

Blessed Dominic Catholic Primary School



Remote Learning Policy

Date of Policy: November 2020

Next Review: November 2021

Mission Statement

At Blessed Dominic Catholic Primary School, we pride ourselves on being a culturally diverse family. We seek to instil, in every child that we nurture, the joy and wonder of learning.

As we journey together with Christ, we develop children's resilience, intellectual curiosity and creativity through our positive learning behaviours. We nurture and cherish the unique talents of all, to empower them to flourish and grow into life-long learners.

Our mission is to show love, promote learning and belief in God our Father.

LOVE – LEARN- BELIEVE

Remote Learning Introduction

In the event of pupil isolation, bubble/school closure or part-time attendance, staff at Blessed Dominic Catholic Primary School will continue to provide education and support to our pupils, using in-school teaching, remote learning and/or a combination of both. Depending on the circumstances, learning will be conducted using in-school teaching and learning, educational packs of resources, use of virtual resources (such as Reading Eggs, Oak Academy), Tapestry and Google Classrooms. This will ensure that the needs of all pupils are catered for and the online programme will allow staff to keep in daily contact and provide a two-way platform for learning and teaching, in a professional and confidential manner with each pupil in their class. Teachers will be able to schedule learning in a manner that does not overwhelm or concern our pupils. Teaching and learning can be tailored, changed and updated as time progresses, in-line with DfE circular 2020/06, allowing for replication of classroom activity to the best of our ability. In all communications we will adhere to our commitment to maintaining pupil wellbeing.

Considerations

- Staff, pupil and parent voice in the design of remote learning
- Digital access at home
- Skills of staff, families and children and immediate training that may be required
- Delivery of a blended model and how this works for individual children and/or a full bubble
- Appropriate guidelines for screen time (the digital diet), online safety and data protection
- Teacher workload, for example, the frequency of feedback and strategies to effectively use staff
- In the planning and expectations, the need for flexibility from all

Statement of School Philosophy

Blessed Dominic Catholic Primary School has always strived to support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote/blended learning ensures pupils have the same high quality learning experience at home that they would receive at school.

Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality Online and offline resources and teaching videos
- Provide clear expectations members of the school community with regards to delivery high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support of Motivation, Health and Well-Being and Parent support
- Consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher)

- Support effective communication between the school and families and support attendance

Who is this policy applicable to?

- A child (*and their siblings if they are also attending Blessed Dominic Catholic Primary*) who is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- Children who cannot attend school due to a full school closure or national lockdown
- Children who are quarantining due to travel restrictions

Remote learning will be shared with families when they are absent due to Covid related reasons only

Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 (*Tapestry/ Google*), as well as for staff CPD and parents sessions.
- Use of recorded videos, live videos, instructional videos and assemblies (recorded).
- Phone calls home (to vulnerable families)
- Printed learning packs where required
- Physical materials such as story books and writing tools where required
- Use of BBC Bitesize, Oak Academy, school subscriptions to Mathletics, TTRS, Readwriter, SPAG.COM, SATS Bootcamp, Reading Eggs (EYFS-KS1) Reading Express (KS2).

The detailed remote learning planning and resources to deliver this policy can be found here:

- Model Timetable and structure for remote learning
- Curriculum resources
- Teacher Code of Conduct for Phone calls, Video conferencing and Recorded Video
- End User Agreements for Google classroom (as appropriate)

Circumstances which this policy would cover

- Pupils are quarantining after returning from a country where there is not a travel corridor
- Pupils currently stuck overseas due to travel restrictions
- Pupils isolating because they are displaying symptoms and are awaiting test results
- Pupils isolating because a member of their household has tested positive
- Pupils are isolating because they have come into contact with someone who has tested positive
- Pupils are at home due to bubble or full school closure

School's response to each circumstance

- If pupils are quarantining due to travel restrictions, no blended learning will be provided.
- If individual pupils are isolating, work will be set on school's website, and we require children to return their learning work via class email.
- If pupils are isolating because of a bubble or full school closure then lessons will be taught and work set via Google Classrooms for all affected pupils.
- Those pupils with additional needs or those who cannot access the internet will be identified and additional resources put in place.

