'catch up' and provide any feedback as appropriate.'

Where insufficient work has been completed this will be dealt with in the same way that it would be where the student in college. Please refer to the Standard Operating Procedure Student Absence document for further clarification in this matter.

3. **[Updated]** Roles and responsibilities

3.1 General

Staff involved in the provision of remote learning should make their uploads available on the Thursday prior to the week of delivery. Faculty leadership will then quality assure these uploads no later than Friday of the same week. This ensures that all resources are available for the week ahead.

3.2 **[Updated]** Governing Body

- Approval of the strategy and policy for online learning in the college
- **[Updated]** Reviewing and evaluating the effectiveness of the college's remote learning arrangements.

3.3 **[Updated]** College Leadership including Middle Leaders

- **[Updated]** Reviewing the effectiveness of this policy on a biennial basis in conjunction with the governing board and communicating any changes to staff, parents / carers and students.

- Monitor and review of the strategy and policy; implementing any necessary changes to ensure the provision of education is of the highest quality
- **[Updated]** Ensure staff have received training on Synergy & other applications
- **[Updated]** Ensure students have experience of Synergy use
- **[Updated]** Arranging any additional support that may require to support students with live online lessons
- Ask staff to go through the Acceptable Use Agreement for the college
- Ensure parents have access to their child's timetable
- Ensure that lessons are available on Synergy
- Ensure the Remote Learning Policy is shared with parents and staff
- Monitor attendance and engagement with remote learning following planned or unplanned absence, taking appropriate action where necessary
- Monitoring the effectiveness of remote learning – speaking with teachers (and parents where deemed necessary), with a focus on the quality of work being produced and the feedback provided to students following absence.

3.4 **[Updated]** Teachers

- Gather feedback from staff about successes and any issues which need to be addressed through guidance or training
- **[Updated]** Reporting any issues regarding IT equipment & remote learning on college-owned equipment to the ICT team
- Provide work for Remote Learning on Synergy in advance of class teaching, no later than the Thursday prior to the week of delivery
- Monitor classes for planned absences and relay expectations for completion of work
- Provide resources in books for any absences planned or otherwise
- **[Updated]** Reporting any safeguarding incidents and concerns to the DSL & safeguarding staff, and asking for guidance as appropriate
- Follow the college's expectation as set out on this Remote Learning policy.

3.5 **[Updated]** ICT staff

- Resolving issues with systems used with other tools
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of remote learning systems and raising any concerns
- **[Updated]** Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible and meets effective DfE guidance for safeguarding requirements to all students and staff.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data
- Assisting students and parents with accessing the internet or devices.

3.6 SENDCo

- Supporting teachers in providing appropriate work for students with SEND
- **[Updated]** Liaising with the ICT team to ensure that the technology used for remote education is accessible to all students and that reasonable adjustments are made where required
- **[Updated]** Identify students who are not able to access remote learning and provide strategies for these students. Where appropriate, review their individual risk assessments and IEPs and EHCPs, liaise with Headteacher and LA on challenges
- Ensure adequate work is set and completed by students in the Shine Centre, Create, RISE and the ARC following planned absence.

3.7 **[Updated]** DSL (Designated Safeguarding Lead)

- Attending and arranging, where necessary, any safeguarding meetings regarding remote education
- **[Updated]** Liaising with the ICT team to ensure that all technology used for remote education is suitable for its purpose and will protect students online
- Identifying vulnerable students who may be at risk if they take part in remote education
- **[Updated]** Ensuring that child protection plans / Student Overviews are enforced if vulnerable students take part in remote education.
- Identifying the level of support or intervention required while students take part in remote education and ensuring appropriate measures are in place

- Assisting teachers with all remote education lesson planning to ensure the correct safeguarding measures are in place.

3.8 Compliance Officer

- Ensuring all staff, parents, and students are aware of the data protection principles outlined in the UK GDPR
- Ensuring that all computer programs used for remote learning are compliant with the UK GDPR and the Data Protection Act 2018.

3.9 **[Updated]** Students

- **[Updated]** Adhering to the e Behaviour Policy and to this policy at all times during periods of remote learning
- Access remote learning according to their set timetable In preparation or following absence
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or other staff
- Alert teachers if they are not able to complete work
- Respond to any feedback provided by teachers.

3.10 **[Updated]** Parents

- **[Updated]** Adhering to the Parent Code of Conduct and this policy at all times during periods of remote learning
- Seek help from the College if they need it – staff should direct parents towards useful resources if they are struggling
- **[Updated]** Ensuring their child uses the equipment and technology provided for remote learning as intended
- Be respectful when making any complaints or concerns known to staff
- **[Updated]** Ensuring their child is available to learn remotely and that the schoolwork set is completed on time and to the best of their child's ability.
- Provide a quiet space for their child to learn and participate in remote learning.

