Pupil Remote Learning Policy

Date Reviewed:	January 2021
Date approved by Governors:	January 2021
Date for Review:	January 2022

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.

Statement of intent

At Southall 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.

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, pupil wellbeing and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the recovery 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.

1. Legal framework

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

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

1.2. 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'

1.3. 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
- Behaviour Policy
- Accessibility Policy
- Marking Policy
- Curriculum Policy
- Assessment Recording and Reporting Policy
- Acceptable Use Policies
- Health and Safety Policy
- Attendance Policy
- Staff Code of Conduct
- Disciplinary Policy

2. Roles and responsibilities

2.1. The governing body 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 Senior Leadership Team (SLT) are 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.
- Ensuring that live remote learning takes place only when it is the most effective and appropriate means of delivering a lesson or learning objective.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Reassuring staff that they are not compelled to use live remote learning and that it is used only when teachers choose to.
- Conducting reviews on a weekly basis (or after each period of remote learning) of the remote learning arrangements to ensure pupils' education does not suffer.
- Ensuring that the work set is of equivalent length to the core teaching pupils would receive in school, and as a minimum. This will be 4 hours a day, with more for pupils working towards formal qualifications this year (determined on a case-by-case basis).
- Ensuring systems are in place for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern.

2.3. The health and safety officer is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with SLT.
- 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 IT Manager is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- 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.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.
- Arranging the procurement of School equipment or technology required for staff to teach remotely and for pupils to learn from home.

2.5. The DSL 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.

2.6. The SBM is responsible for:

- Ensuring that the school has adequate insurance to cover all remote working arrangements.

2.7. The ICT team 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 SLT / teaching teams to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

2.8. Staff members Leading Learning are responsible for:

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects, in accordance with agreed remote learning timetables.

- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally, and/or activities that promote positive wellbeing of pupils as required, during the implementation of the recovery curriculum.
- Providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos.
- Determining how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate.
- Be clear on how regularly work will be checked (set out in paragraphs 8.1 and 8.2)
- Adjusting 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.
- Adjusting the content of the lesson to address pupil wellbeing, as and when the need arises.
- When sharing a screen, ensuring that all visible information (including other tabs) are appropriate for pupils to see.
- Ensuring that no live remote lessons are conducted on a 1:1 basis.
- Only deliver live remote learning to pupils through their school e-mail account / log-in. Do not accept any other accounts into live remote learning sessions.
- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- 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 SLT.
- Reporting any defects on school-owned equipment used for remote learning to a member of the ICT support team.
- Adhering to the Staff Code of Conduct at all times.
- Liaising with the ICT support team 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 any additional support or intervention that is required while pupils learn remotely.

- Ensuring that the provision put in place for pupils reflected upon throughout the duration of the remote learning period and fed back to line managers, Key Stage Leads or SLT as appropriate.
- Adhering to all expectations outlined in paragraphs 5.3 and 5.4 of this document.

2.9.   Support Staff are responsible for:

- Ensuring that no live remote lessons are conducted on a 1:1 basis.
- When sharing a screen, ensuring that all visible information (including other tabs) are appropriate for pupils to see.
- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- 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 SLT.
- Reporting any defects on school-owned equipment used for remote learning to a member of the ICT support team.
- Adhering to the Staff Code of Conduct at all times.
- Adhering to all expectations outlined in paragraphs 5.3 and 5.4 of this document.

2.10.   Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is supported to learn remotely as set out in paragraphs 10.1 and 10.2 of this policy, and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child has access to remote learning material as set out in paragraphs 10.1 and 10.2.
- Reporting any absence in line with the terms set out in paragraph 10.6.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to any parental guidelines as communicated by the school at all times.
- Promote independent learning by allowing pupils to access lessons with as little support as possible.
- Support their child in adhering to pupil responsibilities as appropriate, including those outlined in paragraphs 5.3 and 5.4 of this document.

- Teams 'chats' remain live after sessions have ended. Parents / carers are responsible for monitoring the contents of their child's comments when staff are not present. Please note that all logs of chats will be retrievable for relevant staff to use at any time.

2.11. Pupils are responsible for (with support from parents / carers if required and appropriate):

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely as set out in paragraphs 10.1 and 10.2 of this policy, and that their schoolwork is completed on time and to the best of their ability.
- 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 expectations outlined in paragraphs 5.3 and 5.4 of this document.
- Adhering to the Behaviour Policy at all times.

3. Resources

Learning materials

3.1. The school will accept 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 following are examples of resources that the school may make use of:

- Work booklets
- Email
- Microsoft Teams
- Educational websites such as Purple Mash and My Maths
- Reading tasks
- Pre-recorded video or audio lessons

3.2. Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.

