

# Bomere and the XI Towns Federation

**'With God all things are possible'**

Matthew 19:26

Our school nurtures all pupils and those in our school community to flourish as individuals; educationally, spiritually and morally, promoting Christian values through the experience we offer to all. Our core Christian values are Hope, Love and Respect.



## A STATEMENT OF POLICY

### Remote Learning Policy

The following policy is a result of staff, parent, governor and pupil discussion and review of practice, and is based on DFE guidance.

Date; October 2020

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](#).

7<sup>th</sup> October 2020

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### Acronyms;

CPOMS – the federation’s online recording system for behaviour, SEND and safeguarding/child protection concerns

DPO – Data protection officer

DSL – Designated Safeguarding Lead

## Statement of intent

At Bomere and the XI Towns Federation, 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.
- Ensure parents fully understand the expectation that pupils must continue to learn remotely/outside of school where applicable
- 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:

*J Ball*

Headteacher

Date: 14th October 2020

*K Lister*

Chair of governors

Date: 14<sup>th</sup> October 2020

## 1. Legal framework

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

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

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

- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2016) 'Children missing education'

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

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behavioural Policy
- Accessibility Policy
- Marking and Feedback Policy
- Curriculum Policy
- Assessment Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance and Absence Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct
- Data and E-Security Breach Prevention and Management Plan
- Children Missing Education Policy

## 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.

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- Evaluating the effectiveness of the school's remote learning arrangements.

2.2. The Executive 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 Executive Headteacher 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 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 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 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 Executive Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans.
- 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. The Administrator 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.

2.8. 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, 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.

2.9. Staff members are responsible for:

- Adhering to this policy at all times during periods required by the Executive 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 Executive 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.

2.10. 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.
- Adhering to the Parent Code of Conduct at all times.

2.11. 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. 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
  - Past and mock test papers
  - Current online learning portals
  - Educational websites
  - Reading tasks
  - Live teams meetings
  - 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. Where necessary, 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. 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. eliciting and reflective discussion, to the best of their ability and suited to the needs of their class.
- 3.6. Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning – this may mean objectives are covered using differing contexts if absolutely unavoidable eg in English.
- 3.7. 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.
- 3.8. 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 additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls.
- 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 school agrees to provide or loan equipment, e.g. laptops.



- 3.13. For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their LA – **letters have been sent to parents to request information in this regard. Parents are to ensure they have informed school if they think they are likely to need support.**
- 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' classes, e.g. teams calls, 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.
- 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 parentmail towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.
- 3.19. Where applicable, the school may provide the following provision for pupils who receive FSM:
  - Keeping the school canteen open to provide packed lunches
  - Purchasing food hampers - available for delivery or collection
  - Providing vouchers to families

### **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 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 where pupils are involved– one-to-one sessions are not permitted.
- 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 disciplined in line with the Behavioural 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 has consulted with parents at the beginning of term and at the end of Summer lockdown about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

4.9. 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.

4.10. The school will communicate to parents via parentmail 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.

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

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

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 the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.

5.2. The DSL/ Executive 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 once per week at minimum, with additional contact, including home visits, arranged where required.

5.6. All contact with vulnerable pupils will be recorded on CPOMS.

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 on CPOMS and the records stored so that the DSL has access to them.
- Actively involve the pupil.

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

- 5.10. The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
- 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. 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 and retained in line with the Records Management 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 GDPR Policy and Code of Conduct.
- 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 returned to the relevant member of teaching staff.
  - Returned on or before the deadline set by the relevant member of teaching staff.
  - Completed to the best of the pupil's ability.

- The pupil's own work.
  - Marked in line with the Marking and Feedback Policy – this involves marking through live feedback rather than written feedback, where possible
  - Discussed/marked with the pupil, by an agreed date.
- 7.2. The school expects pupils and staff to maintain a good work ethic during the period of remote learning.
- 7.3. Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email 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 Executive 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 log participation and pupil engagement with remote education, as well as motivation levels and progress, and this will be reported to parents via informal updates 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, e.g. introducing a newsletter sent to parents and pupils which displays exemplary work and rewards engagement 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 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 two hours.
- 8.4. 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.
- 8.5. If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the health and safety officer or other relevant member of staff immediately so that appropriate action can be taken.

## 9. School day and absence

- 9.1. Pupils will be present for remote learning by 9:00am and cease their remote learning at 3:30pm from Monday to Friday, with the exception of breaks and lunchtimes, as outlined in paragraph [9.2](#).
- 9.2. Breaks and lunchtimes will take place at the following times each day:
  - Morning break will take place at [10:30am](#) until [10:45am](#).
  - Lunchtime will take place between [12:00pm](#) and [12:45pm](#).
  - Afternoon break will take place at [2:00pm](#) until [2:15pm](#).
- 9.3. Pupils are not expected to do schoolwork during the times outlined in paragraph [9.2](#).
- 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 8:30am if their child is unwell.
- 9.7. The school will monitor absence and lateness in line with the Attendance and Absence Policy.

