



Remote Education Policy

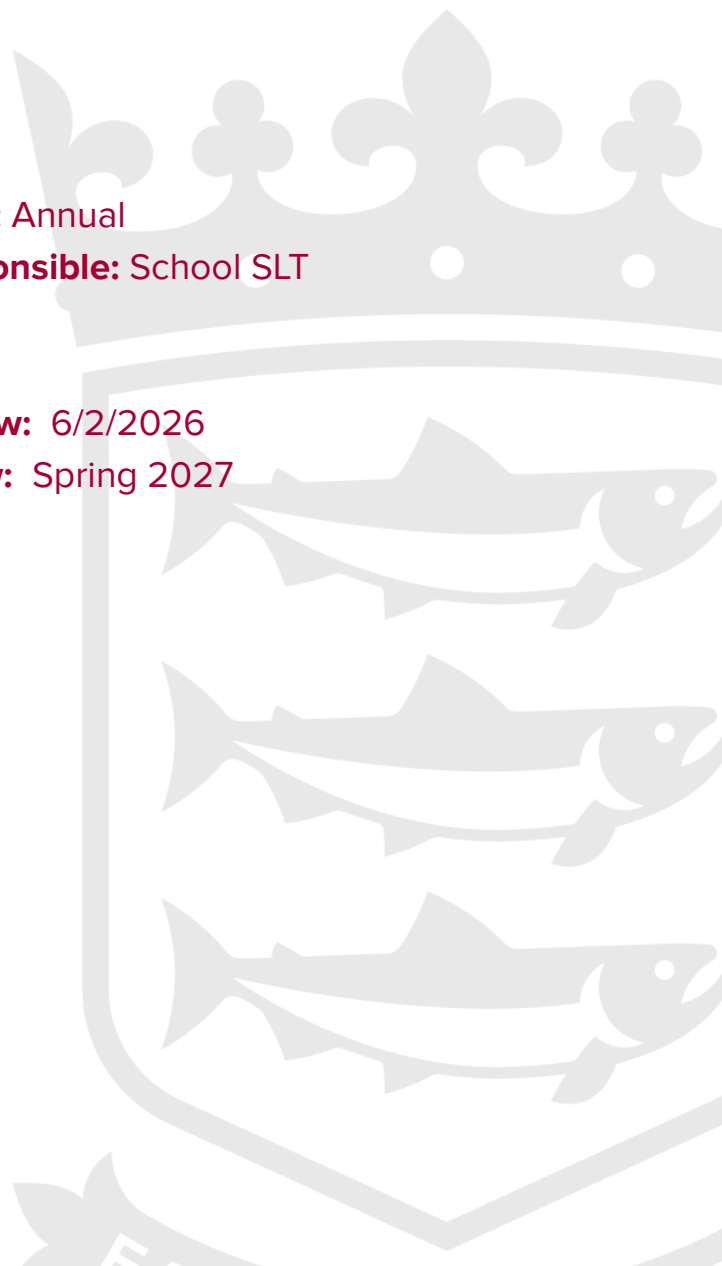
STATUS: NON-STATUTORY

Review Cycle: Annual

School Committee Responsible: School SLT

Date of Last Review: 6/2/2026

Date of Next Review: Spring 2027



1. Aims

In response to the 'Providing remote education: Non statutory guidance for schools' DfE document dated August 2024, we have updated our Remote Learning Policy accordingly.

This remote learning policy is for school leaders and school staff. The guidance may also be useful for parents and carers and students. It aims to:

- Ensure consistency in the school's approach to remote learning.
- Set out expectations for all members of the school community with regards to what remote learning looks like since National lockdowns.
- Provide appropriate guidelines for data protection.
- Ensure compliance with safeguarding, attendance and data protection duties

2. Use of Remote Learning

Prioritising Attendance

Attendance is essential for students to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances. Remote education should not be viewed as an equal alternative to attendance in school. For this reason we would consider it only as a last resort when the alternative would be no education, and only after it has been established that the student is, or will be, absent from school. In such cases, remote education can have the benefit of allowing absent students to keep on track with their education and stay connected to their teachers and peers.