3.3. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

3.4. Teachers will ensure the programmes chosen for online learning have a range of accessibility features where possible, e.g. voice-to-text conversion, to support pupils with SEND.

3.5. Southall School recognises that interactive lessons are most effective in aiding pupils' motivation and academic progression and, to this effect, teachers will ensure they regularly recreate aspects of in-person interactivity (where appropriate to the needs of the pupils), e.g. live classes with questioning, eliciting and reflective discussion, to the best of their ability.

3.6. Southall School will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device where required.

3.7. Work packs will be made available for pupils who do not have access to a printer – these packs will be distributed / collected in accordance with guidelines relating to the specific situation. This will be communicated with parents / carers in a timely manner.

3.8. Teaching staff will liaise with all appropriate members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.

3.9. Learning materials will be provided by teaching teams that are carefully planned to meet the SEND needs of pupils. This may be supplemented with additional support where required. e.g. phone calls home

3.10. Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

3.11. 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.

3.12. For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their Local Authority.

3.13. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

3.14. 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 section 7 of this policy.

3.15. The arrangements for any 'live' classes, e.g. remote lessons, will be communicated via email no later than one day before the allotted time and kept to a reasonable length of no more than 45 minutes per session.

3.16. The ICT team are not responsible for providing technical support for equipment that is not owned by the school.

Food provision

3.17. Where applicable, the school may provide the following provision for pupils who receive FSM:

- Providing vouchers to families either digitally or by post

Costs and expenses

3.18. The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.

3.19. The school will not reimburse any costs for travel between pupils' homes and the school premises.

3.20. The school will not reimburse any costs for childcare.

3.21. If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Acceptable Use Policy prior to commencing remote learning.

4. Remote learning in accredited subjects

4.1. In carrying out remote learning for accredited subjects, Southall School aim to ensure that blended learning delivery meets the guidelines set by the awarding organisation at all times. Southall School also aim to ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

4.2. Southall School aim to achieve this by:

- Ensuring that remote learning sessions are adequately staffed to effectively support learners.
- Feedback on assignments or task take place in line with course guidelines through verbal or email feedback, SharePoint (or other similar file sharing platform) marking or using marking integrated on learning platforms (e.g. Purple Mash).
- Ensuring that assignments are set and outlined during face-to-face sessions, with deadlines communicated clearly – ideally verbally and in writing.
- Putting additional emphasis on verifying that work has been completed by the learner, during internal quality assurance and moderation.
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement.

5. Online safety

5.1. This section of the policy will be enacted in conjunction with the school's Acceptable Use Policy.

5.2. Where possible, all interactions will be logged and public.

5.3. All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted.
- Wear school appropriate clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material including screenshots (e.g. snipping tool) without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

5.4. 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.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure, to the best of their ability, they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

5.5. In instances where pupils are not using devices or software as intended, Southall School Behaviour Policy will be followed.

5.6. Where work is not being completed by a pupil who has been provided a school device to work on, Southall School reserve the right to reclaim this device and reallocate it.

5.7. Southall School will risk assess the technology used for remote learning and ensure that there are no privacy issues or scope for inappropriate use.

5.8. Southall School will consult with parents at least two weeks prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

5.9. Southall 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.

5.10. The school will communicate to parents via letter or email about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

5.11. During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.
- Check on the wellbeing of pupils.

5.12. 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.

6. Safeguarding

6.1. 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.

6.2. The DSL and/or safeguarding team will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via RAG rated risk assessment prior to the period of remote learning.

6.3. The DSL will arrange for regular contact to be made with all pupils. Vulnerable pupils will be contacted more regularly.

6.4. Phone calls made to pupils will be made using school phones where possible. Where not possible, personal phones will be used only if staff are happy to do so and their phone numbers will be protected by prefixing outgoing calls with 141.

6.5. The DSL will arrange for regular contact with pupils once per week at minimum, with additional contact for vulnerable pupils, including home visits, arranged where required / possible in relation to COVID restrictions.

6.6. Targeted contact with vulnerable pupils will be recorded, it will be suitably stored in line with the Records Management Policy.

6.7. The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

6.8. All home visits will:

- Have at least **one** suitably trained individual present.
- Be undertaken by additional members of staff if necessary to comply with an individual pupil's risk assessment.
- Where incidents occur, staff will remove themselves from the situation.

- These incidents will be suitably recorded and the records stored so that the DSL has access to them.
- Actively involve the pupil.

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

6.10. The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

6.11. All members of staff will report any safeguarding concerns to the DSL immediately.

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

7. Data protection

7.1. This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

7.2. 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.

7.3. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

7.4. 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.

