Halfway Nursery Infant School

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.

Last updated: October 2020

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Statement of intent

At Halfway Nursery Infant 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, 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.

Signed by:

P.Bestall   Date: 30.10.2020
        Headteacher

L.Booth   Date: 30.10.2020
        Chair of governors

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/data breach management plan
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Policy
- Accessibility Policy
- Marking and Feedback Policy
- Curriculum Policy
- Assessment Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct
- Children Missing Education guidance

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 (see monitoring and review section).

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.
- 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.
- Conducting reviews on remote learning arrangements to ensure pupils' education does not suffer.

2.3.   The Responsible Person for Health and Safety is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes.
- 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 DPO 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.

2.5. The DSL is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with 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 SENCO and SEND team are responsible for:

- Liaising with the ICT technicians to ensure that any 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 etc.
- 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.

2.7. Finance admin staff are responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and exploring if additional IT support is available 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.

2.8. 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.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

2.9. 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 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/software/programmes.
- 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 the ICT technician.
- Adhering to the Staff Code of Conduct at all times.

2.10. Parents/carers are responsible for:

- Adhering to this policy during periods of remote learning.
- Ensuring their child is available to learn remotely each day and that the learning set is completed to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material during periods of home learning.
- Reporting any absence in line with the terms set out in paragraph 9.6.
- Ensuring their child uses resources for remote learning as intended, and monitors, and is responsible for, the child's use of any personal technology to access remote learning elements.
- Adhering to the Home/School Agreement at all times.

2.11. Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Engaging with remote learning to the best of their ability.
- Notifying a responsible adult if they are feeling unwell (when it will not be appropriate for them to complete remote learning) or are unable to complete the learning they have been set for any reason.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behavioural Policy at all times.

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:

- Current online learning portals, such as Tapestry, to share learning, keep in contact with families and provide regular feedback.
- Educational websites
- Reading tasks etc.
- Work booklets (for older children)
- 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 incl. sending resources home for use in the event of a bubble closure.

3.4. Teachers will ensure the programmes chosen for online learning have a range of accessibility features to support pupils with SEND.

3.5. Teachers will ensure they recreate aspects of in-person teaching where possible e.g. questioning, feedback where possible/as appropriate for the age group.

3.6. Lesson plans will be adapted to ensure the curriculum remains accessible and inclusive via remote learning.

3.7. The school will review the resources pupils have access to and adapt learning to account for pupils' needs by using a range of different formats e.g. setting learning tasks that do not need to be printed/can be completed in books/on paper, or which can easily be printed from a mobile device etc.

3.8. If a printer is required for some aspects of learning, work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school.

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 any additional support for pupils with SEND which will be unique to their individual's needs, as appropriate.

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 criteria in 3.15 of the appendix is met and government support is available.

3.13. For pupils who cannot access digital devices at home, the school will explore any technology support which may be available through the LA and also explore learning which does not rely on technology alone.

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 [section 7](#) of this policy.

3.16. The arrangements for any 'live' sessions with staff will be communicated no later than one day before the allotted time and kept to a reasonable length e.g. class assemblies over Zoom etc.

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

Food provision

3.18. The school will signpost parents via email or newsletter etc. towards additional support so children continue to receive the food they need, e.g. food banks, hampers for children eligible for income based Free School Meals etc.

3.19. Where applicable, the school may provide provision for pupils who receive FSM e.g. food hampers available for delivery or collection if a FSM child is isolating, providing vouchers to families for school holiday periods where these are made available etc.

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 able to be provided with school-owned or LA equipment, the parent/carer will adhere to guidance and policies, such as signing the Acceptable Use Agreement etc. prior to commencing remote learning.

4. Online safety

4.1. This section of the policy will be enacted in conjunction with our Online Safety Policy.

4.2. Where possible, all interactions will be textual and public.

4.3. All staff and pupils using video communication must:

- Communicate in groups or with parent/carer present – one-to-one sessions are not permitted between pupils/staff.
- Wear suitable 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 without permission.
- Ensure they have a stable connection to avoid disruption.
- Always remain aware that they are visible.
- Use a recognised first name or surname etc. when signing in so staff can monitor who is accessing the meeting.

4.4. If used, 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 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 are appropriate in some circumstances, e.g. to provide support for pupils with SEND when responsible adult/s are present. This will be decided and approved by the SLT on an individual basis, in collaboration with the SENCO.

