

Western Primary School

Pupil Remote Learning Policy

Date: September 2023

Review Date: September 2024

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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'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2020) 'Get help with remote education'

1.3. This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behavioural Policy
- Accessibility Policy
- Marking and Feedback Policy
- Curriculum Policy
- Assessment Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance and Absence Policy
- Children Missing Education Policy

2. Roles and responsibilities

2.1. The Governing Body is responsible for:

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

2.2. The Headteacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- 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.
- 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.

2.3. The Designated Safeguarding Lead is responsible for:

- Attending (via Zoom or Teams) and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- 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.

2.4. The SENCO is responsible for:

- Ensuring 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.

2.5. The Senior Leadership Team 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.
- 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.

2.6. 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 Senior Leadership Team and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the Designated Safeguarding Lead 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 the appropriate channels in school.

2.7. Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.

- Ensuring their child is available to learn remotely at the times 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 during the times 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.

2.8. Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely at the times 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 Behavioural Policy at all times.

3. Access to technology

- 3.1. 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.
- 3.2. The school will utilise the support available through the DfE's 'Get help with technology during coronavirus (COVID-19)' scheme.
- 3.3. Under the scheme, the school can order laptops, tablets and 4G wireless routers to support pupils in school 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
- 3.4. 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.

- 3.5. Once devices are ready for collection, the school will either arrange for them to be delivered to pupils' homes, ensuring infection control measures are adhered to as part of this process.
- 3.6. 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.
- 3.7. The school will work with disadvantaged families to provide access to this scheme.
- 3.8. 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.
- 3.9. 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.
- 3.10. 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.
- 3.11. The school will maintain good communication with parents to ensure that parents are aided in supporting their child's remote education.

4. Teaching and Learning

- The school will ensure staff and pupils follow the school's Online Safety Policy when working and learning remotely.
- 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.
- All pupils will have access to high-quality education when learning remotely.
- 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.

- 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.
- a. The school will use a range of teaching methods to cater for all different learning styles.
 - b. 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.
 - c. 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.
 - d. When teaching pupils who are working remotely, teachers will:
 - Set activities so that pupils have meaningful and ambitious work each day in an appropriate range of subjects.
 - In Key Stage 1, teachers will set work that is of equivalent length to the core teaching pupils would receive in school and, as a minimum, three hours a day, on average, across the school cohort, with less for younger children.
 - In Key Stage 2, teacher will set work that is of equivalent length to the core teaching pupils would receive in school and, as a minimum, four hours a day.
 - Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.

- Provide opportunities for interactivity, including questioning, eliciting and reflective discussion.
 - Provide scaffolded practice and opportunities to apply new knowledge.
 - Enable pupils to receive timely and frequent feedback on how to progress using digitally facilitated or whole-class feedback, where appropriate.
 - Use assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge.
 - Avoid an over-reliance on long-term projects or internet research activities.
 - Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
 - All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.
 - In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the Senior Leadership Team will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.
 - Teachers will continue to make use of formative assessments throughout the academic year.
 - 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.
 - 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.
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- The school will ensure staff and pupils follow the school's Online Safety Policy when working and learning remotely.
 - 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.
 - All pupils will have access to high-quality education when learning remotely.
 - 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.
 - 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.
- e. The school will use a range of teaching methods to cater for all different learning styles, including:
- f. 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.
- g. 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.
- h. When teaching pupils who are working remotely, teachers will:
- Set activities so that pupils have meaningful and ambitious work each day in an appropriate range of subjects.
 - In Key Stage 1, teachers will set work that is of equivalent length to the core teaching pupils would receive in school and, as a minimum, three hours a day, on average, across the school cohort, with less for younger children.
 - In Key Stage 2, teacher will set work that is of equivalent length to the core teaching pupils would receive in school and, as a minimum, four hours a day.
 - Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
 - Provide opportunities for interactivity, including questioning, eliciting and reflective discussion.

- Provide scaffolded practice and opportunities to apply new knowledge.
 - Enable pupils to receive timely and frequent feedback on how to progress using digitally facilitated or whole-class feedback, where appropriate.
 - Use assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge.
 - Avoid an over-reliance on long-term projects or internet research activities.
 - Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- i. All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.
 - j. In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the Senior Leadership Team will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.
 - k. Teachers will continue to make use of formative assessments throughout the academic year.
 - l. 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.
 - m. 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.

5. Learning materials

- 5.1. 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 in extreme circumstances
 - Email
 - Past and mock Sats papers
 - Current online learning portals – class dojo
 - Educational websites
 - Reading tasks
 - Pre-recorded and live video or audio lessons and check ins
- 5.2. The school will review the DfE's [guidance](#) on where schools can source educational resources to assist with the delivery of remote education, and utilise these as appropriate.
- 5.3. Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.

- 5.4. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.
- 5.5. Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.
- 5.6. The school recognises that interactive lessons are most effective in aiding pupils' motivation and academic progression and, to this effect, teachers will ensure they regularly recreate aspects of in-person interactivity, e.g. live classes with questioning, eliciting and reflective discussion, to the best of their ability.
- 5.7. Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
- 5.8. 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.
- 5.9. Work packs will be made available for pupils in extreme circumstances
- 5.10. 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.
- 5.11. 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.
- 5.12. Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
- 5.13. 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.
- 5.14. For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their Local Authority
- 5.15. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.
- 5.16. 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.
- 5.17. The arrangements for any 'live' classes, e.g. webinars, will be communicated via email no later than one day before the allotted time and kept to a reasonable length of no more than one hour per session.