## 10. Communication

- 10.1. The school will ensure adequate channels of communication are arranged in the event of an emergency.
- 10.2. The school has communicated with parents via parentmail and the school website about remote learning arrangements already.
- 10.3. The headteacher has consulted and communicated with staff already about any remote learning arrangements.
- 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 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 outlined in [section 9](#).
- 10.8. Pupils will have verbal contact with a member of teaching staff at least once per week via group phone call.

- 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 Executive 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 Executive 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 14<sup>th</sup> October 2021.

# Remote Learning During the Coronavirus (COVID-19) Pandemic

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

## 1. Legal framework

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

- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) 'Adapting teaching practice for remote education'
- DfE (2020) 'Guidance for full opening: schools'
- DfE (2020) 'Get help with technology during coronavirus (COVID-19)'
- DfE (2020) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)'
- DfE (2020) 'How schools can plan for tier 2 local restrictions'
- DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'
- Department of Health & Social Care (2020) 'COVID-19 contain framework: a guide for local decision makers'
- DfE (2020) 'Remote education good practice'
- DfE (2020) The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction

1.2 **From 22 October 2020 to end of 2020/2021 academic year** - The Executive 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

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- 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 the Coronavirus (COVID-19): Contingency Plan.
- 2.3 The school will communicate its contingency plans for local restrictions with parents, including which pupils it will remain open to and which pupils will receive remote education.
- 2.4 The school will ensure that remote learning training is regularly refreshed for teachers, and that appropriate trouble-shooting support is available when needed, so the transition from in-person to remote teaching can be as seamless as possible if required.
- 2.5 If local restrictions are not applied, but a single class or ‘bubble’ needs to self-isolate, the school will immediately implement remote learning for that group as required.
- 2.6 The level of remote learning provision required will be based on the government’s four tiers of local restrictions. 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.

**Tier 2 local restrictions**

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

**Tier 3 local restrictions**

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

**Tier 4 local restrictions**

- 2.10 The school will limit on-site attendance to just vulnerable pupils. 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 All pupils will have access to high-quality education when learning remotely.

- 3.3 The school will prioritise factors that have been found to increase the effectiveness of remote education. These include, but are not limited to:
- Ensuring pupils receive clear explanations.
  - Supporting growth in confidence with new material through scaffolded practice.
  - Application of new knowledge or skills.
  - Enabling pupils to receive feedback on how to progress.
- 3.4 The school will use a range of teaching methods to cater for all different learning styles, including:
- using comprehension,
  - quizzes
  - Using practical examples where possible
  - Encouraging interactions with adults
  - and online materials.
- 3.5 Teachers will ensure that a portion of their lessons are designed to promote interactivity amongst pupils and between pupils and staff, e.g. live team meetings or use of the 'chat' function on meeting software, to lessen feelings of isolation and to promote pupil progress and motivation.
- 3.6 Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.
- 3.7 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 daily contact with teachers.
- 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 Executive 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

A letter has been sent to all parents asking them to confirm if they believe they would be eligible under the scheme

- 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.

The devices will be supplied via the local authority who will upload the relevant controls

- 3.17 Once devices are ready for collection, the school will either arrange for them to be collected by pupils or their parents from school, or delivered to pupils' homes, ensuring infection control measures are adhered to as part of this process.
- 3.18 The school will approach remote learning in a flexible manner where necessary, e.g. ensuring that lessons, live or otherwise, are recorded to accommodate contexts where pupils have to share a single device within the home.

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

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

## **4. Returning to school**

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

## **5. Monitoring and review**

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

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

### **Appendix A - For reference**

#### **Resources and support for Remote Education**

DfE Support for Remote Education, <https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

DfE Remote Education Good Practice Guide, <https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

DfE Remote Education and Safeguarding (includes range of resources and additional useful links) <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

Education Endowment Foundation, <https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/>

United Learning Trust – Resources from DfE webinar on effective remote learning, <https://unitedlearning.org.uk/primaryleadership>

Edtech demonstrator programme (Useful video clips, articles and sources of practical help around remote education), <https://edtech-demonstrator.lgfl.net/>

Chartered College of Teaching: How schools are making use of the Oak National Academy (webinar recording with updates from Oak National),

<https://my.chartered.college/2020/09/webinar-how-teachers-are-making-the-most-of-oak-national-academy/>

East London Research School: Remote Learning – what does the evidence tell us?

<https://researchschool.org.uk/eastlondon/blogs/remote-learning-what-does-the-evidence-tell-us/>

OFSTED, Briefing following Autumn term pilot visits

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/923953/Schools\\_briefing\\_COVID-19\\_series\\_Sept-2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923953/Schools_briefing_COVID-19_series_Sept-2020.pdf)

## Appendix B

### Letter to parents re remote learning Sept 2020

22<sup>nd</sup> September 2020

Dear Parents/Carers

Now that the children are back in school and we have some sense of normality, we are beginning to finalise our contingency plans for occasions where pupils may have to revert to home learning eg if they have to self-isolate but are not poorly themselves (for example if a family member is poorly) or if their class 'bubble' is asked to isolate at home.