We consider the approaches set out in this guidance while also working closely with students, parents, carers, and any other relevant partners such as the local authority, to remove any barriers to attendance as detailed in the [Working together to improve school attendance guidance](#). Students absent from school and receiving remote education still need to be marked as absent in the register.

We will continue to record student absence using the most appropriate code.

Scenarios where Remote Education should be considered

Circumstances where it might not be possible for students to receive in person education fit into two broad categories:

- School closures or restrictions on attendance, where school access for students is restricted.
- Individual cases where a student is unable to attend school but is able to learn.
- Exceptional cases linked to SEND or mental health, as part of a reintegration plan.

Remote education will:

- Be time-limited
- Be formally reviewed
- Always form part of a reintegration plan

Long-term provision remains the responsibility of the Local Authority under Section 19 of the Education Act 1996.

School Closures or Restrictions on Attendance

Providing remote education does not change the imperative to remain open or to reopen as soon as possible. Every effort will be made to ensure students can be taught in person by attending school or if appropriate and possible, attending a safe alternative site. After exploring all options to ensure the school remains open to all students, there may still be some exceptional occasions when school leaders or the local authority decide that it is not possible to open safely, or where opening would contradict guidance from local or central government. If restricting attendance for students is the only viable option, schools should consider providing remote education to help students stay on track with the education they would normally receive.

There should only be limited circumstances where a student is unable to attend school but is able and well enough to continue their education remotely. These circumstances should only involve a short-term absence and might include: students recovering from short-term infectious illnesses, students preparing for or recovering from some operations, or students recovering from injuries where attendance might inhibit recovery.

In some exceptional cases, these circumstances might also include students whose attendance has been affected by a special educational need or disability (SEND) or a mental health issue. In these circumstances, and after the student's absence from school has been established, we will consider providing students with remote education on a case-by-case basis. This should be part of a plan to reintegrate back to school, and only when it is judged that providing remote education would not adversely affect the student's return to school.

Provision of remote education should be made as a short-term solution allowing absent students to keep on track with their education and stay connected to their teachers and peers. Students with long-term medical conditions or any other physical or mental health needs affecting attendance may require additional support to continue their education.

Working with the Local Authority

Under section 19 of the Education Act 1996 (s.19 duty) local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health or other reasons, would otherwise not receive a suitable education.

[Statutory guidance](#) sets out that local authorities should provide education as soon as it is clear that the child will be away from school for 15 school days or more during the school year, whether consecutive or cumulative. While the s.19 duty sits with the local authority, schools should work closely with them and any relevant medical professionals to ensure that children with health needs are fully supported at school, including putting in place individual healthcare (IHC) plans if appropriate. This may involve, for example, programmes of study that rely on a flexible approach which include agreed periods of remote education.

What we consider when providing Remote Education to individual students

When a student is absent, the school should always seek to overcome the barriers to attendance and provide support for the student to attend, regularly reviewing any barriers in conjunction with the student, parents or carers, and if appropriate, a relevant medical professional.

Remote education should not be viewed as an equal alternative to attendance in school, and providing remote education during a student's absence does not reduce the importance of bringing that absence to an end as soon as possible.

In the limited circumstances when the school decides to use remote education for individual students when they are absent, the following should be considered:

- Ensuring mutual agreement of remote education by the school, parents or carers, potentially students, and if appropriate a relevant medical professional. If the student has an Education, Health and Care plan or has a social worker, the local authority should also be involved in the decision.
- Where remote education is being used as part of a plan to reintegrate back to school, putting a formal arrangement in place to review its efficacy regularly, alongside identifying what other support and flexibilities can be put in place to help ease the student back to school at the earliest opportunity.
- Setting a time limit within which the period of remote education provision should be reviewed, with the aim that the student returns to in person education with the required support in place to meet their needs.

Free School Meals and Remote Education

Where students eligible for benefits-related free school meals are receiving remote education, we will issue food vouchers where appropriate. This will ensure that eligible students continue to be supported for the period they are unable to attend school.

Remote Education during a Suspension or Permanent Exclusion

As outlined in the [Suspension and Permanent Exclusion guidance](#), we will take steps to ensure that work is set and marked for students during the first five school days of a suspension or permanent exclusion.

