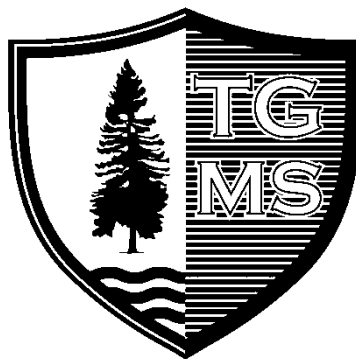




BUCKINGHAMSHIRE COUNCIL

Remote Learning Policy Tylers Green Middle School



This policy was adopted on: Autumn 2025

The policy is to be reviewed by: Autumn 2026

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1. Introduction

The temporary provisions in the Coronavirus Act 2020 expired on 24 March 2022. As a result, the Remote Education (England) Temporary Continuity (No.2) direction no longer has effect.

This document provides the provisions Tylers Green Middle School will provide to deliver high-quality remote education in cases where it is not possible or contrary to government guidance for some or all pupils to attend face-to-face education.

The priority should always be for schools to deliver high-quality face-to-face education to all pupils. Remote education should only ever be considered as a short-term measure and as a last resort where in-person attendance is not possible.

Scenarios where remote education will be provided

Attendance is mandatory for all pupils of compulsory school age. Schools should consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance. In these circumstances, our pupils should have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning. Good practice is considered to be 4 hours a day for key stage 2.

Most likely scenarios and actions at Tylers Green Middle School:

Reason for no face-to-face education	Examples	Daily Provision (see Appendix 3 for more details)
Occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government	<ul style="list-style-type: none">- Local or central government lockdown- Adverse weather conditions leading to school closure, e.g. snow day or red weather warning	Remote education provision using Google Classroom, including a mixture of live online lessons and independent activities.
Occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, for example, pupils with an infectious illness	<ul style="list-style-type: none">- If a child tests positive for COVID-19, they should try to stay at home and avoid contact with other people for 3 days. If they are well enough, they can complete remote education.	Independent learning activities, pre-planned by the teacher, to cover key themes in the curriculum for that half term in maths, English, science and topic (history, geography and art).

2. Aims

This remote education policy aims to:

- Ensure consistency in the approach to remote education for pupils who aren't in school
- Set out expectations for all members of the school community with regard to remote education
- Provide appropriate guidelines for data protection
- Ensure that pupils who are well but unable to attend school remain included in the school community and receive remote education that reflects the learning occurring in the classroom
- Integrate remote education into the school curriculum to reduce the effects of pupils missing education due to being away from the school premises
- Our approach mirrors the TGMS TLAC routines for clarity, modelling and habits of attention, so that pupils can learn as consistently as possible, whether at home or in school

3. Roles and responsibilities

All members of the staff have a responsibility to ensure that remote education is accessible, feasible and reflects the learning that would normally occur in the classroom.

Senior Leaders, including SENCO

Senior leaders are responsible for:

- Ensuring that a wide-ranging curriculum is delivered remotely
- Ensuring the use of high-quality materials is being used to deliver lessons
- Ensuring that members of staff are safeguarding themselves as well as the pupils whilst using online platforms
- Ensuring that all pupils, regardless of ability and need, are being catered for
- Ensuring that the systems used are monitored and the quality of use is evaluated at regular intervals

- Ensuring that shared messages are delivered to all members of the school community, including assemblies for the pupils
- Communicating with parents on remote education initiatives being used or introduced
- Dealing with parental concerns about any aspects of the approach to remote education
- Informing the Governing Body of the school's approach to remote education and reporting on its impact
- Liaising with local schools on remote education practice and initiatives, seeking to provide the best practice possible for the school
- Responding to Local Authority requests/advice with regard to remote education
- Responding to DfE initiatives/legislation

Designated Safeguarding Leaders (DSLs)

DSLs are responsible for:

- Providing clear instructions on how staff should conduct themselves online, including producing guidance for pupils and staff
- Monitoring and supporting staff with safeguarding concerns, including those related to the use of online e-platforms for remote education
- Adhering to normal safeguarding procedures as outlined in the Child Protection Policy and CP annex
- Managing and addressing all matters relating to Child Protection, initially through CPOMS
- Offer in-school support for a minority of the pupils, should this be required, so long as the child is well and able to come onto the school premises

Teachers

When providing remote education, teachers must be available between the hours of 8.30 am and 3.30 pm and be available to attend CPD and/or meetings as required.

