

Dore Primary School



Pupil Remote Learning Policy

Please note: From 22 October 2020 until the end of the 2020/2021 academic year, schools have a legal duty to provide remote education to all pupils who require it. More details can be found in [Appendix A](#).

Version	1
Author	Sarah Drazek
Date Approved by Governing Body	03.02.21
Review Date	March 2022

Contents:

- [Statement of intent](#)
- 1. [Legal framework](#)
- 2. [Roles and responsibilities](#)
- 3. [Resources](#)
- 4. [Online safety](#)
- 5. [Safeguarding](#)
- 6. [Data protection](#)
- 7. [Marking and feedback](#)
- 8. [Health and safety](#)
- 9. [School day and absence](#)
- 10. [Communication](#)
- 11. [Monitoring and review](#)

Appendix

- a. [Remote Learning During the Coronavirus \(COVID-19\) Pandemic](#)
- b. Remote Learning Offer
- c. Feedback and marking

1. Statement of intent

At Dore Primary School, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

As a UNICEF rights respecting school, we work together to ensure children’s rights are respected and acted upon; children’s well-being is at the heart of everything we do (article 3). All children have the right to a high quality education (article 28) that enables them to become the best they can be (article 29).

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils’ education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

At the time of writing this policy the most recent research and documentation have been followed:

- What’s working well in remote education, Gov.uk, 11th January 2021
<https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education>
- Remote Learning, Rapid Evidence Assessment, EEF, April 2020

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

1. Legal framework

- This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2020) 'Get help with remote education'

1.1. This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2020) 'Get help with remote education'
- This policy operates in conjunction with the following school policies:
 - Child Protection and Safeguarding Policy
 - Data Protection Policy
 - Special Educational Needs and Disabilities (SEND) Policy
 - Behavioural Policy
 - Accessibility Policy
 - Marking and Feedback Policy
 - Curriculum Policy
 - Online Safety Policy
 - Health and Safety Policy
 - Attendance and Absence Policy
 - ICT Acceptable Use Policy
 - Children Missing Education Policy

2. Roles and responsibilities

2.1. The governing board is responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

2.2. The headteacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Constantly reviewing the effectiveness of this policy and communicating any changes to staff, parents, and pupils regularly.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.

2.3. The Senior Leadership Team are responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

2.4. The Designated Safeguarding Lead is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.

- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working.
- Ensuring all safeguarding incidents are adequately recorded and reported.

2.5. The SENCO is responsible for:

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

2.6. The Office Manager is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

2.7. The ICT technicians are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

2.8. Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the headteacher and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the Safe Guarding Team and logging all incidents on CPOMS.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.

- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.
- Adhering to the Staff Code of Conduct at all times.

2.9. Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the times in line with the Remote Learning Offer - appendix B
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material.
- Reporting any absence in line with the terms set out in paragraph 9.9 and 9.10
- Ensuring their child uses the equipment and technology used for remote learning as intended.

2.10. Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the times in line with the Remote Learning Offer - appendix B
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behaviour Policy at all times (Be Ready, Be Safe, Be Respectful).

3. Resources

Learning materials

3.1. The school will use a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:

- Google Classroom
- Google Meets – daily learning meetings
- Loom videos
- Purple Mash
- White Rose Maths
- Phonics Bloom
- Spelling shed
- Timestable Rockstars

3.2. The school will review the DfE's [guidance](#) on where schools can source educational resources to assist with the delivery of remote education, and utilise these as appropriate.

- 3.3. Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.
- 3.4. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.
- 3.5. Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.
- 3.6. Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
- 3.7. The Remote Learning curriculum will continue to be broad and balanced.
- 3.8. Individual learning packs will be created for pupils with specific needs.
- 3.9. Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.
- 3.10. The SENCO will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. learning packs.
- 3.11. Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
- 3.12. Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.
- 3.13. For pupils who cannot access digital devices at home, the school will, where possible, provide lap tops for families to borrow.
- 3.14. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.
- 3.15. Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with appendix C of this policy.
- 3.16. All learning will be available in Google Classroom prior to 6pm the previous day.
- 3.17. The Daily Meetings that the children have, will be held at the same time each day. School will attempt to avoid clashes on Daily Meetings between classes that effect siblings.
- 3.18. The ICT technicians are not responsible for providing technical support for equipment that is not owned by the school.

