



Every child is a learner and can achieve

POLICY TITLE:

Remote Learning

COMPILED BY:

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Contents:

[Statement of intent](#)

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Resources](#)
4. [Online safety](#)
5. [Safeguarding](#)
6. [Data protection](#)
7. [Marking and feedback](#)
8. [Health and safety](#)
9. [School day and absence](#)
10. [Communication](#)
11. [Monitoring and review](#)

Appendix

- a. [Remote Learning During the Coronavirus \(COVID-19\) Pandemic](#)
- b. [Hoyle Court Remote Learning Offer – summary](#)

Statement of intent

At Hoyle Court Primary School we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

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
 - Behaviour Policy
 - Accessibility Policy
 - Marking and Feedback Policy
 - Assessment Policy
 - E-Safety Policy
 - Health and Safety Policy
 - Attendance Policy
 - ICT Acceptable Use Policy
 - Staff Code of Conduct
 - Children Missing Education Policy
 - COVID Risk assessment

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.
- As DSL, ensuring the safeguarding of all children and staff whilst engaging in remote learning and for keyworker/vulnerable children on site.

2.3. The Senior Leadership Team is responsible for:

- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.
- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.
- 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.
- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Ensuring the ITT students have access to the remote learning platform without the ability to edit.

2.4. 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 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.
- Ensuring the vulnerable pupils meetings continue throughout lockdown
- Ensuring that recording, actions and reviews are carried out in a timely manner regardless of the lockdown restrictions
- Ensuring welfare checks are directed, weekly, recorded and reviewed by the DSL team.
- Ensuring the Social workers are fully informed of all attendance and levels of engagement for pupils on their caseload.
- Ensuring that all teachers are communicating clear Esafety safeguarding to their children consistently across the school (remote and in school learners)
- Continued attendance to all professional meetings
- Ensuring an Esafety category is developed on the CPOMS system
- Ensuring that staff know to record Esafety issues on this category

2.5. The SENCO is responsible for:

- Liaising with the IT 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, MSPs, 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.
- Ensuring that referrals continue to be processed
- Maintaining contact with parents/carers where required
- Continuing the development of provision and the APDR process
- Continued liaison with external agencies to engage their support
- Supporting teachers with their planning and provision

2.6. The School Business Manager 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 IT 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.
- Reporting any health and safety incidents to the health and safety officer 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. This includes concerns about emotional and mental wellbeing.
- Reporting any defects on school-owned equipment used for remote learning to an IT technician.
- Adhering to the Staff Code of Conduct at all times.
- Ensuring ITT students work is quality assured and appropriate before it is posted to the remote learning platforms.
- Ensuring their children are actively taught about Esafety whilst working remotely. Children will be reminded and supported regularly throughout lockdown
- Ensuring the curriculum provides daily opportunities for Mental Wellbeing and mindfulness

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 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.
- Ensuring that they report any social, emotional and wellbeing concerns to either to the teacher or SLT.

2.10. Pupils are responsible (at an age-appropriate level) for:

- Ensuring that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher
- 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.
- Reporting any Esafety issues to their parent/carer AND teacher. (In line with their Acceptable Use Agreement)

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:

- Email
- Current online learning portals (e.g. Seesaw, Bug Club)
- Educational websites
- Reading tasks
- Pre-recorded video or audio lessons using 'Loom' software
- Work booklets / paper-based resources where appropriate and / or requested by a parent/carer

3.2. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

- 3.3. Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
- 3.4. 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.
- 3.5. Work packs will be made available for pupils who do not have access to a printer or have specific needs that require alternative planning and format—these packs can be collected from school.
- 3.6. 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.
- 3.7. The SENCO will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via phone calls.
- 3.8. Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
- 3.9. 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.
- 3.10. For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through the Dfe and provide laptops to every pupil who requires one. School will signpost parents/carers to charities who are providing laptops to families.
- 3.11. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.
- 3.12. 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.