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.

Good teamwork and good communication channels are vital to the success of remote education. Each Year group should collaborate in their bubble to ensure that all pupils' needs can be addressed.

When providing remote education, teachers are responsible for:

- ❖ Uploading the forthcoming week's work to Google Classroom, including 5 English and Maths lessons, accompanied by 5 other lessons, including but not limited to foundation subjects such as Science, PE, History, Geography, RSHE, RE, Art and Design Technology, based on the Progression of Skills curriculum developed in school
- ❖ Coordinating with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.
- ❖ Scheduling work to appear in the classroom for pupils on the Sunday at midday before the week commences, with clear instructions for pupils, to help them understand what is expected of them.
- ❖ Sharing weekly work overviews for the pupils to schedule their remote education throughout the week in line with normal school practice
- ❖ Considering reasonable allowances and extra support for pupils with EHC plans, LAC pupils, SEN support pupils, FSM/Pupil Premium and other vulnerable pupils as identified in school
- ❖ Making use of external sources and high-quality materials, including videos from White Rose, Oak National Academy, MyMaths, Accelerated Reader and Spag.com, amongst others, to be used at the teachers' discretion.
- ❖ Monitoring the work submitted, providing verbal or written feedback on a minimum of one piece of core work completed by children weekly
- ❖ Utilising the School's behaviour policy and issuing rewards to pupils as normal
- ❖ Keeping in touch with pupils who aren't in school and their parents.
- ❖ If any concerns arise around safeguarding, you must complete CPOMS in the same way as if you were in school.

In the case of a whole bubble, or whole school lockdown, **in addition** to the above, the teachers are expected to:

- ❖ Monitor pupils' engagement and, where necessary, contact parents to check everything is ok. There may be a genuine reason for a child not engaging remotely. Record that you have contacted a parent and what their response was. You need to get to know the circumstances of your pupils at home.
- ❖ Assist parents and carers to support their child's wellbeing at home.
- ❖ Ensure pupils know how they are expected to engage in regular contact with the school community through interactive methods, e.g. through daily registration sessions, live wellbeing and check-in calls and use of the Google Classroom stream.
- ❖ Ensure pupils know how to ask for help with their learning, or with their wellbeing.
- ❖ Offer suitable teaching input, resources and materials to support parents to access good quality remote education for their child
- ❖ Support our pupils and parents to know what is expected of them, with a daily video/voice recording by a member of the TGMS teaching team
- ❖ Monitor the work submitted by pupils and chase up missing work from pupils who do not submit work
- ❖ Work in school, or remotely as required by the senior leaders of the school
- ❖ Adhere to the DFE guidance (<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>)
- ❖ Adhere to the safeguarding information and e-safety guidance/protocols provided at all times, including guidance on dress code, suitable locations and platforms for communication stated in the Staff Remote Learning Code of Conduct (appendix 1)
- ❖ Teachers will apply the same responsive teaching principles used in class, such as modelling, feedback and opportunities for pupil participation.

3.2 Learning Support Assistants (LSAs)

When assisting with remote education, LSAs should be available in accordance with the adjusted timetable, if required, i.e. between 8.30 am and 3.15 pm

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 education, LSAs are responsible for:

- Supporting pupils who are in school with learning education
- Adapting work set for pupils with SEND or additional needs
- Attending virtual (live) meetings with teachers, parents and pupils
- Monitoring the work submitted by pupils and chasing up missing work from pupils who do not submit work
- Working in school, or remotely as required by the senior leaders of the school
- Responding to messages received from pupils using the Stream on Google Classroom
- Adhering to the DFE guidance
- Adhering to the safeguarding information and e-safety guidance/protocols provided at all times, including guidance on dress code, suitable locations and platforms for communication stated in the Staff Remote Learning Code of Conduct (appendix 1)

3.3 Administration staff

- Carry out their respective roles, working at times in school and at times at home remotely as required by the senior leadership team
- Be available every contracted day and when working in school hours.
- Maintain in-school registration (bubbles) and provide the daily information for the DfE and the Local Authority.
- Support parents with any questions or concerns they have regarding school attendance or remote learning by telephone and/or email. These can be passed on to appropriate staff members if required.
- Ensure lunches are provided for FSM children in school and/or for FSM provision when at home.