Food provision

- 3.19. Where applicable, the school may provide the following provision for pupils who receive FSM:
 - Making food hampers available for delivery or collection
 - Providing vouchers to families

Costs and expenses

- 3.20. The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.
- 3.21. The school will not reimburse any costs for travel between pupils' homes and the school premises.
- 3.22. The school will not reimburse any costs for childcare.
- 3.23. If a pupil is provided with school-owned equipment, the pupil and their parent will sign the Laptop Agreement Form.

4. Online safety

- 4.1. This section of the policy will be enacted in conjunction with the school's Acceptable User Policy.
- 4.2. During online meeting with children, there will always be a minimum of 2 members of staff.
- 4.3. The following expectations will be shared with families:

Here is a reminder of the guidance from Sheffield City Council to ensure that these meetings are carried out with the safety of all:

- The school's Acceptable Use Policy for staff, pupils and parents will continue to apply.
- Staff will take every opportunity to reinforce positive online safety messages at all times.
- Staff will be taking part using school log-ons, user names, passwords and email addresses.
- Two school staff will have access to the meeting (a teacher and teaching assistant).
- Children can only attend the meeting with parental permission – this should take the form of a virtual hello from a parent at the start of the session and a virtual goodbye at the end of the session.
- There is no need for the parent to be present for the whole of the session but parents may wish to stay or pop in at any point. All children will be asked to end the call before the teachers leave the meeting.
- When video-conferencing, everyone present should be appropriately dressed and, for children at home, be in a living space, i.e. not a bedroom.
- Using a laptop or computer is best as you will be able to see all participants. You may not be able to see all participants on a phone or tablet.
- We are unable to negotiate the time of the meeting. Please let school know if your child will not be able to attend the Google Meet on a particular day.
- Meetings will start with all children being 'muted'. When required the meeting host can 'unmute' them.

- 4.4. All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school. (Refer to School Behaviour Policy and On Acceptable User Policy)
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

- 4.5. The school will consider whether one-to-one sessions/ small group sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO.
- 4.6. Pupils not using devices or software as intended will be disciplined in line with the Behavioural Policy.
- 4.7. The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.
- 4.8. The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.
- 4.9. During the period of remote learning, the school will continue to provide regular reminder to the children about the importance of staying safe online.
- 4.10. The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

5. Safeguarding

- 5.1. This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.
- 5.2. The DSL and headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- 5.3. The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- 5.4. Phone calls made to vulnerable pupils will be made using school phones where possible, where staff use their own phones their caller id will not be visible.
- 5.5. The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.
- 5.6. All contact with vulnerable pupils will be recorded on CPOMS.
- 5.7. The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- 5.8. All home visits will:
 - Have at least one suitably trained individual present.
 - Be suitably recorded on CPOMS
 - Actively involve the pupil.

- 5.9. All families will be asked to contact the school's Safe Guarding Team should they require any support. The school will also signpost families to the practical support that is available for reporting these concerns.
- 5.10. The Safeguarding Team will regularly meet to discuss the needs of the most vulnerable children
- 5.11. All members of staff will report any safeguarding concerns to the DSL immediately.

6. Data protection

- 6.1. This section of the policy will be enacted in conjunction with the school's Data Protection Policy.
- 6.2. Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- 6.3. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- 6.4. Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- 6.5. Parents' have a responsibility to ensure that school has the most up to date contact details e.g. address, telephone number, email address.
- 6.6. All contact details will be stored in line with the Data Protection Policy.
- 6.7. The school will not permit paper copies of contact details to be taken off the school premises.
- 6.8. Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.
- 6.9. Any intentional breach of confidentiality will be dealt with in accordance with the school's Behavioural Policy or the Disciplinary Policy and Procedure.

7. Marking and feedback

- 7.1. A minimum expectation for children sending work into school is three piece each week (English, Maths and a Foundation Subject).
- 7.2. Work will be marked in line with the Marking and Feedback Policy – see appendix C
- 7.3. The school expects pupils and staff to maintain a good work ethic during the period of remote learning.
- 7.4. Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email/ phone call if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- 7.5. Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the headteacher as soon as possible.

- 7.6. Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.
- 7.7. The school will log participation and pupil engagement with remote education, and progress, and this will be reported to parents via formal regular reports or a Parents Evening. If there is a concern, individually telephone calls will be made.
- 7.8. The school will consider ways to use feedback to secure consistent engagement with remote material, e.g. through the morning learning meetings.

8. Health and safety

- 8.1. This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.
- 8.2. Teaching staff and ICT technicians will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.
- 8.3. If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every two hours.
- 8.4. Screen break frequency will be adjusted to five minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.
- 8.5. If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the health and safety officer or other relevant member of staff immediately so that appropriate action can be taken.

