Policy Document	
Subject	Remote Learning Policy
Approval Date: October 2021	Review Date October 2022
Signed by: Name: Role:	Written by: *S England*

Remote Learning Policy

Contents:

Statement of intent

At Ashwell Primary School, we understand the need to continually deliver high quality education, including during periods of remote working – 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 working, 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.
- Outline expectations for continuous learning in the event of class/phase bubbles or partial/full school closure
- 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

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)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018

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

- DfE (2021) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) 'Adapting teaching practice for remote education'
- DfE (2021) 'Guidance for full opening: schools'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs (SEND) Policy
- Behaviour Policy

- Accessibility Policy
- Curriculum Policy
- Assessment Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct

2. Roles and responsibilities

2.1. The governing board is responsible for:

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

2.2. The headteacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- 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 a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.

2.3. The Data Protection Officer 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.

2.4. The Designated Safeguarding Lead is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.

- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working Ensuring all safeguarding incidents are adequately recorded and reported.

2.5. The SENCO is responsible for:

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

2.6. The SBM is responsible for:

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

2.7. The ICT technicians are responsible for:

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

2.8. Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Following normal reporting procedure for planned absence.
- Getting tested (for COVID-19) as a matter of urgency, as per national guidance, through the school's dedicated HCC pathway. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.
- 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 and software.

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

2.9. Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely for an appropriate amount of time in order to complete the set tasks fully each day as set out in paragraphs 9.1 and 9.2 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 always has access to remote learning material enabling them to complete activities fully each day as set out in paragraphs 9.1 and 9.2.
- Reporting any absence in line with the terms set out in paragraph 9.6.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to the school's acceptable use agreement and home/school agreement at all times.

2.10. Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely for an adequate proportion of time as set out in paragraphs 9.1 and 9.2 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 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 school may make use of:

- Work booklets
- Email
- Current online learning portals – Google Classroom / Purple Mash / Timetable Rockstars
- Educational websites – the national Oak Academy / White Rose maths
- Reading tasks
- Live webinars – Google Meet
- 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, e.g. voice-to-text conversion, to support pupils with SEND.

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

3.6.   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, e.g. providing work on PDFs which can easily be printed from a mobile device.

3.7.   Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school.

3.8.   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.

3.9.   The SENCO will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls/emails.

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/iPads.

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

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. webinars, class chats will be communicated via google classroom, no later than two days before the allotted time and kept to a reasonable length of no more than 30 minutes per session.

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

Food provision

3.17.   The school will signpost parents via SchoolComms towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

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

- Making packed lunches available for delivery or collection
- Providing Food Parcels
- Providing vouchers to families

Costs and expenses

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

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

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

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

4. Online safety

4.1. This section of the policy will be enacted in conjunction with the school's 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 – one-to-one sessions are not permitted unless agreed by the heateacher.
- 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 to lessons.
- Always remain aware that they are visible.

4.4. All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- 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. This will be decided and approved by the SLT, in collaboration with the SENCO.

4.6. Pupils not using devices or software as intended will be addressed in line with the Behaviour Policy.

4.7. The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

4.8. The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

4.9. The school will communicate to parents via 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.

4.10. 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.

4.11. The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

5. Safeguarding

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

5.2. The DSLs and headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

5.3. The DSLs 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 DSLs will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, arranged where required.

5.6. All contact with vulnerable pupils will be recorded on the Staff Shared area and suitably stored in line with the Data Protection Policy.

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

5.8. The DSLs will keep in contact with vulnerable pupils' and their families.

5.9. The DSLs 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.

5.10. All members of staff will report any safeguarding concerns to the DSLs immediately.

5.11. Pupils and their parents will be encouraged to contact the DSLs 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.

6. Data protection

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

6.2.	Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

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

6.4.	Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

6.5.	Parents' 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.

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

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

6.9.	Any breach of confidentiality will be dealt with in accordance with the school's Data and E-Security Breach Prevention Management Plan.

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

7. Marking and feedback

7.1.	All schoolwork completed through remote learning must be:

- Finished and returned to the relevant member of teaching staff via Google Classroom.
- 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.
- Marked with a positive comment and feedback.
- Returned to the pupil, once marked.

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 if their child is not completing their schoolwork or their standard of work has noticeably decreased.

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.

8. Health and safety

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

8.2. Teaching staff and ICT technicians will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

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

8.4. Screen break frequency will be adjusted to five minutes every thirty minutes for younger pupils or pupils with medical conditions who require more frequent screen breaks.

8.5. If there are any e-safety incidents or concerns 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. As a school, we do not wish to stipulate a set timetable for pupils however the expectation that all daily learning activities that are set are completed and returned to teachers in order to assess pupil's progress.

9.2. All tasks set will be completed and returned by the given deadline in order for teachers to deliver as close to the full curriculum as is possible.

9.3. Children are expected to be available for their designated tutor sessions each week.

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

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

9.6. Parents will inform their child's teacher no later than 9:00am if their child is unwell and therefore unable to participate in the home learning / tutor session on that day.

