Crossflatts Primary School

Pupil Remote Learning Policy

Please note: From 22 October 2020 until the end of the 2020/2021 academic year, schools have a legal duty to provide remote education to all pupils who require it. More details can be found in Appendix A.

Last updated: 18 October 2020

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a. Remote Learning During the Coronavirus (COVID-19) Pandemic

Statement of intent

At Crossflatts 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, to remain happy, healthy, and supported during periods of remote learning.

Signed by:

_____	**Headteacher**	Date:	_____
_____	**Chair of governors**	Date:	_____

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**
- **Children Missing Education Policy**

2. Roles and responsibilities

2.1. The **governing body** is responsible for:

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

2.2. The **headteacher** is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- 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 **business manager** is responsible for:

- 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.
- See also 2.7 below

2.4. The **Computing lead and business manager** are 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.
- See also 2.8 below

2.5. The **Designated Safeguarding Lead (DSL)** is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the **Computing lead and business manager** to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.

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

2.6. The **Special Educational Needs Co-ordinator (SENCO)** is responsible for:

- Liaising with the **Computing lead and business manager** to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the **headteacher** and other organisations to make any alternate arrangements for pupils with EHC plans and action 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 **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.
- See also 2.3 above

2.8. The **Computing lead and business manager** 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.
- See also 2.4 above

2.9. Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the **business manager** and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the **DSL** and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning to the **headteacher**.
- Reporting any defects on school-owned equipment used for remote learning to the **business manager**.
- 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:

- Class Dojo – this will be the primary platform for sharing learning.
- Work booklets
- Email
- Educational websites
- Reading tasks
- Pre-recorded video or audio lessons
- Online recorded lessons

3.2. Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.

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

3.4. Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.

3.5. The school recognises that interactive lessons are most effective in aiding pupils' motivation and academic progression and, to this effect, teachers will ensure they regularly recreate aspects of in-person interactivity, e.g. live classes with questioning, eliciting and reflective discussion, to the best of their ability.

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

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 the Local Authority.

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. webinars, will be communicated via **dojo** 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 **Computing lead and business manager** are not responsible for providing technical support for equipment that is not owned by the school.

Food provision

3.18. The school will signpost parents via **email** 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:

- Making 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 – 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 **Senior Leadership Team (SLT)**, in collaboration with the **SENCO**.

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

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

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

4.9. The school will communicate to parents via letter about any precautionary measures that need to be put in place if their child is learning remotely using

their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

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

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

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

5. Safeguarding

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

5.2. The **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. Where it is necessary to use a mobile phone then the number must be withheld.

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 paper and suitably stored in line with the **Records Management Policy**.

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

5.8. All home visits will:

- Have at least **one** suitably trained individual present.
- Be undertaken by no fewer than **two** members of staff.
- Be suitably recorded on paper 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 **Data and E-Security Breach Prevention Management Plan**.

6.10. Any intentional breach of confidentiality will be dealt with in accordance with the school's **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**.
- Returned to the pupil, once marked, 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 **dojo** if their child is not completing their schoolwork or their standard of work has noticeably decreased.

7.4. Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the **headteacher** as soon as possible.

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

7.6. The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

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 formal regular reports or, if there is a concern, individually via telephone.

7.8. The school will consider ways to use feedback to secure consistent engagement with remote material.

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 the school business manager 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 ten minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.

9. School day and absence

9.1. Pupils will be present for remote learning by 9:00am and cease their remote learning at 3:00pm from Monday to Friday, with the exception of breaks and lunchtimes, as outlined in paragraph 9.2. If there are circumstances in a families household which mean that a child cannot access learning, then this must be communicated to the class teacher directly.

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 **1:00pm**.
- 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 will communicate with parents via dojo about remote learning arrangements as soon as possible.

10.3. The headteacher will communicate with staff as soon as possible via email and text 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 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 headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

11. Monitoring and review

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

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

11.3. The next scheduled review date for this policy is 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 The **headteacher**, in collaboration with the **governing body**, will ensure the school follows the legal obligations regarding remote education, as outlined in The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction. This includes:

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

2. Contingency planning

2.1 The school will work closely with the LA to ensure the premises is COVID-secure, and will complete all necessary risk assessments – results of the opening risk assessment will be published on the school's website.

2.2 The school will work closely with the local health protection team when local restrictions apply and implement the provisions set within 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 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.

3.5 Where possible, teachers will ensure that a portion of their lessons are designed to promote interactivity amongst pupils and between pupils and staff, e.g. live lessons or

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

3.6 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 headteacher will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.