Home and School Partnership

Blessed Dominic Catholic Primary School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Blessed Dominic Catholic Primary School will provide a refresher online training session and induction for parents on how to use Google Classroom and Tapestry as appropriate, and where possible, provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Blessed Dominic Catholic Primary School would recommend that each 'school day' maintains structure

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

We would encourage parents to follow the 'digital 5 a day' framework which provides practical steps to support a healthy and balanced digital diet <https://www.childrenscommissioner.gov.uk/digital/5-a-day/>

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

Roles and responsibilities

Teachers

To note: the suggested responsibilities below relate to where a whole class/bubble is isolating and would be adapted when it is fewer children isolating and the majority of the class are in school.

Blessed Dominic Catholic Primary School will provide a training session and induction for new staff on how to use Google Classroom.

When providing remote learning, teachers must be available between 8:30am and 4:00pm.

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.

When providing remote learning, teachers are responsible for:

➤ Setting work:

- Teachers will set work for the pupils in their classes. This includes those responsible for streamed groups in Year 6
- The work set should follow the usual timetable for the class had they been in school, wherever possible
- Teachers in EYFS will be responding and uploading via *Tapestry*
- Teachers in Years 1 to 6 will be setting work on *Google Classroom* and provide recorded instructional video for each session (3 sessions per day)

➤ Providing feedback on work:

- Reading, writing and maths work, all completed work submitted by 1pm to be guaranteed teacher response and comments by 5pm.
- All curriculum tasks submitted by 3.30pm and teachers will comment and return by no later than 12pm the next working day.

- Teachers to provide 1 small group (6 children) live feedback session per day using Google Meets (from 2pm) in groups of your choice. By the end of the week every child should have had the opportunity for face to face session with class teacher.

➤ Keeping in touch with pupils who aren't in school and their parents:

- If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to assess whether school intervention can assist engagement.
- All parent/carer emails should come through the class email account
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL

During this time, teachers should also;

- Place significant emphasis on pastoral development within the classroom.
- Prepare weekly resources (hard copy) where required.
- Give credence to the fact that learning remotely will be more difficult, so tasks will be shortened and supported in smaller steps to allow for this.
- Ensure daily contact with pupils.
- Make allowances for asynchronous learning, understanding that the circumstances may affect families in a number of ways.
- Adhere to the Staff Code of Conduct at all times
- 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 defects on school-owned equipment used for remote learning to an ICT technician (terry's email address)

Teaching Assistants

Teaching assistants must be available during their usual working hours.

If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.

During working hours, support staff will:

- Support class teacher in preparation of support packs/activities.
- Support, where necessary, individual/small groups of pupils by providing tailored activities which can either be used in school or when learning at home. Teachers will direct this.
- Have access through Google Classrooms to support with marking and feedback.
- Ensure their communications have been shared with the class teacher and/or Inclusion Lead.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated Safeguarding Lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

IT Technicians/IT Lead (Tim Hunt/Miss Patel)

IT technicians are responsible for:

- Ensuring 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.
- Fixing issues with systems used to set and collect work
- Helping staff 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
- Assisting pupils and parents with accessing the internet or devices
- The **ICT technicians** are not responsible for providing technical support for equipment that is not owned by the school.

Inclusion Lead

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
- Ensuring provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

The SBM

- 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.

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Adhere to all guidelines as directed by staff and comply with the Expectations Contract.
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work and report any technical issues to the school as soon as possible
- Be assured that wellbeing is at the forefront of our thoughts and they should take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities.
- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly.
- Only access the material shared by their teacher and will ask for parental permission to use technology for anything beyond that.
- Read daily, either independently or with an adult.
- Consider learning a new skill, follow their own interests to discover more about the world around us or be creative, should an extended period of remote learning be required.
- Pupils adhere to the behavior policy at all times

Staff can expect parents with children learning remotely to:

- Inform the school no later than 8:30am if their child is unwell and unable to complete remote learning
- Ensure their child is available to learn remotely at the times set out in this policy and that the school work set is completed on time
- 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
- Support their child's learning to the best of their ability, in-line with the Expectations Contract.
- Ensure their child completes the all home assignments (either hard copy or digital) and submits them to the class teacher by the set deadlines.
- Ensure their child engages with Google Classroom activities, set by their teacher.
- Not screenshot or copy any information, messages or posts to share on social media or any other platform outside of Google Classroom.
- Know they can continue to contact their class teacher as normal through Google Classroom or by contacting the class email address, if they require support of any kind.
- Check their child's completed work each day and encourage the progress that is being made.
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax when working at home.