4. **[Updated]** Data protection

4.1 Accessing personal data.

Staff and students must only use their college email accounts for remote learning exchanges. No personal email addresses are permitted. This is to ensure the safety and protection of staff and students.

4.2 Processing personal data

Staff members will need to collect and/or share personal data such as names and email addresses as part of the remote learning system. As long as this processing is necessary for the college's official functions, individuals won't need to give permission for this to happen.

Staff are reminded to collect and/or share as little personal data as possible online.

4.3 **[Updated]** Data Transfer

Will only be used by Schools Synergy or Microsoft Teams using secure links unless impractical to do so. Encrypted memory sticks made be used by the college to provide students with schoolwork where other restrictions prevent transfer.

4.4 **[Updated]** Live Recordings

Parents / Carers will have already provided their approval for their child to participate in live streaming lesson as per the Student and Parent/Carer Privacy Notice. Any students who has not gained consent to attend will be provided with alternative methods of learning from the session such as sound recordings, transcripts or PowerPoint presentations.

5. **[Updated] Safeguarding**

This section of the policy will be enacted in conjunction with the college's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to the potential need for remote education.

All teaching staff will be made aware that the procedures set out in the college's Staff Code of Conduct apply at all times during the delivery of remote education. Parents will be made aware of what their children are being asked to do, including:

- The sites that they will be accessing.
- The College staff that they will be interacting with.

The DSL will arrange for regular contact to be made with vulnerable students during a period of remote education.

[Updated] Additional contact, including home visits, will be considered where required. Phone calls made to vulnerable students will be made using college phones and online communications systems where possible.

[Updated] All contact with vulnerable students will be recorded on paper or electronically and suitably stored in line with the Records Management Policy.

The DSL will keep in contact with vulnerable student's social workers or other care professionals when the students is receiving remote education, as required.

All home visits will:

- Have at least one suitably trained individual present
- Be undertaken by no fewer than two (2) members of staff
- Be suitably recorded on paper and the records stored so that the DSL has access to them
- Actively involve the students
- Only take place following the completion of a Home Visit Risk Assessment.

Vulnerable students will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.

The DSL will meet, in person or remotely, with the relevant members of staff termly to discuss new and current safeguarding arrangements for vulnerable students learning remotely.

All members of staff will report any safeguarding concerns to the DSL immediately. Students and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g., regarding harmful or upsetting content or incidents of online bullying. The college will also signpost families to the practical support that is available for reporting these concerns.

Staff will always have due regard for the college's Child Protection and Safeguarding Policy during remote education, e.g., whilst conducting live online lessons.

The planning of live lessons will always be carried out in conjunction with the college's DSL.

The college will ensure the system used for live online lessons does not have a minimum age requirement above the age bracket of students attending the lesson.

Students will not share private information through the live online system.

Students will not respond to contact requests from people they do not know when using systems for live online lessons.

Students will be informed of the reporting lines, should they see or hear anything inappropriate during live online lessons, via email. Students will be provided with the contact details of the DSL to report any concerns.

Staff will ensure all video and phone calls are not set to public, and meetings are protected with passwords. Meeting links and passwords will not be published publicly.

Support staff will be on hand to supervise and handle any sudden changes or developments, such disputes between students, that may occur during the live online lesson.

Staff will uphold their safeguarding obligations and will report any incidents or potential concerns to the DSL in line with the college's Child Protection and Safeguarding Policy.

The college will ensure that parents know what students are expected to do for a live online lesson, including the websites students will be asked to use and the College staff and students will interact with online.

The college will communicate the importance of online safety to parents and encourage parents to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. The college will inform parents of the government-approved resources on child online safety to support parents further.

6. Staff conduct

Staff will follow the requirements set out in the Staff Code of Conduct and will ensure they understand their responsibilities with regard to conduct during live online lessons.

The college will ensure that staff read, sign and return the Technology Acceptable Use Agreement for Staff prior to commencing live online lessons.

Staff will only use college-provided email addresses and phone numbers to communicate with students when conducting live online lessons.

Staff will only use college-owned devices for conducting live online lessons, where possible.

Staff will not share personal information whilst conducting live online lessons.

Staff will ensure they conduct their live online lesson from an appropriate location – either the classroom or, if this is not possible, from a quiet area in their home which has a neutral background.

Staff will communicate with students within college hours as far as possible, or within hours agreed with the college to suit the needs of staff.

Staff will only communicate and conduct live online lessons through channels approved by the SLT.