Food provision

- 3.13. The school will signpost parents towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.
- 3.14. 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

Costs and expenses

- 3.15. The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.
- 3.16. The school will not reimburse any costs for travel between pupils' homes and the school premises.
- 3.17. The school will not reimburse any costs for childcare.
- 3.18. 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.
- 3.19. Before/After school club is still running and will continue to be paid for by parents/carers

4. Online/telephone safety

- 4.1. Where possible, all interactions will be via the secure remote learning platform chat feedback facilities and public. Any telephone conversations will be clearly logged on the CPOMS system.
- 4.2. Any communication via telephone with a pupil must only go ahead if there is a supervising adult in the room with the child such as parent/carer. The staff member must request to be on speaker phone so that the responsible adult can hear the conversation.
- 4.3. Staff and pupils must ensure that all communications/chat facilities are used appropriately. Consideration must be given to the times that communications are sent through. The Deputy Head will be monitoring the remote learning platform chats. Staff are responsible for monitoring individual children's chat and reporting any concerns.
- 4.4. 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 '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 internet connection to avoid disruption to lessons.
 - Always remain aware that they are visible.

- 4.5. 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.
 - Ensure an appropriate adult is present and can hear the conversation.
- 4.6. 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.
- 4.7. Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy.
- 4.8. 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.
- 4.9. The school will consult with parents about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.
- 4.10. 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.
- 4.11. 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.
- 4.12. During the period of remote learning, the school will maintain regular contact with parents/carers 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.
- 4.13. 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.
- 5.2. The DSL and headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- 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
 - Actively involve the pupil.
 - In line with the COVID risk assessment and government guidance
- 5.9. The school's Safeguarding Team will meet (in person or remotely) weekly 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 DSL / DDSLs immediately.
- 5.11. Pupils and their parents/carers 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 Retention of Records 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
- 6.10. Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy
- 6.11. Staff working from home who are required to make phone calls to parents/carers **MUST** ensure they have blocked their telephone number.

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.
 - Returned to the pupil, once marked, on the same day wherever possible.
- 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 or phone if their child is not completing their schoolwork or their standard of work has noticeably decreased. Where this persists or lack of engagement persists the leadership team will make contact with parents to offer support and guidance.

- 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 leadership team 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 progress, and this will be fed back through the school's online learning portal and / or email 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. through weekly online celebrations of learning.

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. If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every two hours.
- 8.3. 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. We recommend regular screen breaks for all children.

9. School day and absence

- 9.1. The Dfe expectations are that children in KS1 are provided with three hours of learning per day as a minimum. Children in KS2 are provided with four hours of learning per day as a minimum.
- 9.2. Each cohort will be provided with a timetable which defines their working day.
- 9.3. Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks would be expected to take them as required
- 9.4. Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.
- 9.5. Parents/carers will inform their child's teacher no later than 8:30am if their child is unwell.
- 9.6. The school will monitor absence and lateness in line with the Attendance and 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 will communicate with parents/carers 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 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. We are aware that staff are working through unprecedented circumstances and as such are not expected to respond to parent/carer correspondence after the hours of 5pm.
- 10.7. Members of staff will have contact with a member of the leadership team once per week.
- 10.8. As much as possible, all communication with pupils and their parents will take place within the school hours.
- 10.9. Parents/carers 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.

APPENDIX 1.)

Remote Learning During the Coronavirus (COVID-19) Pandemic

In line with the recent government announcement, the school will be closed throughout the duration of the present national lockdown, which is currently expected to last until mid-February, to all but vulnerable pupils and the children of critical workers. The school has implemented provision for remote learning to ensure pupils never miss out on education during this troubling time. We will ensure that our curriculum is inclusive and accessible to all and will endeavour to support all of our pupils and staff as they learn and work from home. This policy annex outlines additional measures that will be implemented for delivering remote learning during the pandemic.

1. Legal framework

- 1.1 This policy has due regard to all relevant legislation, statutory and good practice guidance including, but not limited to, the following:
 - Coronavirus Act 2020
 - DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
 - DfE (2020) 'Adapting teaching practice for remote education'
 - DfE (2020) 'Guidance for full opening: special schools and other specialist settings'
 - DfE (2020) 'Get help with remote education'
 - DfE (2021) 'Restricting attendance during the national lockdown: schools'
 - DfE (2020) 'Get help with technology during coronavirus (COVID-19)'
 - DfE (2020) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)'
 - DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'
 - Department of Health & Social Care (2020) 'COVID-19 contain framework: a guide for local decision makers'
 - DfE (2020) 'Remote education good practice'
 - DfE (2020) The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction
 - DfE (2020) 'Contingency framework: education and childcare settings (excluding universities)'
- 1.2 During national lockdown the headteacher, in collaboration with the governing board, will ensure the school follows the legal obligations regarding remote education, as outlined in The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction. This includes:
 - Providing remote education to all pupils of compulsory school age.