There is a much bigger emphasis from the government that education should continue even if your child is at home from now on (unless they are poorly). They expect the same equivalent time to be spent learning at home as they would in school so we will endeavour to provide information which links into the same skills and learning the children would have had in school. This may mean that the context is adapted slightly eg they may have a different book/text to learn from at home but they would still be learning the same skill, for example, how to write a set of instructions. This will allow us to signpost learning

online to some of the government recommended websites; Oak Academy and BBC Bitesize. There is also an expectation that children will share their work for comment/feedback from teachers to ensure that they are accessing and completing the work as set. To support this, our plans for this are;

In preparation:

1. We will send out a further exercise book to all those children whose parents **request** one if the ones we sent in the Summer term are full – please complete and return the form below if you need a new book. All answers and work can be put into this book to be shared with the class teacher at the arranged contact time
2. Contact with the teacher will be via Microsoft Teams meetings- please could you ensure that Microsoft teams is downloaded onto your electronic device so that the teacher can see work and talk with your child online – the link is below. If you could download this immediately then if there are problems we can try and sort them out with you sooner rather than when we are isolating;  
<https://www.microsoft.com/en-gb/microsoft-365/microsoft-teams/download-app>
3. We will supply stationery if required ie pencils etc – please indicate below if you need these.

NOTE: Please keep all of these safe and ready in case we need to implement home learning again – we would respectfully request that they are not used for other things in the meantime!

### **Once online learning is required;**

- a. Teachers will put learning onto the school website on a daily basis again as we did during lockdown. This can be located via the following link;  
<https://www.ruytonschool.org.uk/> (Ruyton pupils)  
<https://bomereheathschool.org.uk/> (Bomere pupils)
- b. Click onto the blue 'News and Updates' banner (Bomere) or the blue 'News and Activity banner (Ruyton) then onto classes.
- c. Click onto your child's class.
- d. You will then find (daily) links to various pages for each subject your child is being taught each day. All aspects of the work put onto the website will need to be completed as this will then ensure your child is staying up to date with the rest of the class. If your child is finding anything difficult and you are unable to support them then they will have an opportunity to speak with their teacher during the pre-arranged meeting times. These will be at least twice per week and **you will be sent details of this via parentmail when online learning is needed**. If, however, you have a more urgent query then please email this to our admin email address and the query will be passed to the class teacher who will endeavour to support as needed.
- e. Any extra resources eg for practical activities will be made available for you to collect although this will only be available where COVID restrictions allow.

I have copied below the current information we have from the government, in relation to their learning expectations and support they are offering to ensure ALL children can access electronic devices and internet. **If you think your family would be eligible should we have to move to online learning again, please can you let us know, in writing, as soon as possible (via Email to the office)** so that we can have the order ready to submit should it be relevant. **You will need to indicate in your letter/email under which aspect you feel you are eligible.**

In the event of disruption to face to face education at schools due to coronavirus (COVID-19), DfE can provide support to help disadvantaged children and young people who are otherwise unable to access remote education.

Examples of this include disadvantaged children:

- with no digital devices in their household
- whose only available device is a smartphone
- with a single device in their household that's being shared with more than one other family member
- who do not have a fixed broadband connection at home

Schools ... are included within this offer. They will receive an allocation of devices to be used to support disadvantaged pupils in the following groups if they do not have access to a digital device through other means:

- pupils in years 3 to 11
- clinically extremely vulnerable children across all year groups who are shielding on official advice
- children in all year groups unable to access remote education whilst attending school on a hospital site

Orders can be placed by a school when:

- face to face education within a school is disrupted following official advice
- a school supports a clinically extremely vulnerable child who is shielding following official advice
- a school is supporting disadvantaged children who live in an area subject to local restrictions which means they're unable to attend

The criteria for device allocations will be continually reviewed to ensure support is offered in the most effective way in relation to the extent of lockdown restrictions and the number of devices available.

Please note that whilst this is detailed in guidance, we have no guarantee that equipment will be available and also no guarantee as to how long devices would take to be delivered – this will all be subject to demand at the time. It will be dependent on the DfE suppliers and the Local Authority.

Pupils with SEND whose parents are on low incomes may be able to apply for grants to enable internet access/digital devices using the following link;

<https://www.familyfund.org.uk/faqs/how-do-we-apply>

If you need help to increase internet access for your children's learning then look on the following link for guidance. At present, our school has NOT been contacted by the DFE or Local Authority regarding the vouchers but it would be useful if you could notify us if you think you would be eligible (we can then keep a list of families who are in need of the vouchers);

<https://get-help-with-tech.education.gov.uk/about-bt-wifi>

Thank you for all your help over the past six months and for the support you have given your children to continue learning. Should you have any queries as we enter into this next phase of the pandemic, please do contact me. We will keep you as up to date as we can in relation to our plans and hope that this contingency will not be one we will need to put in place!

*Julie Ball*

Executive Headteacher

ATTACHMENT NEEDED

Option for parents who need to request;

Exercise books

Stationery