Staff will not commence online lessons until at least one (1) other member of staff is in the live lesson 'room', and not without confirmation that at least one (1) other colleague is aware that the live online lesson is taking place.

Staff will keep a log of what happens during live online lessons, e.g., behavioural issues or technical glitches, and ensure it is properly documented in line with the college's Records Management Policy.

7. **[Updated] Student conduct**

The college will provide students with a copy of the Student Code of Conduct to ensure they understand their responsibilities with regards to conduct during live online lessons.

The college will ensure that students sign and return the Technology Acceptable Use Agreement for Students prior to taking part in live online lessons.

Students will be reminded that they should take part in live online lessons in an appropriate setting, e.g., a quiet space with a neutral background.

Students will be reminded not to record live online lessons on their devices.

Students will not speak during live online lessons unless they are prompted to do so or have a question about the lesson.

[Updated] Students and others in the household will use appropriate language during the live session.

Students will always adhere to the college's Behaviour Policy during live online lessons, as they would during a normal college day.

The College will ensure that any students who breach the code of conduct will be disciplined in line with the college's Behaviour Policy.

8. **Students with SEND**

The college will ensure students with SEND receive any additional support with live online lessons where needed, e.g., from an additional member of staff within the live online lesson via phone call.

Staff will be sensitive to the needs of any students who may be sensitive to certain topics or issues that may arise during live online lessons.

The SLT, SENCO and relevant teacher will consider whether one-to-one lessons are appropriate in some circumstances for students with SEND.

The college will ensure that the appropriate curriculum, teaching and support will be available to students with SEND to ensure they continue to learn effectively. Additional measures will be considered for students with SEND to mitigate the risk of students falling behind their peers in terms of education, e.g., text transcripts being used in video lessons.

The college will work collaboratively with families to put arrangements in place that allow students with SEND to successfully access remote education when necessary.

9. [Updated] Online safety – children and young people

9.1 children and young people

Online safety is of paramount importance to the students and young people in our care. Parents and carers must ensure that all of their child's social media accounts are closely monitored and that they have their security settings set to private.

[Updated] The college will not be responsible for providing access to the internet off the college premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the college. The college will, however, reinforce the importance of online safety and share information regarding the systems used by the college to filter and monitor online use.

We recognise that our younger learners, or those with additional learning needs, may need some adult support when logging in and accessing the remote learning material.

[Childline](#) - for support

[UK Safer Internet Centre](#) - to report and remove harmful online content

[CEOP](#) - for advice on making a report about online abuse. [Support for parents and carers to keep their children safe online includes:](#)

[Internet matters](#) - for support for parents and carers to keep their children safe online

[London Grid for Learning](#) - for support for parents and carers to keep their children safe online

[Parent info](#) - for support for parents and carers to keep their children safe online

[Thinkuknow](#) - for advice from the National Crime Agency to stay safe online

[UK Safer Internet Centre](#) - advice for parents, carers and students

[New] [Keeping children safe online | NSPCC](#)

9.2 Top Tips for Parents to keep your child safe online:

1. Talk to your child about what they like to use online
2. Know who your child's friends are, both in the real and virtual world
3. Control what your child shares online
4. Have the "never meet" rule – never meet anyone in real life who you have met online
5. Monitor your child's usage

6. Set your child's passwords and regularly check in to make sure they haven't been changed
7. Set parental controls / filter what they can access
8. Educate yourself – keep up with new technology and internet language
9. Talk to your child about risk.

9.3 Online safety – members of staff

Staff will share appropriate on-line learning materials with our students, and we will ensure we reinforce our expectations regarding safe online behaviour for all students.

10. Cyberbullying

10.1 Overview

During times when remote education is being utilised, the college will frequently be in contact with parents to make them aware of their activities online, but also to reinforce the importance of students staying safe online and explaining how filtering and monitoring procedures work.

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- **Possible extensive scale and scope** – students may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
- **The anytime and anywhere nature of cyberbullying** – students may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times
- **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and students may be bullied by someone who is concealing their own identity
- **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to students crossing boundaries without realising
- **The victim of the bullying may have evidence of what has happened** – students may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator.

The college will support students who have been victims of cyberbullying by holding formal and informal discussions with the student about their feelings and whether the bullying has stopped, in accordance with section 13, 14 and section 16 of the college's Anti-bullying policy.

In accordance with the Education Act 2011, the college has the right to examine and delete files from students' personal devices, e.g., mobile phones, where there is good reason to do so. This power applies to all Colleges and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device is seized by a member of staff, and there is reasonable ground to suspect that it contains evidence in relation to an offence, the device must be given to the police as soon as it is reasonably practicable.