10. Communication

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

10.2. The school will communicate with parents via email, Google Classroom and the school website about remote learning arrangements as soon as possible.

10.3. The headteacher will communicate with staff as soon as possible via email about any remote learning arrangements.

10.4. Members of staff involved in remote teaching will ensure they have a working device that is available to parent communications during agreed working hours.

10.5. The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.

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

10.7. As much as possible, all communication with pupils and their parents will take place within the school hours 9:00am – 3:15pm.

10.8. Pupils will have verbal contact with a member of staff on a daily basis via group tutor sessions on Google Meet.

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

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

11.3. The next scheduled review date for this policy is the Summer term 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)'

- [New] 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 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.

- [EYFS] 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 '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 – results of the opening 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 their 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.

2.6. The level of remote learning provision required will be based on the government's current advice and guidance

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. All pupils will have access to high-quality education when remote working.

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:

- Google Classroom (Platform to set work, complete activities, handing work and receive feedback from staff
- National Oak Academy (Teaching videos & activities to support school's curriculum delivery)
- White Rose Maths (Teaching videos & activities to support school's curriculum delivery)
- BBC resources
- Google Meet (Virtual teaching and tutor group sessions)
- Purple Mash
- Exercise book activities
- Timetables Rockstars

3.5. 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.

3.6. When teaching pupils who are working remotely, teachers will:

- Set assignments 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 a daily instructional video from the teacher.

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. 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 – the headteacher 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 and their families use the devices safely.

3.17. Once devices are ready for collection, the school will either arrange for them to be collected by families from school or delivered to pupils' homes, ensuring infection control measures are adhered to as part of this process.

4. Returning to school

4.1. The <u>headteacher</u> will work with the LA to ensure pupils 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 lockdown rules, the <u>headteacher</u> will inform parents when their child will return to school.

4.3. The <u>headteacher</u> 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.

Ashwell Primary School Remote Learning Plan

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Ashwell Primary School has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require support.

This plan will be applied in the following instances:

1. An individual is self-isolating because of a symptomatic person or positive test within the household;
2. A group of children are self-isolating because of a case of coronavirus in the bubble;
3. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus or the school is closed due to a local or national restrictions

The plan complies with the expectations and principles outlined in the DFE document Guidance for Full Opening of Schools.

Remote Learning Expectations

In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is <u>compulsory</u> as outlined in the Governments Guidance. It is the expectation that Ashwell Primary School makes provision available and accessible to all. If children themselves are too ill to attend then they should not be expected to engage in home learning.

In preparation for home-learning, parents and children need will receive logins and passwords for the following platforms (likewise teaching staff need to be familiar with them):
- Google Classroom
- Google Meet
- Purple Mash
- TT Rockstars/Numbots

Software and online platforms

Within all plans, teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources provided by Oak Academy, White Rose Maths and BBC resources.

Children will remain in contact with their class teacher through Google Meet tutor sessions (after video lessons) and Google classroom (to share successes and communications).

Oak Academy
The Oak Academy lessons are in-line with our teaching ethos – they encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also numerous lessons specifically aimed at children with SEND needs and requiring additional support. Class teachers will match these video lessons to our carefully planned school curriculum.

White Rose Maths
These resources will be used as they are very similar to our current maths curriculum model.
TT Rockstars will all be utilised to support the acquisition and retention of basic core skills.

Goolge Meets will support school in offering true online learning with the opportunity for the children to communicate with their teacher through live video tutor sessions. Often this will be used so children can 'drop-in' to receive further support after accessing the Oak Academy resources.

Google Classroom will remain in use as the communication element has already proved to be invaluable. Pupils will be able to message one another to share information and offer support. The Class feed will offer the chance for teachers to celebrate children's work and maintain our school community.

Other resources
If a child is isolated from school i.e. the child is sent home from school to either receive a test or self-isolate as someone in the household is being tested, they will leave school with a home learning exercise book.

Remote Learning – What can I expect from Ashwell Primary School?

The initial response to any isolation will be to provide children with home learning materials matched to the learning taking place in school from the **second day of absence**. In the case of whole cohort isolation, resources will be uploaded to Google Classroom.

IMPORTANT: Remote Learning will not be provided for children who are absent from school due to normal genuine illness (e.g. colds, sickness or stomach aches etc.)