4.6. The Behavioural Policy will be followed for pupils not using school resources as intended.

4.7. Although not planned/available for use at present, if school technology is used, 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 consult with parents about the methods of delivering remote teaching and alternate arrangements will be made where necessary

in advance i.e. alternative methods will be put in place for any parent/carer not able to access their Tapestry account or email etc.

4.9. The school will ensure that all school-owned equipment and technology used by staff 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.

4.10. 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 their internet connection is secure and use is monitored by a parent/carer at home.

4.11. 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/carers are aware of what their children are being asked to do e.g. educational sites to use, videos parents/carers access to support their children (e.g. from Oak Academy or the class teacher delivering a phonics input etc.)
- 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.

4.12. 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.

5. Safeguarding

5.1. This section of the policy will be enacted in conjunction with our Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.

5.2. The DSL/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.

5.5. The DSL will arrange for regular contact with vulnerable pupils at least once per week. Additional contact, including door step visits, may be arranged if required.

5.6. All contact with vulnerable pupils will be recorded (on CPOMs etc.) and suitably stored in line policy.

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 undertaken by no fewer than two members of staff.
- Be suitably recorded and the records stored so that the DSL has access to them.
- Actively involve the pupil.

5.9. Staff, parents/carers and pupils will be able to contact the DSL, their deputy, or any other relevant member of staff during the period of remote learning.

5.10. The DSL will have regular contact with the wider Safeguarding Team to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

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

5.12. 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. We will also signpost families to practical support that is available for reporting these concerns where appropriate.

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.   Parent/carer's and pupils' up-to-date contact details will be collected prior to the period of remote learning.

6.6.   All contact details will be stored in line with the Data Protection Policy and retained in line with agreed policy.

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

6.8.   Pupils and staff are not permitted to let their family members or friends use any school-owned equipment, including that which contains personal data.

6.9.   Any breach of confidentiality will be dealt with in accordance with guidance and advice from our Data Protection Officer, following data and E-Security Breach Prevention Management Plan guidance.

6.10.   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. All schoolwork completed through remote learning must be:

- Finished when shared with the relevant member of teaching staff.
- Completed in the teaching sequence as planned/shared by the teacher to ensure skills are built incrementally (although we appreciate the time of day the learning is completed may differ if parent/carers are also working from home etc.)
- Completed to the best of the pupil's ability.
- The pupil's own work.
- Marked in line with the Marking and Feedback Policy, with regular feedback available to the pupil.

7.2. The school expects pupils and staff to maintain a good work ethic during the period of remote learning.

7.3. Teaching staff will contact parents via email if their child is not completing their learning or following concerns about their learning.

7.4. 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 the headteacher as soon as possible.

7.5. Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

7.6. 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.

7.7. The school will be able to monitor participation and pupil engagement with remote education through Tapestry records, as well as motivation levels and progress each term, and this will be reported to parents via formal regular reports or, if there is a concern, individually via telephone.

7.8. The school will consider ways to use feedback to secure consistent engagement with remote material, including praising engagement and/or outcomes.

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 staff/parents/carers or pupils are shown how to use the necessary equipment safely and correctly prior to the period of remote learning.

8.3. If using electronic devices during remote learning, our young pupils will be encouraged to take a five-minute screen break every hour and participate in active and practical sessions where possible.

8.4. If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the headteacher or other relevant member of staff immediately so that appropriate action can be taken.

9. School day and absence

9.1. Remote learning will be uploaded onto Tapestry Monday to Friday in term time between 9:00am and 3pm. We ask parents/carers to support their children engage with remote learning at home in term time during these times, but also appreciate that many of our parents/carers may also need to balance commitments whilst working at home and therefore content will be available throughout the day to enable some flexibility (where possible).

9.2. Regular breaks and a break over lunchtime is very important for children's health and wellbeing, both at school and when remote learning at home. Parents/carers are to schedule breaks from screen time and from learning time at home as appropriate (this will be dependent on the child's age and need. A minimum of 1 x 15min break in the morning and 1 hour for lunch as a min. is in line with the school day). Staff will not post any learning 12-1pm during lunchtime to help support wellbeing.

9.3. Pupils are not expected to complete learning outside of the times outlined in paragraph 9.1 and 9.2, unless parents/carers choose to adjust remote learning times to manage their own work commitments each day.

9.4. Pupils with SEND or additional medical conditions may require more regular breaks, e.g. sensory breaks, and are not expected to complete schoolwork during their breaks.