- Providing remote education to pupils below compulsory school age who would usually be taught in a class with pupils of compulsory school age, e.g. Reception children.
- Providing remote education where it would be unlawful, or contrary to guidance issued from public authorities, for a pupil to travel to or attend the school.
- [Having regard to government guidance issued regarding the delivery of remote education, e.g. the DfE's 'Restricting attendance during the national lockdown: schools'.

2. Contingency planning

- 2.1 The school will work closely with the LA to ensure the premises is COVID-secure and will complete all necessary risk assessments – results of the full opening risk assessment will be published on the school's website.
- 2.2 The school will work closely with the local health protection team (HPT) and the DfE when the 'Contingency framework' applies and implement the provisions set within the school's Covid19 Risk Assessment and Remote Learning Offer
- 2.3 The school will communicate its contingency plans to parents, including to which pupils it will remain open under the DfE's contingency framework and which pupils will receive remote education.
- 2.4 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 the contingency framework is not applied, but a 'bubble' needs to self-isolate, the school will immediately implement remote learning for that group as required.

3. Teaching and learning

- 3.1 The school will ensure staff and pupils follow the school's E-Safety Policy when working and learning remotely.
- 3.2 The school will ensure that remote education is available for pupils immediately, i.e. the next school day after they are sent home to self-isolate or after the contingency framework is applied.
- 3.3 All pupils will have access to high-quality education when learning remotely.
- 3.4 The school will prioritise factors that have been found to increase the effectiveness of remote education. These include, but are not limited to:
 - Ensuring pupils receive clear explanations.

- Supporting growth in confidence with new material through scaffolded practice.
- Application of new knowledge or skills.
- Enabling pupils to receive feedback on how to progress.

3.5 In line with DfE's '[Restricting attendance during the national lockdown: schools](#)', the school will:

- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum.
- Use one digital platform for remote education provision (Seesaw) that will be used consistently across the school in order to allow interaction, assessment and feedback.
- Work to overcome barriers to digital access by:
 - Distributing school-owned laptops
 - Providing printed resources where requested
 - 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 (Vicky Rutherford, the school's Deputy Head Teacher) 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. This will be known as the *Remote Learning School Offer*.

3.6 The school will use a range of teaching methods to cater for all different learning styles, including:

- [Include a list of the school's different learning methods, e.g. using comprehension, quizzes and online materials.]

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. the use of the 'chat' function to lessen feelings of isolation and to promote pupil progress and motivation.

3.8 Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.

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

- Set learning so that pupils have meaningful and ambitious work each day in an appropriate range of subjects.
 - In Key Stage 1, 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, 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 and links to external websites e.g. White Rose Maths.
 - Provide opportunities for interactivity, including questioning, eliciting and reflective discussion.
 - Provide scaffolded practice and opportunities to apply new knowledge.
 - Enable pupils to receive timely and frequent feedback on how to progress using digitally facilitated or whole-class feedback, where appropriate.
 - Use assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge.
 - Avoid an over-reliance on long-term projects or internet research activities.
 - Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- 3.10 All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.
- 3.11 In exceptional circumstances, the school may reduce its curriculum offer to enable pupils to cope with the workload – the headteacher will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.
- 3.12 Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.
- 3.13 The school recognises that certain subjects are more difficult to teach remotely, e.g. music, sciences and physical education. Teachers will provide effective substitutes for in-person teaching such as video demonstrations.
- 3.14 Pupils will be encouraged to take regular physical exercise to maintain fitness, and time will be allocated within the school week for pupils to focus on this.

4. Access to technology

- 4.1 The school will remain cognisant of families who do not have access to the resources required for remote education, and will ensure that an up-to-date

record of which pupils do not have appropriate devices or internet access is maintained.