9. School day and absence

- 9.1. Children will be expected, wherever possible, to attend the Morning Learning Meeting.
- 9.2. Pupils will be notified of the next day's learning by 6pm the previous day.
- 9.3. All children will be able to see a selection of Core Learning Tasks and Optional Learning Tasks.
- 9.4. Children will need to ensure that the Core Learning is completed, to allow them to keep up with the sequence of learning.
- 9.5. On a Friday afternoon there will be no new learning set, to allow children to catch up with any missed learning from the week.
- 9.6. Parents will need to ensure that children take regular breaks from learning and screen time throughout the day.
- 9.7. Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.
- 9.8. Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.
- 9.9. Parents will inform the School Office if their child is unwell.

- 9.10. The school will monitor absence and lateness in line with the Attendance and Absence Policy.

10. Communication

- 10.1. The school will ensure adequate channels of communication are arranged in the event of an emergency.
- 10.2. The school will communicate with parents via email about remote learning arrangements as soon as possible.
- 10.3. The headteacher will communicate with staff as soon as possible via email and through Staff Briefings about any remote learning arrangements.
- 10.4. Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.
- 10.5. The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.
- 10.6. Members of staff will have regular contact with Phase Leader.
- 10.7. As much as possible, all communication with pupils and their parents will take place within school hours.
- 10.8. Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- 10.9. Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.
- 10.10. The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.
- 10.11. The headteacher will regularly review the effectiveness of and ensure measures are put in place to address gaps or weaknesses in communication.

11. Monitoring and review

- 11.1. This policy will be reviewed on an annual basis by the headteacher.
- 11.2. Any changes to this policy will be communicated to all members of staff and other stakeholders.

Appendix A

Remote Learning During the Coronavirus (COVID-19) Pandemic

In line with the recent government announcement, the school will be closed throughout the duration of the present national lockdown, which is currently expected to last until mid-February, to all but vulnerable pupils and the children of critical workers. The school has implemented provision for remote learning to ensure pupils never miss out on education during this troubling time. We will ensure that our curriculum is inclusive and accessible to all and will endeavour to support all of our pupils and staff as they learn and work from home. This policy annex outlines additional measures that will be implemented for delivering remote learning during the pandemic.

1. Legal framework

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

- Coronavirus Act 2020
- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) 'Adapting teaching practice for remote education'
- DfE (2020) 'Guidance for full opening: special schools and other specialist settings'
- DfE (2020) 'Get help with remote education'
- DfE (2021) 'Restricting attendance during the national lockdown: schools'
- DfE (2020) 'Get help with technology during coronavirus (COVID-19)'
- DfE (2020) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)'
- DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'
- Department of Health & Social Care (2020) 'COVID-19 contain framework: a guide for local decision makers'
- DfE (2020) 'Remote education good practice'
- DfE (2020) The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction
- DfE (2020) 'Contingency framework: education and childcare settings (excluding universities)'

1.2 The headteacher, in collaboration with the governing board, will ensure the school follows the legal obligations regarding remote education, as outlined in The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction. This includes:

- Providing remote education to all pupils of compulsory school age.
- Providing remote education to pupils below compulsory school age who would usually be taught in a class with pupils of compulsory school age, e.g. Reception children.
- Providing remote education where it would be unlawful, or contrary to guidance issued from public authorities, for a pupil to travel to or attend the school.
- Having regard to government guidance issued regarding the delivery of remote education, e.g. the DfE's 'Restricting attendance during the national lockdown: schools'.

2. Contingency planning

- 2.1 The school will work closely with the LA to ensure the premises is COVID-secure and will complete all necessary risk assessments – results of the full opening risk assessment will be published on the school's website.
- 2.2 The school will work closely with the local health protection team (HPT) and the DfE when the 'Contingency framework' applies and implement the provisions set within the Coronavirus (COVID-19): Risk Assessment.
- 2.3 The school will communicate its contingency plans to parents, including to which pupils it will remain open under the DfE's contingency framework and which pupils will receive remote education.
- 2.4 The school will ensure that remote learning training is regularly refreshed for teachers, and that appropriate trouble-shooting support is available when needed, so the transition from in-person to remote teaching can be as seamless as possible if required.
- 2.5 If the contingency framework is not applied, but a 'bubble' needs to self-isolate, the school will immediately implement remote learning for that group as required.