Food provision

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

- Making food hampers available for delivery or collection
- Providing vouchers to families

6. Online safety

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

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

6.3. All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable living area within the home with an appropriate background
- 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.
- Staff can record and store sessions with permission from parents. However no one else will be permitted to record, store, or distribute video material
- The teacher needs to ensure that settings are managed so that sessions cannot be recorded by others.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

6.4. 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.
- Staff can record and store sessions with permission from parents. However no one else will be permitted to record, store, or distribute video material
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

6.5. 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 Senior Leadership Team, in collaboration with the SENCO.

6.6. Pupils not using devices or software as intended will be disciplined in line with the Behavioural Policy.

- 6.7. 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.
- 6.8. 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.
- 6.9. 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.
- 6.10. 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.
- 6.11. 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.

7. Safeguarding

- 7.1. 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.
- 7.2. The Designated Safeguarding Lead and Headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) prior to the period of remote learning.
- 7.3. The Designated Safeguarding Lead will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- 7.4. Phone calls made to vulnerable pupils will be made using school phones or mobiles withholding their numbers where possible.
- 7.5. The Designated Safeguarding Lead will arrange for regular contact with vulnerable pupils, with additional contact, including home visits, arranged where required.
- 7.6. The Designated Safeguarding Lead will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

- 7.7. All home visits will:
- Have at least a suitably trained individual present.
 - Be undertaken from outside the home.
 - Be suitably recorded and the records stored so that the Designated Safeguarding Lead has access to them.
 - Actively involve the pupil.
- 7.8. Vulnerable pupils will be provided with a means of contacting the Designated Safeguarding Lead, their deputy, or any other relevant member of staff – this arrangement will be set up by the Designated Safeguarding Lead prior to the period of remote learning.
- 7.9. The Designated Safeguarding Lead 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.
- 7.10. All members of staff will report any safeguarding concerns to the Designated Safeguarding Lead immediately.
- 7.11. Pupils and their parents will be encouraged to contact the Designated Safeguarding Lead 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.

8. Data protection

- 8.1. This section of the policy will be enacted in conjunction with the school's Data Protection Policy.
- 8.2. 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.
- 8.3. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- 8.4. 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.
- 8.5. Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.
- 8.6. All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy.
- 8.7. The school will not permit paper copies of contact details to be taken off the school premises.

- 8.8. Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.
- 8.9. Any breach of confidentiality will be dealt with in accordance with the school's Policy
- 8.10. Any intentional breach of confidentiality will be dealt with in accordance with the school's Behavioural Policy or the Disciplinary Policy and Procedure.

9. Marking and feedback

- 9.1. All schoolwork completed through remote learning must be:
 - Returned on or before the deadline set by the relevant member of teaching staff on a daily basis
 - Completed to the best of the pupil's ability.
 - The pupil's own work.
 - Marked in line with the Marking and Feedback Policy.
 - Returned to the pupil, with feedback and suggestions for ways forward by an agreed date.
- 9.2. The school expects pupils and staff to maintain a good work ethic during the period of remote learning.
- 9.3. Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via dojo and telephone if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- 9.4. 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.
- 9.5. Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.
- 9.6. 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.
- 9.7. The school will log participation and pupil engagement with remote education, as well as motivation levels and progress, and provide support for families where necessary.
- 9.8. The school will consider ways to use feedback to secure consistent engagement with remote material

10. Health and safety

- 10.1. This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.
- 10.2. 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.
- 10.3. If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every two hours.
- 10.4. Screen break frequency will be adjusted to five minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.

11. School day and absence

- 11.1. Pupils are expected to complete schoolwork within the day that it is set, except for any live session when the pupils will have prior noticed.
- 11.2. Teachers should be online to support every school day between 9.00 p.m. and 3.30 pm
- 11.3. Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.
- 11.4. Parents should inform their child's teacher as soon as possible if their child is unwell.
- 11.5. The school will monitor absence and lateness in line with the Attendance and Absence Policy.

12. Communication

- 12.1. The school will ensure adequate channels of communication are arranged in the event of an emergency.
- 12.2. The school will communicate with parents via letter, class dojo and the school website about remote learning arrangements as soon as possible.
- 12.3. The Headteacher will communicate with staff as soon as possible via email about any remote learning arrangements.
- 12.4. 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.
- 12.5. 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.

- 12.6. Members of staff will have contact with their line manager once per week.
- 12.7. As much as possible, all communication with pupils and their parents will take place within the school hours outlined in section 9.
- 12.8. Pupils will have verbal contact with a member of teaching staff at least once per week via group phone call.
- 12.9. Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- 12.10. 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.
- 12.11. The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.
- 12.12. 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.

13. Contingency Planning

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.

The school will work closely with the local health protection team (HPT) and the DfE when the 'Contingency framework' applies and implement the provisions set within the Coronavirus (COVID-19): Contingency Plan.

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.

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.

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.

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

The next scheduled review date for this policy is September 2024