- 4.2 The school will utilise the support available through the DfE's 'Get help with technology during coronavirus (COVID-19)' scheme.
- 4.3 Under the scheme, the school can order laptops, tablets and 4G wireless routers to support the following groups of pupils if they do not have access to a digital device or the internet through other means:
 - Pupils in Years 3 to 11
 - Clinically extremely vulnerable pupils across all year groups who are shielding or self-isolating in line with government advice
 - Pupils in all year groups who are unable to access remote education whilst attending school on a hospital site
- 4.4 Before distributing devices, the school will ensure:
 - The devices are set up to access remote education.
 - Appropriate safeguarding controls and support are in place to help pupils use the devices safely.
- 4.5 Once devices are ready for collection, the school will either arrange for them to be collected by pupils or their parents from school, or delivered to pupils' homes, ensuring infection control measures are adhered to as part of this process.
- 4.6 The school will endeavour to ensure internet access for disadvantaged pupils is provided, including where pupils rely on mobile data connection to access the internet.
- 4.7 The school will work with disadvantaged families to provide access to this scheme.
- 4.8 The school will ensure that it remains abreast of developments to DfE technology schemes, and will order sufficient amounts of technology to ensure that disadvantaged pupils can adequately access remote education at home.
- 4.9 The school will approach remote learning in a flexible manner where necessary, e.g. ensuring that lessons, live or otherwise, are recorded to accommodate contexts where pupils have to share a single device within the home.
- 4.10 Where live lessons are recorded, the school will ensure all recording procedures have due regard for the relevant data protection legislation, including the Data Protection Act 2018 and the General Data Protection Regulation.
- 4.11 The school will maintain good communication with parents to ensure that parents are aided in supporting their child's remote education.

5. Returning to school

- 5.1 The school will remain in contact with pupils who are remote learning to ensure that, when the period of national lockdown ends, pupils are supported to return to school as and when it is safe for them to do so.
- 5.2 The headteacher will ensure that pupils who are permitted to attend face-to-face learning at school, but is required to self-isolate, will only return to school when it is safe to do so.
- 5.3 If a pupil who is attending face-to-face learning at school is required to self-isolate with symptoms of coronavirus, the school will agree with the parent or social worker of the pupil the best way to maintain contact and offer support.
- 5.4 The headteacher will listen to all concerns that parents/carers may have about their child returning to school after a period of self-isolation and will advise them of the measures in place to ensure the safety of their child.

APPENDIX 2.)

Remote Learning During the Coronavirus (COVID-19) Pandemic

Remote Education at Hoyle Court: Information for Parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

In order to give us time to prepare for more substantial online learning it may be that for the first day of remote learning we will be asking your child to focus on key skills. For example, we may provide work on time tables, reading and handwriting.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We aim teach the same curriculum remotely as we do in school, wherever possible. A weekly timetable will be provided.

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

- Key Stage 1: 3 hours a day on average
- Key Stage 2: 4 hours a day

How will my child access any online remote education you are providing?

We use Seesaw, as our main learning platform. We additionally use Bug Club, Times Table Rockstars and Purple Mash. All children are provided with login details, which can be requested at any time.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- We will provide laptops on request where parents require these.
- If parents require paper resources, these will be provided.

- For a parent who does not have internet access at home, we will provide support with this to ensure every child has access to online learning.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- We use recorded teaching. This is a mixture of video and audio recordings made by our teachers. In addition to this we use pre-recorded teaching from commercially available website such as Oak National Academy and White Rose Maths. We also provide links to other website such as BBC Bitesize.

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Children are expected to engage with remote learning every day, following the daily timetable as much as possible. We plan learning carefully so as much as possible can be completed independently. However we strongly welcome the support that parents can provide in aiding their children's understanding and for navigating the online portal and websites. We are mindful of the pressures which parents face at home and welcome any support which they can provide.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Online learning will be monitored daily by teachers and at least weekly by school leaders.

If we have concerns a child is not engaging, in the first instance their teacher will contact their parent(s) to offer support. Where concerns remain a member of the school leadership team will contact them directly to encourage engagement in the best interests of their child.

How will you assess my child's work and progress?

Feedback is given on an ongoing basis to all pupils. It is our aim to respond to individual children via Seesaw. Progress will be monitored by leaders to ensure the curriculum is being effectively delivered.

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others.

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Children in Reception will be provided with learning packs, the contents of which will be refreshed fortnightly. These contain practical hands-on activities for parents to use at home to build basic skills. We also use the Tapestry learning platform to promote learning activities, share learning and provide personalised feedback.
- In addition our SENCO will make contact with all the children who have additional needs. Where additional support and adapted learning is required this will be provide through Seesaw in the first instance. However, where further adaptations to learning are required our SENCO will ensure parents and children get the support they need. We welcome feedback from all parent if they feel the learning provide does not meet the needs of their child: inclusion@hoylecourt.bradford.sch.uk

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Online learning through Seesaw will continue to be offered to those children who are self-isolating. Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school. However, this will be similar content to the curriculum delivered in school.