Governing Body

The governing body is responsible for:

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

Links with other policies and development plans

This policy is linked to our:

- Safeguarding and Child Protection policy
- Behaviour policy
- Data protection policy and privacy notices
- Online safety policy
- Acceptable use policies
- School Development Plan
- Code of Conduct for Phone calls, Video conferencing and recorded video
- End User Agreements for Google classroom

Resources

The school will offer 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 will may make use of:

- Work booklets
- Email
- Past papers (Yr6 when required)
- Current online learning portals
- Educational websites

-Pre-recorded or audio lessons

- Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.
- Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.
- 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.
- The school recognises that two way feedback is most effective in aiding pupils' motivation and academic progression and, to this effect, teachers will ensure they regularly provide feedback via Google Classroom.
- Planning will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
- The 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.
- Work packs will be made available for pupils who do not have access to a printer – these packs will be posted or collected by
- Teaching staff will liaise with the Inclusion lead and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.
- The Inclusion lead will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls
- Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
- 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.
- For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their LA.
- Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.
- 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 this policy.

*The arrangements for any 'live' sessions, e.g. feedback sessions, will be communicated via **GSuite** no later than **one day** before the allotted time and kept to a reasonable length of no more than **one hour** per session.*

Online Safety

This section of the policy will be used in conjunction with the school's Online Safety Policy.

- Pupils not using devices or software as intended will be disciplined in line with the Behavioural Policy.
- The school will communicate to parents 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.
- 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.
- 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.

Safeguarding

- This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy.
- 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. Amend and update school's current vulnerable pupil list
- The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- Phone calls will be made to vulnerable pupils.
- All contact with vulnerable pupils will be recorded on paper and suitably stored in line with the Records Management Policy.
- The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- Vulnerable pupils will be provided with a means of contacting the DSL, deputies, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.
- All members of staff will report any safeguarding concerns to the DSL immediately.
- 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 via the class

email. The school will also signpost families to the practical support that is available for reporting these concerns.

Data Protection

- This section of the policy will be used in conjunction with the school's Data Protection Policy.
- 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.
- 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.
- The school will not permit paper copies of contact details to be taken off the school premises.
- Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.
- Any intentional breach of confidentiality will be dealt with in accordance with the school's Behavioural Policy or the Disciplinary Policy and Procedure.

Marking and Feedback

- All schoolwork completed through remote learning must be:
 - Finished when returned to the relevant member of teaching staff.
 - Returned on or before the deadline set by the relevant member of teaching staff.
 - Completed to the best of the pupil's ability.
 - The pupil's own work.
 - Returned to the pupil, once marked, by an agreed date.
- The school expects pupils and staff to maintain a good work ethic during the period of remote learning.
- Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email or phone if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- 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.
- Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the Inclusion lead as soon as possible.
- 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.
- The school will log participation and pupil engagement with remote education, and this will be reported to parents via formal regular reports or, if there is a concern, individually via telephone.

- 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.

Health and Safety

- Teaching staff will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.
- If using electronic devices during remote learning, pupils will be encouraged to take regular screen breaks in line with the daily timetable. This will be adjusted for younger pupils and those with additional medical conditions.

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 8th of March, when it will be reviewed, 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 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.
- 2.3 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.
- 2.4 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 Online Safety 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 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.
- 3.5 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 one digital platform 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.
 - Providing printed resources, e.g. textbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.
 - 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:

- Comprehension
- Google forms
- Retrieval and assessment activities using Kahoots, Quizzis
- Google slides

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. live lessons or use of the 'chat' function on meeting software, to lessen feelings of isolation and to promote pupil progress and motivation.

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.
- Set work that is of equivalent length to the core teaching pupils would receive in school and, as a minimum, three hours a day (in KS1), on average, across the school cohort, with less for younger children.
- Set work that is of equivalent length to the core teaching pupils would receive in school and, as a minimum, four hours a day in KS2.
- 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 Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.

- 3.13 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.
- 3.14 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, live or otherwise, are recorded to accommodate contexts where pupils have to share a single device within the home.
- 4.10 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.
- 4.11 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.