If a staff member finds material that they do not suspect contains evidence in relation to an offence, the Headteacher will decide whether it is appropriate to delete or retain the material as evidence of a breach of the relevant policies.

The college's Behaviour Policy will be followed at all times.

11. [New] Marking and feedback

All work completed through remote learning will be:

- Finished when returned to the relevant member of teaching staff
- Returned on or before the deadline set by the relevant member of teaching staff
- Completed to the best of the student's ability
- The student's own work
- Marked in line with the college's Standard Operating Procedure Student Absence document
- Returned to the student, once marked, by an agreed date.

Students and staff will maintain a good work ethic during the period of remote learning.

If there are problems submitting work on the college's remote platform or the work is not able to be submitted on the platform, students will use email to send work to teachers for review and feedback whilst screenshots can be taken and emailed as attachments. The college will also consider alternative options where appropriate, e.g. drop-off points at the college.

Students are accountable for the completion of their own work – teaching staff will contact parents via email if their child is not completing their work or their standard of work has noticeably decreased.

Teaching staff will monitor the academic progress of students with and without access to the online learning resources and discuss additional support or provision with the Headteacher as soon as possible. Teaching staff will monitor the academic progress of students with SEND and discuss additional support or provision with the SENCO as soon as possible.

The college will implement a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

The college will log participation and student engagement with remote education, as well as motivation levels and progress, and this will be shared with parents via formal regular reports or, if there is a concern, individually via telephone.

The college will consider ways to use feedback to secure consistent engagement with remote material, e.g. introducing a newsletter sent to parents and students which displays exemplary work and rewards engagement or outcomes

12. [Updated] Monitoring arrangements

This policy will be monitored and reviewed regularly by the Deputy Headteacher – Staff and the Assistant Headteacher – Curriculum with the involvement of the SENCo, DSL, & ICT team.

The scheduled review date for this policy is November 2027.

Appendix 1:

Standard Operating Procedure

Classroom Teacher Responsibilities Following Student Absences

Ensure work is available on Synergy a week in advance as per college policy.

When student is absent, teacher to record in exercise books the date of absence and title of topic missed.

If a student misses a lesson, upon their return relevant staff will welcome them back and assign a responsible student to fully explain work missed if they cannot for whatever reason.

All resources from period of absence made available, either as spare sheets ready or already glued into exercise books.

Any appropriate additional resources handed out to help catch up.

It may be appropriate to prompt students to go to catch up session in the ILH every Tuesday 3-4.30pm. Teacher to give explicit instruction regarding completion of missed work.

Upon submission, staff to record on central Synergy or their own records if student has completed work.

In the case of a planned absence, for example, a trip or activity, if the work is not completed one week after absence, the group leader should be alerted via email and informed regarding the lack of work.

Teacher to informs faculty leader if still no work is submitted two weeks following absence and appropriate action and sanction followed.

Group Leader in Cases of Absence Due to Trips and Activities (Planned Absence) Responsibilities.

Ensure student group is set up prior to absence on Synergy by attendance officers with correct dates of absence.

Prior to invitation, ensure attendance of students is checked and if it is under 90%, students should not be offered a place on the trip or activity, where appropriate a conversation about attendance should take place*with the appropriate parties.

A list of student names must be on the Synergy Bulletin prior to the trip or activity so teaching staff can check in advance who will be missing their lessons.

The group leader should have a conversation with student group about expectations to catch up on all missed work and to submit completed work to their classroom teacher within a one (1) week period of absence.

Post trip or activity, the group leader will be required to check student attendance on return and have appropriate conversations with students who do not attend College the day after a trip or activity and explain it could jeopardise their place on future trips and activities.

The group leader should respond to any communication from subject teachers about any students who attended the trip or activity that have not submitted missed work and address relevant students regarding this. A Synergy message will be sent to parents organised by the group leader.

Faculty Leadership Responsibilities

Address any students who haven't submitted work two weeks after absence. Faculty leadership should be sensitive if absence was due to illness and treat each case individually.

In the case of a trip or activity having caused the absence; group leader should be alerted and faculty leadership to make a parental phone call to inform and ask for support.

If appropriate a college reflective sanctioned for student to ensure work is completed and submitted.

Ensure all parties are informed of resolution and actions.

Student Responsibilities

Must access Synergy for missed lessons IF absence is planned for and complete work before they go on trip or on return and must submit work to their teachers within a one (1) week period.

Seek advice from their teacher regarding work missed if absence was due to other reasons and agree on an appropriate timeline for completing work.

Speak to teachers about planned absence.

Where appropriate, attends ILH Tues 3-4.30 to catch up on work missed.

Check their attendance to see how it has been affected and make a plan to ensure all work is caught up.

*When financial contributions have been made further considerations can be taken into account