3.4 Pupils

Staff can expect pupils learning remotely to:

- Be contactable during the school day, although we acknowledge they will not always be in front of a device the entire time
- Complete work to the best of their ability and keep to the deadline set by teachers
- Engage and communicate with the Year group classroom- Google Stream - by asking questions and supporting other pupils.
- Ask for help if they need it about their schoolwork from school staff via Google Classroom Stream
- Be respectful, prompt and respond positively to the well-being and check-in live calls. When attending live welfare and check-in calls, pupils should adhere to the code of conduct (appendix 2)
- Alert teachers by the messaging system if they're not able to complete work or have any wellbeing, friendship or bullying concerns
- Follow the weekly work overview, completing the lessons that are normally taught on each day (in order to maintain learning at the correct time due to sudden changes in the situation)
- Complete school work in the provided remote learning exercise book and/or upload assignments, maintaining high standards as expected in school
- Log into the pre-recorded assemblies each week, e.g. Wellbeing and Friday Achievements Assembly

3.5 Parents and Carers

Staff can expect parents with children learning remotely to:

- Be supportive of their child's education and have realistic expectations
- Ensure that their child is able to access remote education effectively and create a routine to complete any work set by following the weekly work overview and suggested timetable
- Provide regular breaks and intervals for the children throughout the day, inclusive of exercise and meals
- Support their child's learning in the best way they can and ensure that their child submits the required work weekly by providing an environment conducive to learning wherever possible

- Refrain from screenshotting or photographing messages on the Google Stream or uploading information/images to social media in accordance with school child protection policy and e-safety policy
- Contact the DSL via the school office immediately regarding any safeguarding concerns
- Ensure that materials provided by the school are not copied or redistributed, thus infringing on copyright law. The school takes no responsibility for any breach of the Copyright Law by parents
- Respond to messages and consent requests from the school
- Adhere to the home-school agreement and pupil code of conduct for live lessons/welfare calls (appendix 2)
- Make the school aware if their child is unwell, via the school office
- Contact the class teacher, in the first instance, about any queries about the remote learning environment by emailing the school office, not via the Stream on Google Classroom
- If required, do contact our staff members via the office email for extra support with work or wellbeing for the pupils
- If initial concerns cannot be sorted by the Class Teacher, then do contact the Deputy Headteacher, who is the senior leader in charge of Remote Education. Most matters can be sorted quickly, and formal complaints can be avoided. If your concern remains unresolved, then do refer to the complaints procedure on the school website.
- Be respectful when communicating with staff by emailing the school office

Finally, be mindful that all staff are adapting to new ways of working too.

3.6 Governing board (Teaching and Learning Committee)

The governing board is responsible for:

- Approving the approach to remote education as agreed with senior leadership
- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible for all pupils
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

- Providing work and well-being support to the school staff

4. Who to contact

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

Here are some suggested issues and the most likely points of contact:

- Issues in setting work – talk to the Assistant Headteacher, Headteacher or SENCO
- Issues with behaviour – talk to any member of the SLT
- Issues with IT – contact EAC or the Assistant Headteacher, who will contact EAC
- Issues with their own workload or wellbeing – talk to the Headteacher, their line manager, senior leaders or link governor
- Concerns about data protection – talk to the Headteacher or DPO
- Concerns about safeguarding – talk to the DSLs

5. Data protection

5.1 Accessing personal data

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

- Ensure that personal information is not shared using online platforms
- Ensure Safeguarding procedures are followed at all times
- Use school IT equipment provided (laptop or iPad) when completing work, particularly work with personal details attached, by adhering to the following guidance:
 - 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)
 - Making sure the device is locked if left inactive for a period of time
 - Not sharing the device among family or friends

- Keeping operating systems up to date using our service provider, Turn It On.

6. Safeguarding

Staff must be vigilant with regard to the pupil's welfare during any period of remote education. When working remotely, we expect pupils and staff to meet virtually using a secure platform in groups and a minimum of 2 staff members by adhering to the guidance provided. Any breaches of safeguarding by staff members will be investigated by the Senior Leadership team.