7.5. Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.

7.6. All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy.

7.7. The school will not permit paper copies of contact details to be taken off the school premises.

7.8. Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.

7.9. Any breach of confidentiality will be dealt with in accordance with the school's Data Protection and Disciplinary Policies

7.10. Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Disciplinary Policy and Procedure.

8. Marking and feedback

8.1. All schoolwork completed through remote learning must be:

- Completed to the best of the pupil's ability and returned to the relevant member of teaching staff via e-mail (if appropriate).
- The pupil's own work.
- Marked in line with the Marking Policy and at least weekly. Staff will continue to use live verbal feedback where possible.
- Returned to the pupil, once marked, by an agreed date (if appropriate).

8.2. Southall School expects pupils and staff to maintain a good work ethic during the period of remote learning. For pupils, this is superseded by the need to ensure pupil mental health and wellbeing. Parents / carers should contact school immediately if remote learning is having a negative effect on pupil wellbeing or mental health.

8.3. Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via phone or e-mail if their child is not completing their schoolwork or their standard of work has noticeably decreased, to determine how school can support.

8.4. 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 SLT as soon as possible.

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

8.6. The school will log participation in remote education, and this together with and progress measures will be reported to parents via the usual school reports. If there is a concern this will be raised individually via phone or e-mail.

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

9. Health and safety

9.1. This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.

9.2. Teaching staff and/or 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.

9.3. If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every hour.

9.4. School will support more regular or more prolonged screen breaks for pupils with medical conditions or learning needs, who require more frequent screen breaks.

9.5. 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.

10. School day and absence

10.1. Timetables for remote learning will be communicated with pupils, parents and carers prior to the commencement of a period of remote learning.

10.2. Pupils will be present for remote learning by the time stated for each lesson on their given timetable. In between live online sessions where possible, pupils should begin working on other remote learning tasks provided at 9:00am and cease their remote learning at 3:00pm from Monday to Friday, with the exception of breaks and lunchtimes (as outlined in paragraph 10.3). **Where parents / carers determine this is detrimental to pupil wellbeing. Parents / carers should contact school as soon as possible in this instance.**

10.3. Lunchtimes can be flexible and breaks can take place throughout the day and can occur as frequently as is required to ensure pupil wellbeing is maintained and engagement in learning is possible. School recognise that this will differ significantly depending on pupils needs and parents / carers should ensure that pupils are engaging to the fullest appropriate degree possible.

10.4. Pupils are not expected to do schoolwork during the times outlined in paragraph 10.3

10.5. 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.

10.6. Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.

10.7. Parents will inform the home learning team no later than 9:00am if their child is unwell.

10.8. The school will monitor absence and lateness to school. During periods of remote learning Southall School will:

- Consider individual needs / circumstances that may impact attendance to remote sessions.
- Consider where being unable to attend school may affect pupil mental health and wellbeing to the point where engagement in remote learning is not a priority.

- Consider where learning or expectations can be adapted to promote engagement in an offer that promotes positive mental health and wellbeing, as outlined in the School Improvement Plan.

11. Communication

11.1. The school will ensure adequate channels of communication are arranged in the event of an emergency.

11.2. The school will communicate with parents via letter, text message, phone call and/or the school website about remote learning arrangements as soon as possible.

11.3. SLT will communicate with staff as soon as possible via email about any remote learning arrangements.

11.4. 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.

11.5. 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.

11.6. Members of staff are encouraged to contact their line manager, Key Stage Leader or SLT at least weekly to communicate regarding any issues with remote learning.

11.7. As much as possible, communication with pupils and their parents will take place within the school hours outlined in section 9.

11.8. Pupils will have verbal contact with a member of school staff at least once per week via phone call, Microsoft Teams or through welfare checks. This may be more frequent if pupils are identified as vulnerable.

11.9. Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

11.10. Issues with remote learning or data protection will be communicated to the pupils' teacher, DSL or SLT as soon as possible so they can investigate and resolve the issue.

11.11. The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.

11.12. SLT will review the effectiveness of communication on a weekly (if a sustained period of remote learning), or after each period of remote learning and ensure measures are put in place to address gaps or weaknesses in communication.

12. Monitoring and review

12.1. This policy will be reviewed on an annual basis by the Deputy Headteacher.

12.2.   Any changes to this policy will be communicated to all members of staff and other stakeholders.

12.3.   The next scheduled review date for this policy is November 2021.

Remote Learning During the Coronavirus (COVID-19) Pandemic

Within the ever-changing circumstances we are currently living through, we must be prepared for local restrictions. If local restrictions apply, the school will implement provision for remote learning to ensure pupils never miss out on education. We will ensure that our curriculum is inclusive and accessible to all. 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:

- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) 'Adapting teaching practice for remote education'
- DfE (2020) 'Guidance for full opening: 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) 'How schools can plan for tier 2 local restrictions'
- 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

1.2 SLT, in collaboration with the governing body, 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 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 'Guidance for full opening: schools'.