9.5.   Pupils who are unwell are not expected to be present/complete remote working until they are well enough to do so.

9.6.   Parents will inform the school office no later than 8:30am if their child is unwell.

9.7.   The school will monitor absence and lateness in line with the Attendance Policy.

10.   Communication

10.1.   The school will ensure adequate channels of communication are arranged in the event of an emergency. This will be through the school office.

10.2.   The school will communicate with parents about remote learning arrangements via Tapestry and emailed newsletters etc.

10.3.   The school office will communicate with staff as soon as possible about any remote learning arrangements needed.

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 and staff working remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication via Tapestry etc. will only be checked by staff during school hours.

10.6.   Members of staff at home will have contact with their line manager at least once per week.

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

10.8.   Pupils/parents will have verbal contact with a member of teaching staff once per week where possible, and where children are learning remotely for full week periods at home.

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

10.10.   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.

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

10.12.   The headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

11.   Monitoring and review

11.1.   Remote learning is a focus within our School Improvement Priorities this year and the effectiveness of our approach will be monitored and reviewed at least half termly by senior leaders and governors, including specific governors assigned to each School Improvement Priority, regular agenda items at full Governing Body Meetings each half term etc.

11.2.   This policy will be reviewed on an annual basis by the headteacher.

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

11.4.   The next scheduled review date for this policy is October 2021.

Appendix A – 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 **[From 22 October 2020 to end of 2020/2021 academic year]**

The headteacher, 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 to pupils below compulsory school age who would usually be taught in a class with pupils of compulsory school age e.g. F2/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 'Guidance for full opening: 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 – the risk assessment 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 relevant guidance and Coronavirus (COVID-19) Contingency Plans.

2.3 Schools will communicate contingency plans for local restrictions with parents where appropriate.

2.4 The school will ensure that teachers are supported with remote learning e.g. Tapestry training etc. This will be refreshed for teachers as needed. The school technician will be able to offer support for

transition from in-person to remote teaching if there are any issues so this can be as seamless as possible.

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. Where there are no local restrictions in place, these tiers will not apply. The school will remain fully open to all those not required to self-isolate.

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 (unless a child is isolating etc.)

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 (unless a child is isolating etc.)

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 (unless a child is isolating etc.)

Tier 4 local restrictions

2.10 The school will limit on-site attendance to vulnerable pupils and pupils of key workers. 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 Online Safety Policy when working and learning remotely.

3.2 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.

3.5 If remote learning is needed longer term in Tier 4 etc. teachers will explore ways to promote interactivity between groups, pupils and staff to lessen feelings of isolation and 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 pupils with SEND.

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

- Set learning so that pupils have meaningful and ambitious work each day.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
- 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.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact.

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 and support pupil wellbeing.

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 any 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:

- 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 are recorded to accommodate contexts where pupils have to share a single device within the home etc.

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.

Appendix B – Remote Learning – What will be uploaded and when?

This information is to be used as a general guide and parents/carers can expect further details of remote learning for their child as and when it is required. We aim to implement remote learning from your child's initial day of absence, although this will not be expected if they are unwell to help support health and wellbeing. There are general scenarios outlined below to illustrate the different remote learning experiences that may be offered in school.

	Circumstance A	Circumstance B
	My child is absent because they are awaiting test results/showing symptoms/our household is required to self-isolate due to Covid-19. Other children in the bubble are still attending school and are being taught in class by the class teacher.	My child's whole bubble is not permitted to attend school because they or someone the bubble has been in contact with has tested positive for COVID-19 (or in the event we enter another 'lockdown' with total school closure etc.) and therefore the class teacher is teaching the entire bubble remotely.
EYFS **Nursery and F2**	**Each day, this learning will be uploaded onto Tapestry by staff -** **9am** **Communication & Language Activity including Phonics and Reading** Uploaded to Tapestry to mirror the activity in the classroom at this time, incl. phonic sounds that your child will be missing. **Number Activity** Uploaded to Tapestry to mirror the activity in the classroom at this time. **1pm** **Topic activity** Uploaded to Tapestry to further develop skills in other areas of learning - focus on physical development and gross/fine motor skills. * Teacher will feedback on learning when this has been uploaded by parents/carers onto Tapestry. This will be done as regularly as possible (please note the class teacher may still be teaching all day in these circumstances, and therefore will not be able to check Tapestry in lesson time. Any learning uploaded by parents/carers will be checked by staff straight after school but within working hours to support staff wellbeing, with feedback being made 2-4 times per week). * Teacher may share the same introduction to lessons with the group working remotely via video clips etc. Differentiation may be through outcome or through the activity set to follow up on the lesson objective, as appropriate.	**Each day, this learning will be uploaded onto Tapestry by staff -** **9am** **Communication & Language Activity including Phonics and Reading** Recorded lesson content uploaded to Tapestry with linked activities to promote early reading/writing skills, incl. phonic sounds that your child will be missing. **Number Lessons** Recorded lesson content uploaded to Tapestry with linked activities to promote early number/shape, space & measuring skills. **1pm** **Continuous Provision** Throughout the week activities will be uploaded to Tapestry that will reflect the experiences the children would have in free-flow play. **Topic activity – focus on physical development** uploaded to Tapestry to further develop gross/fine motor skills. **Collective Worship** Weekly virtual class assembly at 2pm on Friday afternoon in the event of a bubble closure (shared on Tapestry or invitation for parents/carer on Zoom) to celebrate success and achievements incl. reinforcing school values etc. **Targeted Support** If your child is in receipt of 1:1 support, a bespoke programme will be created to sustain provision where practically possible and as appropriate for your child's needs. Focus on early reading, sharing books and phonics if more appropriate. * Teacher will feedback on learning on a daily basis if uploaded by parents/carers in school time. Teacher to contact families who may need for support or be unable to upload learning for feedback etc.