Please refer to the Child Protection Policy and the CP annex for all other information.

7. Monitoring arrangements

This policy will be reviewed as and when updates to remote learning are provided by the government. At every review, it will be approved by the senior leadership team and ratified by the Governing Body

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy
- Home-school agreement
- ICT acceptable use policy
- E-safety policy
- Home Learning Policy

Appendix 1 – Staff Remote Learning Code of Conduct

This code of conduct outlines what we expect of staff during online sessions. Much of this matches our expectations when we are in school, and it will help pupils get the most out of their online learning.

- Reinforce e-safety messages during lessons and when setting homework that requires access to the Internet.
- Encourage students to be critically aware of the content they access online and be guided to validate the accuracy of information, acknowledge the source of information used, avoid plagiarism and respect copyright.
- Be alert to possible peer-on-peer abuse. This could occur during online collaborative work in Google Classroom or on a live Zoom/Google Meet session. Teachers must control these sessions and report concerns. No additional unsupervised online collaborative work should be encouraged.
- Check what is visible on screen to the pupil, so that nothing inappropriately personal is visible (e.g. personal item, painting, poster)
- Make sure that there is never a possibility of strangers having access to the screen. Utilise lock screen functions when away from the computer.
- Never work online with only one pupil. A minimum of 2 staff members should be on any live call, and staff should be the first and last to enter and leave the meeting. Record the meetings as proof of attendance and follow-up conversations of a safeguarding concern at a later time.
- Check thoroughly any pictures or video clips that we want to share with pupils.
- Report immediately any concerns about the online safety of pupils to the DSL or one of the deputies. Any such concerns should be dealt with as per our Child Protection Policy, and where appropriate, referrals should still be made to children's social care and, as required by the police.

Appendix 2 – Pupil Remote Learning Code of Conduct

This code of conduct outlines what we expect of pupils during online sessions. Much of this matches our expectations of pupils in lessons when they are in school, and it will help pupils get the most out of their online learning.

I understand that by joining the sessions, I agree to follow the code of conduct outlined below:

- I understand that while online, I must follow the school's policies, including the Behaviour policy, Anti-bullying Policy and the Acceptable Use Policy.
- I will make sure that my communication online is always supportive of my learning and the learning and well-being of others, and I will communicate in a courteous way at all times.
- I will only use Google Classroom for online learning and will only upload or forward, browse or download materials that are related to my learning and will only do this when asked by my teachers.
- During live online sessions, my parent/carer will be near me (in the room or a nearby room with the door open).
- I will not use my school account to create groups, initiate calls or initiate meetings and will end sessions when the teacher tells me to do so.
- I understand that in live sessions, I must remain muted unless my teacher unmutes me or directs me to unmute.
- When taking part in an online session, I will make sure that my environment is quiet and free from distractions, the background (and foreground) is appropriate (check what is visible behind/ in front of you).
- I will ensure that I am suitably dressed (fully dressed and not in pyjamas!).
- I will remain attentive.
- I will regularly check my Google Classroom to help ensure that I keep on track with my learning.
- I will not take photos of my screen or record online interactions
- At the end of live sessions, my teacher will ask me to 'hang up' before closing the meeting. I will do this promptly as directed by my teacher.
- I understand that online sessions will be recorded by my teacher but that the recordings will not be made public.
- I understand that should I fail to follow this Code of Conduct, my teacher will remove me and there will be a follow-up consequence for my actions.

Remember, with social media, when you type something, it's always there and you can't take it back. So be careful of what you say and write.

Appendix 3 – Online Learning

Teachers provide remote learning on Google Classroom as soon as reasonably possible. This information is intended to provide clarity about what to expect from remote education for the following scenarios:

- Local restrictions require all children at Tylers Green Middle School to remain at home
- Where individual children are self-isolating