3. Teaching and learning

- 3.1 The school will ensure staff and pupils follow the school's acceptable user policy when working and learning remotely.
- 3.2 The school will ensure that remote education is available for pupils immediately, i.e. the next school day after they are sent home to self-isolate or after the contingency framework is applied.
- 3.3 All pupils will have access to high-quality education when learning remotely.
- 3.4 The school will prioritise factors that have been found to be successful methods of teaching remotely outlined by the EEF.
 - Ensuring pupils receive clear explanations.
 - Supporting growth in confidence with new material through scaffolded practice.
 - Application of new knowledge or skills.
 - Enabling pupils to receive feedback on how to progress.
- 3.5 In line with DfE's '[Restricting attendance during the national lockdown: schools](#)', the school will:
 - Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum.
 - Use Google Classroom for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback.
 - Work to overcome barriers to digital access for by:
 - Distributing school-owned laptops accompanied by a user agreement or contract.

- Ensure staff are adequately trained and confident in its use.
- Check whether pupils are engaging with their work daily, and work with families to identify effective solutions where engagement is a concern.
- Ensure that there is a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectation for remote education
- Publish information for pupils, parents and carers about remote education provision on their website by 25 January 2021.

3.6 The school will use a range of teaching methods to cater for all different learning styles, including:

- Google Classroom
- Google Meets – daily learning meetings
- Loom videos
- Purple Mash
- White Rose Maths
- Phonics Bloom
- Timestable Rockstars

3.7 Teachers will ensure that a portion of their lessons are designed to promote interactivity amongst pupils and between pupils and staff, e.g. Daily Learning Meetings.

3.8 Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.

3.9 When teaching pupils who are working remotely, teachers will:

- Set assignments so that pupils have meaningful and ambitious work each day in an appropriate range of subjects.
- **KS1** - Set work that is of equivalent length to the core teaching pupils would receive in school and, as a minimum, three hours a day, on average, across the school cohort, with less for younger children.
- **KS2** - Set work that is of equivalent length to the core teaching pupils would receive in school and, as a minimum, four hours a day.
- Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
- Provide opportunities for interactivity, including questioning, eliciting and reflective discussion.
- Provide scaffolded practice and opportunities to apply new knowledge.
- Enable pupils to receive timely and frequent feedback on how to progress using digitally facilitated or whole-class feedback, where appropriate.
- Use assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge.
- Avoid an over-reliance on long-term projects or internet research activities.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.

3.10 All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.

- 3.11 In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the headteacher will assess this need, keeping pupils’ best interests in mind, and will not take the decision lightly.
- 3.12 The school recognises that certain subjects are more difficult to teach remotely, e.g. music, sciences and physical education. Teachers will provide effective substitutes for in-person teaching such as video demonstrations.
- 3.13 Pupils will be encouraged to take regular physical exercise to maintain fitness, and time will be allocated within the school week for pupils to focus on this.

4. Access to technology

- 4.1 The school will remain cognisant of families who do not have access to the resources required for remote education, and will ensure that an up-to-date record of which pupils do not have appropriate devices or internet access is maintained.
- 4.2 The school will utilise the support available through the DfE’s ‘Get help with technology during coronavirus (COVID-19)’ scheme.
- 4.3 Under the scheme, the school can order laptops, tablets and 4G wireless routers to support the following groups of pupils if they do not have access to a digital device or the internet through other means:
 - Pupils in Years 3 to 11
 - Clinically extremely vulnerable pupils across all year groups who are shielding or self-isolating in line with government advice
 - Pupils in all year groups who are unable to access remote education whilst attending school on a hospital site
- 4.4 Before distributing devices, the school will ensure:
 - The devices are set up to access remote education.
 - Appropriate safeguarding controls and support are in place to help pupils use the devices safely.
- 4.5 Once devices are ready for collection, the school will either arrange for them to be collected by pupils or their parents from school, or delivered to pupils’ homes, ensuring infection control measures are adhered to as part of this process.
- 4.6 The school will endeavour to ensure internet access for disadvantaged pupils is provided, including where pupils rely on mobile data connection to access the internet.
- 4.7 The school will work with disadvantaged families to provide access to this scheme.
- 4.8 The school will ensure that it remains abreast of developments to DfE technology schemes, and will order sufficient amounts of technology to ensure that disadvantaged pupils can adequately access remote education at home.
- 4.9 The school will approach remote learning in a flexible manner where necessary, e.g. ensuring that lessons, are recorded to accommodate contexts where pupils have to share a single device within the home.

- 4.10 The school will maintain good communication with parents to ensure that parents are aided in supporting their child's remote education.