Remote education should not be used as a justification for sending students home due to their misbehaviour. Any time a student is sent home due to disciplinary reasons, this is a suspension and must be done in line with the law on disciplinary suspensions. This is the case even if they have been asked to log on or access online education while suspended. After a period of off-site direction or suspension, a student is expected to attend full time.

Provision for Students with SEND

If students with SEND are not able to attend school and require remote education, their teachers and the SEND Team are best placed to know how their needs can most effectively be met to ensure that they continue to access the curriculum. The school will put in place an appropriate curriculum, teaching and support that will enable the student to continue learning effectively.

Some students with SEND may not be able to access remote education without adult support. We will work collaboratively with families and put arrangements in place that allow students with SEND to access remote education successfully. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including the support families will require and types of services that the student can access remotely.

The duty under the [Children and Families Act 2014](#) for mainstream schools to use their 'best endeavours' to secure the special educational provision called for by a student's special educational needs continues to apply when remote education is in place. In addition, if a student has an Education, Health and Care plan,

we will work with the local authority to ensure that all the relevant duties under the 2014 Act continue to be met.

The duties under the Equality Act 2010 relating to disability (and more broadly) also continue to apply, such as to make reasonable adjustments, not to discriminate and to have due regard to the statutory objectives in the public sector equality duty.

It may be challenging or impossible for the school to deliver remotely the kind of approach that it does in the classroom, for example the provision of certain differentiated resources and the support of a Teaching Assistant. If this is the case, we will instead consider, in cooperation with the local authority (if the child has an EHCP), other ways in which we and the local authority can meet its statutory duties, working closely with the parents or carers.

3. Roles and Responsibilities

3.1 Teachers

All teachers must be available during the school working day. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this by 8.00 using the usual absence procedure. If absence is going to affect their ability to set work for their classes, they should contact their Line Manager or, if it prevents them from communicating with their tutees, they should let the HoY know.

Prolonged School Closure

Staff should remotely provide learning opportunities at their scheduled time to students.

At the start of lessons students are expected to log on to the relevant Classroom where they should find instructions from their teacher about how the lesson will be taught.

Instructions may be given about how students can login to a 'Meet' for a live lesson. The Student Code of Conduct below outlines expectations for behaviour.

- Instructions about work that should be done during the lesson and how it should be submitted (teachers are encouraged to be imaginative and share good practice where possible). Teachers should be available during the lesson on the stream to answer questions and provide feedback.
- Registers should be taken on Arbor when students are expected to be present online. Students who are absent will need to catch up on their own work as if they were absent any other day. Students are not expected to spend more than 50 minutes on work set each lesson even if it is not completed. No homework needs to be set.

We hope all students will make the most of this provision but realise circumstances or illness may prevent some from doing so. There may well be very legitimate reasons as to why some students might not be available in the classroom during lesson times. Please do not chase up students or threaten with detentions/demerits etc at this time.

GoGuardian should be used to monitor their online usage as far as is possible remotely for Year 7-11 students but some will not appear if they are using a home device for a legitimate reason.

These are learning opportunities and inevitably will be different from normal lessons.

Work will not be set for PE, Games, 21st C Life, Cookery, Dance and Tutor time.

Guidance for staff on Sanctions during Remote Learning (in a prolonged closure)

Many of the usual sanctions are ineffective when working remotely so a new mindset needs to apply to sanctions which will usually be for online offences:

- It is no longer possible to give detentions.
- A simple reprimand is still an effective way of sanctioning - a very mild reprimand might be given immediately and verbally on a meet but teachers should be mindful that other students will be listening. More severe reprimands should be by email.
- Demerits can still be awarded to a student whose behaviour merits a severe reprimand.
- If a student is behaving inappropriately during a Meet or equivalent they can be told to leave the session. If a student refuses to do so the teacher should instruct all other students to leave the Meet before leaving the Meet themselves and reporting the situation to the Head of Year
- Parents can be contacted by teachers by email to explain poor behaviour.
- Teachers are not expected to follow up students who are absent or not submitting adequate work during this period of remote learning but they may contact the student or parents if they choose to.
- Persistent or extreme poor behaviour should be escalated to the Head of Department (with the Head of Year and Tutor kept informed) who will contact the pupil or parents directly as they deem appropriate
- Heads of Year, in consultation with SLT, may disable a student's Tiffin IT account for a period of up to five days in lieu of an internal exclusion.
- In extreme cases of a serious breach of the School's Code of Conduct, Behaviour Policy, or behaviour expectations (including, but not restricted to, assault on pupils or staff, possession of an offensive weapon, dealing/trafficking/supplying of drugs, repeated use or possession of drugs), OR persistent breaches of the Code of Conduct, Behaviour Policy or behaviour expectations, permanent exclusion will be used if necessary.