A pupil needs to isolate because they are symptomatic (awaiting a test) or have tested positive. *(applies to period of time waiting for test result or following a positive test)*	
Continuous Home Learning and Ongoing Support	**Safeguarding/SEND/Pastoral**
English & Maths Lessons Using Google Classroom, the class teacher will upload (between 3pm-5pm the day before) learning activities and instructions to the pupil that are matching the curriculum content that has been or will be covered in class during the period of absence. The teacher will decide what materials are most appropriate for the individual child. If teaching input is required for core lessons, the teacher will direct the parent to a relevant BBC, Oak National Academy or White Rose taught session. **Non-core lessons (Topic tasks)** Following the lessons being covered in class that week. This may be the screens from the lesson being uploaded onto Google Classroom along with resources / worksheets (if appropriate i.e. if the resources required for the lessons are already at home). If the lessons being taught in class are not able to be delivered remotely (e.g. if it requires additional resources such as art resources e.g. clay or pastels, or geography resources e.g maps and atlases) then alternative 'topic' learning will be set on Google Classroom which may also make use of the Government's 'Oak Academy' lessons. The quantity will be dependent on age/stage of your child. Some/all of these will be 'handed in' to your child's class teacher on Google Classroom for marking. *If isolation is for a sustained period of time as a result of a positive test, a member of staff (Teacher or Teaching assistant) will carry out a 1:1 tutor session to check understanding and support at least twice per week.*	School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to office@ashwell.herts.sch.uk If child is entitled to benefit-related FSM ensure food made available through Herts Catering LTD. If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS). If a child does not engage, the class teacher or teaching assistant will call the parents to discuss obstacles and support.

A whole class/bubble is not permitted to attend school because there has been an outbreak and the school has been directed to close a class
Or
The whole school is closed due to local or national restrictions

Continuous Home Learning and Ongoing Support	Safeguarding/SEND/Pastoral
Communication The following day, after isolation is communicated, and then at the beginning of each week, Teachers will either post a pre-recorded video on Google Classroom **or** schedule a whole class Google Meet. We invite both children and parents to view this. In this meeting the teacher will discuss the remote learning arrangements and expectations. **Virtual Support & Small group video learning** This will look different depending on the age of the children. The sessions will run throughout the hours of the usual school day in small groups and be timetabled. This will be communicated by your child's class teacher via Google Classroom. All sessions will be set up through Google Meet inside your child's Google Classroom. All children will have access to daily virtual support in small groups*: ✓ 1 x Group guided reading session per week (Led by teacher) ✓ 4 x Tutor session per week (2 x class teacher/2 x teaching assistant **or** 4 x class teacher) A weekly assembly will also be scheduled for the children to watch an assembly delivered by Mr England or Mrs Wild. This will encourage children to keep working, celebrate successes and promote a togetherness. **English & Maths lessons** Using Google Classroom, the class teacher will upload: 1 x Daily Maths lesson & activity 1 x Daily English lesson & activity It will include a learning video and activity and instructions to the pupil. Curriculum content will be matching the content that we would be delivering in school. The teacher will decide what materials are most appropriate for individual children. If teaching input is required for core lessons, the teacher will direct children to a relevant BBC, Oak National Academy or White Rose taught session and the link will be placed with the activity. We expect children to continue reading on a daily basis and record this in their reading record. This will be supported by a teacher led guided reading session each week (as they would get in school)	School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to office@ashwell.herts.sch.uk If child is entitled to benefit-related FSM ensure food made available through Herts Catering LTD. If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS). If a child does not engage, the class teacher or teaching assistant will call the parents to discuss obstacles and support. Those not engaging with home learning are to receive a phone call from a member of SLT to discuss the obstacles and the support needed by the family. This could then be followed up if necessary. Where children would normally receive additional support from SEND

We expect children to continue to practise their core number skills such as number bonds and timetables appropriate to their age and ability. They may use TT Rockstars to do this.

Spellings
Spellings will continue to be distributed each week as they would be in school and a range of activities are available on Google Classroom to support children learn these. We ask that parents test their children on these each week.

Non-core lessons (Topic tasks)
Topic work, in line with our curriculum maps will be uploaded onto Google Classroom along with resources / worksheets (if appropriate i.e. if the resources required for the lessons are already at home). If the lessons that would have been taught in class are not able to be delivered remotely (e.g. if it requires additional resources such as art resources e.g. clay or pastels, or geography resources e.g maps and atlases) then alternative 'topic' learning will be set on Google Classroom which may also make use of the Government's 'Oak Academy' lessons or BBC.

The overall quantity of work will be dependent on age/stage of your child. But will meet the Government's minimum requirement of:
- ✓ Key Stage 1 – 3 hours per day
- ✓ Key Stage 2 – 4 hours per day

Some/all of these will need to be 'handed in' to your child's class teacher on Google Classroom for feedback and assessment purposes.

1:1 support if your child receives 1:1 support and they are isolating, a more bespoke programme of support will be set up. This may include phone calls / video chats with your child's 1:1 support. They will usually be expected to still complete the learning set on google classroom.

Handing in and sharing work
Some work will be completed electronically and handed in directly within the activity on Google Classroom. Other work, such as work completed in a home learning book should be photographed and uploaded to Google Classroom within the specific activity. Teachers can then review the work completed and provide feedback. Feedback and queries can take place throughout the day using the dedicated class email address.

agencies, Mrs Wild will make arrangements for those to continue via Teams as long as the agencies engage.

Mrs Wild will share appropriate Oak National SEND lessons with teachers who will disseminate accordingly.

* In the event of the teacher or TA becoming ill, we will endeavour to find a member of staff to 'takeover' the Google Classroom account. The video learning sessions will not necessarily be facilitated fully. We know our parents will understand that the health and wellbeing of our children, families and staff is paramount.