2. Contingency planning

2.1 The school will continue to work closely with the LA to ensure the school premises is COVID-secure, and have completed all necessary risk assessments – these will be published on the school's website.

2.2 The school will work closely with the local health protection team when local restrictions apply and implement the provisions set within the Coronavirus (COVID-19): Contingency Plan.

2.3 The school will communicate its contingency plans for local restrictions with parents, including which pupils it will remain open to 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 local restrictions are not applied, but a single class or 'bubble' needs to self-isolate, the school will immediately implement remote learning for that group as required.

2.6 The level of remote learning provision required will be based on the government's four tiers of local restrictions.

Tier 1 local restrictions

2.7 The school will remain open if tier 1 restrictions are in place, and remote learning will not be provided at this time.

Tier 2 local restrictions

2.8 The school will remain open if tier 2 restrictions are in place, and remote learning will not be provided at this time.

Tier 3 local restrictions

2.9 The school will remain open if tier 3 restrictions are in place, and remote learning will not be provided at this time.

Tier 4 local restrictions

2.10 The school will limit on-site attendance to just vulnerable pupils and children of key workers up to a capacity to be determined. All other pupils will receive remote education in line with section 3 of this appendix.

3. Teaching and learning

3.1 The school will ensure staff and pupils follow the school's Acceptable Use Policy when working and learning remotely.

3.2 All pupils will have access to high-quality education when learning remotely.

3.3 The school will prioritise factors that have been found to increase the effectiveness of remote education. These include, but are not limited to:

- 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.

3.4 The school will use a range of teaching methods to cater for all different learning styles, including but not limited to:

- 'Nando's' worksheets
- Purple Mash activities
- My Maths activities
- Live remote learning
- Independent research
- Teams Assignments

3.5 Teachers will ensure that a portion of their lessons are designed to promote interactivity amongst pupils and between pupils and staff (where appropriate to the needs of the pupils), e.g. live lessons or use of the 'chat' function on meeting software, to lessen feelings of isolation and to promote pupil progress and motivation.

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

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

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects, in accordance with agreed remote learning timetables.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally, and/or activities that promote positive wellbeing of pupils as required, during the implementation of the recovery curriculum.
- Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos.
- Determine how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate.
- Be clear on how regularly work will be checked (set out in paragraphs 8.1 and 8.2)
- 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.
- Adjust the content of the lesson to address pupil wellbeing, as and when the need arises.
- When sharing a screen, ensuring that all visible information (including other tabs) are appropriate for pupils to see.
- Ensure that no live remote lessons are conducted on a 1:1 basis.

- Only deliver live remote learning to pupils through their school e-mail account / log-in. Do not accept any other accounts into live remote learning sessions.
- Adhere to this policy at all times during periods of remote learning.
- Report any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- Report any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Take part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Report any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to SLT.
- Report any defects on school-owned equipment used for remote learning to a member of the ICT support team.
- Adhere to the Staff Code of Conduct at all times.
- Liaise with the ICT support team to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensure 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.
- Identify any additional support or intervention that is required while pupils learn remotely.
- Ensure that the provision put in place for pupils reflected upon throughout the duration of the remote learning period and fed back to line managers, Key Stage Leads or SLT as appropriate.
- Adhere to all expectations outlined in paragraphs 5.3 and 5.4 of this document.

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

3.9   In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – SLT will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.

3.10   Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.

3.11   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.

3.12   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.

3.13   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.

3.14   The school will utilise the support available through the DfE's 'Get help with technology during coronavirus (COVID-19)' scheme.

3.15   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

3.16   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.

3.17   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.

3.18   The school will approach remote learning in a flexible manner where necessary, e.g. ensuring that lessons, live or otherwise, are recorded to accommodate contexts where pupils have to share a single device within the home.

3.19   Where live lessons are recorded, the school will ensure all recording procedures have due regard for the relevant data protection legislation, including the Data Protection Act 2018 and the General Data Protection Regulation.

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

4. Returning to school

4.1   The headteacher will work with the LA to ensure pupils who have been learning remotely only return to school when it is safe for them to do so.

4.2   After a period of self-isolation, or the lessening of local restriction rules, the headteacher will inform parents when their child will return to school.

4.3   The headteacher will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

5. Monitoring and review

5.1   This policy annex will be reviewed in line with any updates to government guidance.

5.2   All changes to the policy will be communicated to relevant members of the school community.