5. Returning to school

- 5.1 The school will remain in contact with pupils who are remote learning to ensure that, when the period of national lockdown ends, pupils are supported to return to school as and when it is safe for them to do so.
- 5.2 The headteacher will ensure that pupils who are permitted to attend face-to-face learning at school, but is required to self-isolate, will only return to school when it is safe to do so.
- 5.3 If a pupil who is attending face-to-face learning at school is required to self-isolate with symptoms of coronavirus, the school will agree with the parent or social worker of the pupil the best way to maintain contact and offer support.
- 5.4 The headteacher will listen to all concerns that parents may have about their child returning to school after a period of self-isolation and will advise them of the measures in place to ensure the safety of their child.

6. Monitoring and review

- 6.1 This policy annex will be reviewed in line with any updates to government guidance.
- 6.2 All changes to the policy will be communicated to relevant members of the school community.

Appendix B

Remote Learning Offer

The initial two days: (in the event of a national lockdown or bubble closure)

- All year groups access the **Temporary Remote Learning Document**.
- This document provides an outline of learning activities for the children to engage with for the initial 2 days, supporting the transition from school to home and providing teachers with time to transfer planning from 'face to face' delivery to 'Remote Learning'.
- Children will access a Google Meets Learning Meeting each day.

Learning Expectations

- All learning will be available **Google Classroom** by 6pm the day before.
- Children to access a **daily Google Meets Learning Meeting**. This is to enable children to maintain contact with their class teacher and to see their peers on a daily basis. It is also an opportunity for the teacher to provide feedback on the previous days learning, to share the expectations of day and a potential opportunity to share a story/ song/ phonics etc.)
- **Core Learning** is available daily and includes: a recorded English lesson or Phonics lesson, a link to White Rose Maths and a recorded Foundation subject lesson, all with expectations about the learning clearly explained. An expectation that children should read with an adult (or independently if older) for 15 minutes each day is also stipulated.
- **Optional Extras** are also included daily. Within this section there will be links to web resources that can support the children further with their learning e.g. Purple Mash, Times Table Rockstars, Phonics Bloom, Spelling Shed and Jo Wicks

Family Expectations

- There is an expectation that wherever possible that the child attends the morning **Google Meets Learning Meeting**.
- Children are expected to send into school a minimum of 3 pieces of learning each week (Maths, English, Foundation Subject) this could be: photographs, typed pieces etc.
- There is an expectation that wherever possible that every child completes their **Core Learning** – the minimum is the **Maths and English lessons**. These lessons are a sequence of lessons that build on prior learning, so if a lesson is missed then the next lesson will not make sense.
- Friday afternoons are '**Catch –Up**' afternoons, there will be no new learning, children can catch up on the week. If all learning is complete then children can access the Optional Extras.

Accessing Technology at home

- Devices can be loaned from school where families are finding it difficult to access the learning provision due to a lack of devices,
- Funding requests for technological devices will be made to the DFE to access additional devices

Looking after our children

- If school has not seen or heard from a child for 3 days then a telephone call will be made. This may be followed up with a house call.
- Families are to contact school and ask for a member of **The Safe Guarding Team** should they have any personal concerns.
- The SENCO will continue to provide additional support for all of the children with SEN in line with the school's policy.

Appendix C

Marking Policy during Remote Learning

What work should we expect to receive?

- Children have been asked to return a minimum of three pieces of learning to school each week (English, Maths, Foundation Subject).
- Some children will return more than this, others will return less.
- Where less work is returned, contact is to be made with these families reminding them of the expectations.

How will we provide feedback?

- Within Google Classroom, feedback will either be provided via a Personal Message or it will be provided through sections of the work being highlighted and specific comments made.
- Feedback could also be provide through an email from the year group email address, where communication is related to something other than learning.
- Feedback can also be provided to a group of children e.g. during the Morning Learning Meeting (Google meets).

How much marking is required?

- One piece of English work each week will be thoroughly marked e.g. a positive comment and a comment to move learning forwards.
- One piece of Foundation Subject will be thoroughly marked e.g. a positive comment and a comment to move learning forwards.
- When maths learning is handed in, work will be looked at from the team and feedback will be provided to the class through the Morning Learning Meetings on Google Meets.

Additional Information

- The team may decide that someone is responsible for acknowledging some of the learning and providing motivational comments back to the children, i.e. it may not always be the class teacher
- Student Teachers should be supported and encouraged to provide feedback for the lessons that they have delivered.