Student Code of Conduct as amended for Remote Learning

This Code of Conduct may be amended from time to time by staff and Governors during a period of prolonged closure dependant on the circumstances. Its interpretation is at the discretion of the Headteacher.

General

This Code provides the minimum framework necessary for the School to live, work and play together in harmony, efficiency and safety. Within the framework it is expected that each one of you will conduct yourself with a regard for the feelings and reasonable interests of others. You are reminded that you must:

- Observe the principles of common sense and courtesy at all times
- Respect people and property; maintain the good order of the school;
- Enhance the school's reputation and help others to do so. do not bring the reputation of the school into disrepute;
- Uphold and promote the ethos, values, vision and aims of tiffin school.

This Code applies when you would ordinarily have been attending school but due to the school closure you are engaged in remote learning. As you would expect, you are subject to the Law of the Land at all times.

Attendance

- The School Governors are not able to undertake responsibility for your well-being and safety while you are at home. However if you are concerned about your safety, or the safety of another student you should still report it to a member of staff immediately.
- You must be 'present' in Google Classroom within two minutes for the start of each scheduled lesson. You should be logged on using your school Chromebook (not a home computer) and should engage in the activities as directed by your teacher until the end of the lesson or you have finished, whichever is sooner.
- If you are unable to participate in 'lessons' on any particular day your parents should inform your form tutor.

Behaviour

Pupils should:

- Be cooperative and respectful at all times.
- Obey instructions of all Tiffin staff.
- Behave with politeness and courtesy to others including staff, fellow pupils, and guests
- Never disrupt learning.
- No public displays of affection.
- Never use threatening, abusive or intimidating language or behaviour (including name calling, verbal abuse, intimidation, physical abuse, violence, fighting, bullying and harassment, including sexual harassment, sexual abuse, racist, religious, cultural, sexist, gender identity or sexual orientation based abuse) - you have the responsibility to actively prevent bullying and to report any incidents of bullying to a member of staff immediately.

Social Media and On-Line

When using social media, students should:

- Be respectful of and protect the privacy of others.
- Consider whether they would make the comments in public or other traditional forms of media. If not you should refrain from doing so on social media.
- Never use another person's image, name or identity to create a social media account.
- Never log in or use another person's account.
- Not post comments, videos or images of the school or its students on-line without clear permission.
- Be proactive in removing content which might be offensive.
- Avoid making, posting or facilitating statements, images or videos that:
 - cause undue distress or provoke anti-social or violent behaviour
 - are offensive, false, inaccurate or unjustified
 - abuse, bully, victimise, harass, threaten or intimidate students or staff
 - bring Tiffin School into disrepute

Please note that this is not an exhaustive list. There are many different types of social media misuse.

Using Google Meet

Students should only join a Google Meet when logged into their Tiffin account. No student should allow anyone from outside the Google domain to join a Meet.

3.2 Teaching Assistants

Teaching Assistants must be available during their normal working hours. If they are 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.

Teaching Assistants are responsible for:

- Supporting students with learning remotely as guided by the SENCo.
- As key workers, to monitor the suitability and accessibility of work set by teachers of their specific students; they should adapt if necessary.
- Complete tasks as requested by the SENCo
- Reporting any welfare concerns immediately to the DSL or DDSL.
- Completing CPD tasks as requested by the SENCo/DSL/ SLT.

3.3 Curriculum Leaders

Alongside their teaching responsibilities, as outlined above, Curriculum Leaders are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Working with other subject leads and senior leaders to make sure work set across subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other.
- Working with teachers teaching their subject to make sure the work set is appropriate and consistent.
- Promoting clarity of explaining tasks and their location to students (and parents).
- Monitoring the work set by teachers in their subject by checking assignments set on Google Classroom and through regular meetings.
- Alerting teachers to resources they can use to teach their subject.
- Monitoring the workload and wellbeing of the Department, offering support, and raising concerns to senior leaders as needed.