3.10 Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.

3.11 The school recognises that certain subjects are more difficult to teach remotely, e.g. music, sciences and physical education. Teachers will provide effective substitutes for in-person teaching such as video demonstrations.

3.12 Pupils will be encouraged to take regular physical exercise to maintain fitness, and time will be allocated within the school week for pupils to focus on this.

3.13 The school will remain cognisant of families who do not have access to the resources required for remote education, and will ensure that an up-to-date record of which pupils do not have appropriate devices or internet access is maintained.

3.14 The school will utilise the support available through the DfE's 'Get help with technology during coronavirus (COVID-19)' scheme.

3.15 Under the scheme, the school can order laptops, tablets and 4G wireless routers to support the following groups of pupils if they do not have access to a digital device or the internet through other means:

- Pupils in Years 3 to 11
- Clinically extremely vulnerable pupils across all year groups who are shielding or self-isolating in line with government advice

- Pupils in all year groups who are unable to access remote education whilst attending school on a hospital site

3.16 Before distributing devices, the school will ensure:

- The devices are set up to access remote education.
- Appropriate safeguarding controls and support are in place to help pupils use the devices safely.

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

3.18 The school will approach remote learning in a flexible manner where necessary, e.g. ensuring that lessons, 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 **headteacher** will work with the LA to ensure pupils who have been learning remotely only return to school when it is safe for them to do so.

4.2 After a period of self-isolation, or the lessening of local restriction rules, the **headteacher** will inform parents when their child will return to school.

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

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.

Monday 19th October 2020

Letter to parents regarding closure, due to bubble, class or whole school closure.

If we need to close a bubble, class or the whole school, through Covid-19, our remote learning policy will activate (see website).

As parents / carers of pupils learning from home, we want to ensure that you are clear of the expectations from school. The government are promoting a very rigid and structured approach to home learning. As a school we are going to provide a sequential and progressive offer yet we want to reinforce that we recognise that different parents/carers will be in different positions with work and other commitments. Some parents may find it incredibly difficult to support their children's learning from home. Please try your best but be reminded that your child's mental health and well-being and yours too takes the greatest priority.

Timetable of the day:

- Between **8.30am** and **9.00am**, check in with the teacher on Dojo. This will demonstrate attendance.
- **9.00am** – Morning learning will be shared. This will be a pre-recorded video on Dojo which will outline maths, reading and writing.
- Morning break will take place at **10:30am** until **10:45am**.
- Lunchtime will take place between **12:00pm** and **1:00pm**.
- **1.00pm** Afternoon learning will be shared.
- Afternoon break will take place at **2:00pm** until **2:15pm**.
- The school day finishes at **3.00pm.**

Firstly we would like to ensure that every parent/carer is signed up on Dojo, as this is the platform we are going to use for distributing teaching and learning. Dojo will be the most effective way for your child to access their learning. The APP is available on all smart phones, if you have no other devices available. We have been provided with a very small number of further devices from the local authority. These are available on a loan basis, but in line with guidance they are only available to a small number of the pupils who are entitled to pupil premium funding. To give you some context we have 20 laptops to hire for in excess of 55+students. We are disappointed about this but unfortunately do not have any further funds in school to buy more laptops.

If you do require a paper copy of the learning, please inform the class teacher. We are able to provide any paper and pens which pupils may need, to complete the learning. Please ask your class teacher if your child needs access to any resources.

What you can expect:

- Each week we will produce a weekly plan. You will continue the plan from the first day of closure. The plan will outline a structure of the day. It will include videos and teaching extracts as well as learning activities. For some activities there will be different levels. Your child should be challenged but it should not be too difficult.

- We will ask that your child checks into dojo with a morning greeting by 9.00am in the morning, this in effect will count as the register of attendance.
- At 9.00am the teacher will share a pre-recorded video with the children, outlining the expectations of the morning and explaining the learning, including any new teaching points. They may provide links to other learning videos which they have assessed as suitable.
- Children should complete the morning activities, as explained by the teacher. They should then submit this back on Dojo, where appropriate and they will be offered feedback.
- The teacher will be available on the Dojo platform, throughout the morning to address any misconceptions and support the children.
- Children should then be available at 1.00pm to share a video with the teacher, where the afternoon lessons will be explained.
- The teacher will then be available throughout the afternoon on Dojo unless they are making phone calls.
- The school day will end at 3.00pm however the teacher may leave feedback up until 4.00pm. This could be checked the following day.
- Teachers will make a weekly phone call to each child. This for the teacher will be 6 calls per day, Monday to Friday. After the first phone call, then any further phone calls will be made by prior arrangement.
- If children do not check in and engage with any of the learning, then the teacher will try and make phone contact and then inform SLT in case any further support may be required.
- Learning Support Assistant's (LSA) will be supporting the teacher and also accessing training to support their own personal development during periods of closure. It may be possible to arrange additional contact with an LSA should your child require more frequent, direct support.