Scenario: Whole School Closure

Daily	<p>Lessons will aim to follow the teaching routines used in school to support pupils' habits of attention and maintain consistency of expectations.</p> <ul style="list-style-type: none">• 1 x remote registration to start the day via the Stream on Google Classroom• 1 x Maths lesson• 1 x English lesson• 1 x additional subject from Science, RE, Art, Music & Geography (some of these subjects will contain pre-recorded content as well as content from Oak, BBC Bitesize or similar providers).• Activities set from My Maths. Children will be asked to complete quizzes on Accelerated Reader. Children will also be asked to practice their weekly spellings and read every day for 20 minutes.• All lessons contain instruction or content such as video, PPT, written instructions inclusive of learning objectives, success criteria, exemplar models of work. <p>1 of the above lessons or the daily overview to have a voice/video recording from a member of the TGMS teaching team to support the learning of the pupils.</p> <ul style="list-style-type: none">• 1 x live, interactive session for discussion, questioning, wellbeing and assessment.
	<ul style="list-style-type: none">• 1 x Wellbeing or themed assembly• 1 x Wellbeing Zoom call in small groups (up to 8) to discuss working at home and how the pupils are able to access their education. General wellbeing

<p>Weekly</p>	<p>discussion that allows for pupils to interact and verbally engage with their teachers (this will run until the live session mentioned in the Daily section is introduced)</p> <ul style="list-style-type: none"> · Wellbeing survey offered via Google Forms for the children to notify staff of how they are feeling on any particular day and write a confidential message to their teachers about anything they like, which can then be followed up personally through a phone call where required. · 1 x Awards assembly · A number of challenge tasks for stretched learning opportunities e.g. a pre-recorded PE activity, Times Table Rockstars, MyMaths lessons, Spag.com, Times Tables challenge sheets located on the school website, screen break ideas and challenges.
<p>Engagement</p>	<ul style="list-style-type: none"> · One year-group teacher/staff member available online during the day for specific questions on tasks through Google Stream · Pupil Welfare form to be filled in to initiate engagement from the pupils · Office email open to parental queries · Weekly welfare forms
<p>Assessment & Feedback</p>	<ul style="list-style-type: none"> · Requirement for all assigned (non-material) pieces of work to be submitted on Google Classroom per week · All assignments are provided with a piece of constructive feedback on submitted work, either through personalised comments or whole class feedback that can be delivered verbally or in writing. · Green Cards rewarded for efforts in work, Bear Necessities, Reading and quizzing.

Scenario: Individual Pupil Self-Isolating

Where individual pupils need to self-isolate, TGMS will provide remote education, which may differ from the learning for the whole cohort based at school due to the challenges of teaching pupils both at home and in school, but will cover key learning themes in the subjects taught in that half term.

Daily	<p>Independent learning activities will be posted to the child on their Google Classroom to be printed at home. If there is no access to a printer, the parent to contact the school office to arrange an alternative measure. Lessons will follow the teaching routines used in school to support pupils' habits of attention and maintain consistency of expectations.</p> <ul style="list-style-type: none">· 1 x 1h Maths lesson· 1 x 1h English lesson· 2 x 1h additional subject from Science, RE, Art, Music & Geography (some of these subjects will contain pre-recorded content as well as content from Oak, BBC bitesize or similar providers).· Activities set from My Maths. Children will be asked to complete quizzes on Accelerated Reader. Children will also be asked to practice their weekly spellings and read every day for 20 minutes.· A daily overview for the children to follow for the day.· All lessons contain instruction or content such as video, comprehension, PPT, written instructions inclusive of learning objectives, success criteria, exemplar models of work.
Weekly (if isolation period lasts longer than 3 days)	<ul style="list-style-type: none">· 1 x phone call with a TGMS member of staff for discussion, questioning, wellbeing and assessment.· A number of challenge tasks for stretched learning opportunities e.g. a Pre-recorded PE activity, MyMaths lessons, Spag.com, Times Tables challenge sheets located on the school website, screen break ideas and challenges.

<p>Engagement</p>	<ul style="list-style-type: none"> · 1x weekly phone call with a TGMS member of staff · Office email open to parental queries · Opportunity to be awarded house points and green cards
<p>Assessment & Feedback</p>	<ul style="list-style-type: none"> · Some assigned (not material) pieces of work to be submitted on Google Classroom as per the instructions. Material pieces of work can be scanned and uploaded, too, or handed to the teacher after the isolation period has finished. · All assignments provided, where appropriate, will be acknowledged with a piece of constructive feedback on submitted work either through personalised comments, house points or green cards.