3.4 Heads of Year

During remote education, alongside their teaching responsibilities, Heads of Year are responsible for:

- Reviewing and adapting year group-specific pastoral care to meet the unique challenges of remote learning, ensuring students' needs are met effectively.
- Encouraging consistent student engagement with remote education and monitoring the mental health and wellbeing of students in their year group.
- Collaborating with subject teachers and Curriculum Leaders to ensure that the work set for students in the year group is appropriate, consistent, and manageable, avoiding clashes in deadlines and workload across subjects.
- Facilitating clear communication between students, parents, and staff by ensuring clarity in how tasks and expectations are explained and where they can be found.
- Keeping track of student progress, attendance, and participation during remote education, and intervening as necessary to address concerns related to disengagement or other challenges.
- Directing teachers, parents, and students to relevant resources and support that can aid in learning or address barriers during remote education.
- Monitoring the workload and wellbeing of the year team, offering support, and raising concerns to senior leaders as needed.

3.5 Senior Leaders

The Deputy Head (Education) & Assistant Head (T&L) have overarching responsibility for the quality and delivery of remote education.

Alongside any teaching responsibilities, Senior Leaders should continue to use Google Classroom 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 school-owned devices (accompanied by a user agreement or contract) for any KS5 students in need (KS3 and 4 students all have school-issued Chromebooks).
- Securing appropriate internet connectivity solutions where necessary and possible.
- Having systems for checking 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:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning through regular meetings with teachers and Curriculum Leaders, 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 the online digital education platform.
- Training staff on relevant Google accessibility features.
- Providing information to parents/carers and students about remote education via the website/email/Arbor.
- Working with the Deputy Head (Pastoral) to ensure students eligible for benefits-related free school meals (FSM) are provided with food vouchers.

3.6 Designated Safeguarding Lead (DSL)

The DSL is responsible for:

- Keeping and updating accurate records of the most vulnerable students in the school.
- Ensuring that staff keep in regular contact with students in their care.
- Reviewing and updating the Addendum to safeguarding Policy at regular intervals.
- Ensuring all staff are aware of and have access to the DSL (or DDSLs) at all times.
- Ensuring students and parents are aware of how and who they should contact if they have a safeguarding concern.

3.7 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.

3.8 Students and Parents/Carers

Staff can expect students learning remotely to:

- Be contactable during the school 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 school (and any specific online behaviour rules where applicable).

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

- Engage with the school and support their children's learning, and to establish a routine that reflects the normal school day as far as reasonably possible.
- Make the school aware if their child is sick or otherwise can't complete work.
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here.
- Be respectful when making any complaints or concerns known to staff.

3.9 Governing board

The Governing Board is responsible for:

- Monitoring the school'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

4. 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 Curriculum Leader (and/or SENCo as appropriate).
- Issues with behaviour – talk to the relevant Head of Year and/or Head of Key Stage.
- 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 (or one of the DDSLs).

5. Data protection

5.1 Accessing Personal Data

When accessing personal data for remote learning purposes, all staff members will use Google and/or Arbor.

Staff are required to be even more vigilant regarding emails and other school systems. Staff should be wary of clicking on linked documents, as there will be more scam/phishing/malware emails during periods of extensive remote working. Staff should contact IT if they have any concerns.

5.2 Processing Personal Data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

5.3 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

6. Safeguarding

Remote learning provision operates fully within the school's Safeguarding and Child Protection Policy, including online safety and professional conduct expectations.

7. Monitoring arrangements

This policy will be reviewed annually by the Deputy Heads. At every review, it will be approved by the Headteacher. Following any prolonged remote learning period, an interim review will be conducted.

8. Links with other policies

This policy is linked to our:

- School Attendance Policy
- Online Safety Policy
- Student Code of Conduct/ Digital Learning Student Code of Conduct
- Behaviour and Pupil Discipline Policy (Including Anti Bullying Approach)

- Safeguarding and Child Protection Policy
- Data Protection Policy
- Cyber Security Policy