What we are hoping for:

We recognise that home learning will be far more difficult for some families than others. We just ask that you keep open communication and let us know how we may be able to help. It is so important that your child continues to access education if at all possible and:

- Your child checks in with the teacher for morning and afternoon registration.
- Your child engages with the learning and makes the teacher aware if they find anything too difficult.
- As a parent you keep in touch with school and share the learning partnership with your child if possible.

We sincerely hope that any periods of closure and any disruptions to the children's education are as minimal as possible.

We have been delighted that parent's commitments to signing up to Dojo have taken us to 98% engagement. Please ensure that you have signed up. It has proven to be an excellent communication tool so far.

Mrs Thirkill and Mrs Dobson will always be available on email and will be happy to help should there be any problems with accessing the home learning.

Claire.thirkill@crossflatts.bradford.sch.uk and Nina.Dobson@crossflatts.bradford.sch.uk

Thank you for continuing to work with us at this difficult time.

Kind regards. Take care. Mrs Thirkill and Mrs Dobson

Crossflatts
PRIMARY SCHOOL

Monday 19th October 2020

Letter to parents regarding any periods of isolation.

If your child needs to isolate, through direct contact with somebody with Covid, they will need to be in isolation for up to 14 days. We will provide learning for your child, from their first day of absence.

As parents / carers of pupils learning from home, we want to ensure that you are clear of the expectations from school. The government are promoting a very rigid and structured approach to home learning. As a school we are going to provide a sequential and progressive offer yet we want to reinforce that we recognise that different parents/carers will be in different positions and with work and other commitments, some parents may find it incredibly difficult to support their children's learning from home. Please try your best but be reminded that your child's mental health and well-being and yours too takes the greatest priority.

If your child needs to isolate but their bubble is still learning, then the teacher will still be in school and leading the learning for the rest of the children. The teacher will check in on a daily basis through Dojo and through a weekly phone call.

Firstly we would like to ensure that every parent/carer is signed up on Dojo, as this is the platform we are going to use for distributing teaching and learning. Dojo will be the most effective way for your child to access their learning. The APP is available on all smart phones, if you have no other devices available. We have been provided with a very small number of further devices from the local authority. These are available on a loan basis, but in line with guidance they are only available to a small number of the pupils who are entitled to pupil premium funding. To give you some context we have 20 laptops to hire for in excess of 55+students. We are disappointed about this but unfortunately do not have any further funds in school to buy more laptops. If you do require a paper copy of the learning, please inform the class teacher. We are able to provide any paper and pens which pupils may need, to complete the learning. Please ask your class teacher if your child needs access to any resources.

What you can expect:

- Each week we will produce a weekly plan. You will continue the plan from the first day of closure. The plan will outline a structure of the day. It will include videos and teaching extracts as well as learning activities.
- We will ask that your child checks into dojo with a morning greeting by 9.00am in the morning, this in effect will count as the register of attendance.
- Children should complete the morning activities, as explained by the teacher. They should then submit this back on Dojo, where appropriate and they will be offered feedback.
- Your child will then sent an afternoon message to the teacher as means of registration. They will then work on the afternoon activities and videos, as outlined in the plan.
- The teacher will offer feedback and the school day will end at 3.00pm.

- Teachers will make a weekly phone call to each child. After the first phone call, then any further phone calls will be made by prior arrangement.
- If children do not check in and engage with any of the learning, then the teacher will try and make phone contact and inform SLT.
- LSA's will be supporting the teacher and also accessing training to support their own personal development during periods of closure. It may be possible to arrange additional contact with an LSA should your child require more frequent, direct support.

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We sincerely hope that any periods of closure and any disruptions to the children's education are as minimal as possible.

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Claire.thirkill@crossflatts.bradford.sch.uk and Nina.Dobson@crossflatts.bradford.sch.uk

Thank you for continuing to work with us at this difficult time.

Kind regards

Take care.

Mrs Thirkill and Mrs Dobson