KS1
Y1 and Y2

Each day, this learning will be uploaded onto Tapestry by staff -

9am
English Activity
These activities will be uploaded onto Tapestry to continue, as far as practical and possible, the learning journey of the class at the time. These activities may include video clips, some use of worksheets, directing children to resources or instructions for practical activities.

Maths Activity
These activities will be uploaded onto Tapestry to continue, as far as practical and possible, the learning journey of the class at the time. These activities may include video clips, some use of worksheets, directing children to resources or instructions for practical activities.

1pm
Phonic/SpaG/Reading Activity
Uploaded to Tapestry to continue the spelling/phonics/grammar that your child would be learning in class.

Topic/Curriculum Activity
Afternoon learning will also be uploaded to Tapestry that will, as far as is possible, reflect the learning being carried out in topic time to deliver broad and balanced curriculum e.g. science, geography, art, history, PE, PSHE etc.
It is encouraged that daily exercise takes place also.

* Completed activities or evidence of completion to be uploaded to Tapestry by parents/carers for feedback from the teacher where possible.

* Teacher will feedback on learning when this has been uploaded by parents/carers onto Tapestry. This will be done as regularly as possible (please note the class teacher may still be teaching all day in these circumstances, and therefore will not be able to check Tapestry in lesson time. Any learning uploaded by parents/carers will be checked by staff straight after school but within working hours to support staff wellbeing, with feedback being made 2-4 times per week).

* Teacher may share the same introduction to lessons with the group working remotely via video clips etc. Differentiation may be through outcome or through the activity set to follow up on the lesson objective, as appropriate.

Each day, this learning will be uploaded onto Tapestry by staff -

9am
English Lessons
Recorded lesson content, if applicable, uploaded onto Tapestry, with linked activities relating to curriculum content to continue the sequence of learning. These activities may include video clips of the teacher for daily contact, directing children to resources/learning activities or instructions for practical activities etc.

Maths Lessons
Recorded lesson content, if applicable, uploaded onto Tapestry, with linked activities relating to curriculum content to continue the sequence of learning. These activities may include video clips of the teacher for daily contact, directing children to resources/learning activities or instructions for practical activities etc.

Phonic/SpaG/Reading Lessons
Lessons uploaded to Tapestry with linked activities to secure the phonic phase/SPaG, as appropriate for your child.

1pm
Curriculum Activity
Afternoon learning, with recorded content where appropriate, to be uploaded to Tapestry to deliver a broad and balanced curriculum e.g. this may include science, geography, art, history, PE, PSHE etc.
It is encouraged that daily exercise takes place also.

Collective Worship
Weekly virtual class assembly at 2pm on Friday afternoon in the event of a bubble closure (shared on Tapestry or invitation for parents/carer on Zoom) to celebrate success and achievements incl. reinforcing school values etc.

Targeted Support
If your child is in receipt of 1:1 support, a bespoke programme will be created to sustain provision where practically possible and as appropriate for your child's needs. Focus on early reading, sharing books and phonics if more appropriate.

* Teacher will feedback on learning on a daily basis if uploaded by parents/carers in school time. Teacher to contact families who may need for support or be unable to upload learning for feedback etc.