



Meadowcroft
School

Remote Learning Policy

Review Date	September 2022
Owner-Name	N.Browning
Owner- Job Title	Assistant Headteacher

REMOTE LEARNING POLICY

INTRODUCTION

In the event of a school closure, the school is committed to providing continuity of education to its students and will do so through a process of remote (online) learning.

Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of students and teachers are healthy, and able to work as normal from home.

This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term student absence. Remote learning may also be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer term illness, assuming students are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, students are self-isolating at home but are not suffering with relevant symptoms.

There is no obligation for the school to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take students on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their daughters from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

At the time of writing, the school has not experienced an example of an extended school closure and so this policy is under review and may be revised as necessary in light of further experience of remote learning and the circumstances around its necessity. For example, the extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both students and teachers to participate in remote learning, owing to widespread illness, for example.

This policy is for the whole school, although remote learning arrangements for Primary pupils will generally be managed by the Assistant Head Teacher for Primary school on a case by case basis, as requirements are different from senior school.

Where Edmodo is used in the Senior School elements of the processes for remote learning using the tasks function may apply and teachers should seek advice from the Assistant Head Teacher for Primary School.

Statement of Intent

At **Meadowcroft School**, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual student or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all students 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 students' education and the delivery of the curriculum.
- Ensure provision is in place so that all students have access to high quality learning resources.
- Protect students from the risks associated with using devices connected to the internet.
- Ensure staff, parent/ carer, and student 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 students have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

Signed by:

_____ **Headteacher** Date: _____

_____ **Chair of governors** Date: _____

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

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'
- [New] Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction
- [New] DfE (2020) 'Guidance for full opening: schools'
- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- [Updated] DfE (2020) 'School attendance: guidance for schools'
- [New] DfE (2020) 'Remote education good practice'
- [New] DfE (2020) 'Help with accessing and buying resources for remote education'
- [New] DfE (2020) 'Get help with remote education'
- This policy operates in conjunction with the following school policies:
- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behavioural Policy
- Accessibility Policy
- Marking and Feedback Policy
- Curriculum Policy
- Assessment Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance and Absence Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct
- Data and E-Security Breach Prevention and Management Plan
- Children Missing Education Policy

Roles and responsibilities

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.
- [New] Ensuring that online safety training for staff is integrated, aligned and considered as part of the school's overarching safeguarding approach.

The headteacher is responsible for:

- Ensuring that staff, parent/ carers and students 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, parent/ carers, and students.
- Arranging any additional training staff may require to support students during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure students' education does not suffer.
- *[From 22 October 2020 to end of 2020/2021 academic year]* Ensuring, in collaboration with the board of governors, that the school's live online lesson arrangements follow the legal obligations regarding remote education, as outlined in the Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction.

The health and safety officer 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.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.
- The DPO is responsible for:
- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parent/ carers, and students 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.

The DSL is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Identifying vulnerable students who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the student is learning remotely, and liaising with the headteacher and other organisations to make alternate arrangements for students who are at a high risk, where required.
- Liaising with relevant individuals to ensure vulnerable students receive the support required during the period of remote working
- Ensuring all safeguarding incidents are adequately recorded and reported.

The SENCO is responsible for:

- Ensuring that students 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 students with EHC plans and IHPs.

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.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.
- Adhering to the Staff Code of Conduct at all times.

Parent/ carers 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 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 this policy.
- Reporting any absence in line with the terms set out in paragraph.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to the Parent/ carer Code of Conduct at all times.

Students 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 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.

Learning materials

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:

- Reading and noting new material from an electronic resource or via the Edmodo shared library
- Working through subject-specific presentations or worksheets provided by the subject specialist teacher
- Watching a relevant video resource and making notes on it
- Completing a listening exercise (e.g. in languages)
- Written responses to prompt questions, essay plans etc.
- Completion of practice questions or past papers, particularly for those in examination years (Eg. SATS/GCSE/Vocational Qualifications)
- Working through relevant exercises offered by external providers (e.g. Seneca Learning, Accelerated Maths/English)
- Suitable project based work to complement topics being taught in a cross curricular manner (Primary Phase)

Teachers will set tasks through the 'Assignment' and 'Quiz' functions on Edmodo and it is the responsibility of teachers and students to ensure they know how to use this functionality effectively (instructions are made available separately). Teachers should include line managers as co-owners of tasks to allow them to monitor and support as required.

Live sessions

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.

As such, academic subject areas may also arrange for teaching teachers to deliver content in a 'live' manner (either by text or audio and/or visual means). There is no expectation of teachers to carry out live sessions.

Edmodo uses Zoom as an inbuilt platform that allows for resources to be shared, teachers to provide exposition, and students to ask questions in 'real-time'. As such, students will be provided with details sessions, and will be expected to participate in them if they are asked and able to. The arrangements for any 'live' classes, e.g. webinars, will be communicated via email no later than one day before the allotted time and kept to a reasonable length of no more than one hour per session.

Live sessions can be particularly helpful as they can facilitate contemporaneous communication, with students able to respond to teachers' questions (and ask them) via the conversation functionality in Zoom.

In a live session, there is no need for teachers or students to broadcast audio or video, as the text (conversation) function is adequate. Teachers who wish to use the audio/video functions must follow GDPR protocols and inform the Deputy Head Academic in advance of setting up sessions.

DFE Learning Resource Guidance

- The school will review the DfE's [guidance](#) on where schools can source educational resources to assist with the delivery of remote education, and utilise these as appropriate.
- Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.
- Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.
- 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.
- Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
- 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.
- Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school.
- 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.
- 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.

- Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
- 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.
- Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.
- 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 this policy.

Food provision

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

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

- The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.
- The school will not reimburse any costs for travel between pupils' homes and the school premises.
- The school will not reimburse any costs for childcare.
- 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.

Online safety

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

- Where possible, all interactions will be recorded, textual and public.

All staff and students using video communication must:

- Access the live online zoom classroom through the Edmodo platform – unless express permissions has been sought to access otherwise from the school's head teacher, eg; therapy professionals.
- Communicate in groups – one-to-one sessions are only permitted with permissions from parent/ carer, SLT, SENCO, DSL and informed therapeutic colleagues.
- 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 recommended during video communication.
- Zoom virtual backgrounds are recommended where low stimulus, neutral backgrounds are not available within the teaching professional's home working space.
- Accessing from an appropriate desk/ table/ chair within the 'public' living space.
- Wear suitable clothing – this includes others in their household.
- 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.
- The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for students with SEND or therapeutic interventions. This will be decided and approved by the SLT, in collaboration with the SENCO and therapeutic staff.
- Students not using devices or software as intended will be disciplined in line with the Behavioural Policy.
- 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.
- The school will consult with parent/ carers prior to any period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.
- The school will communicate to parent/ carers 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.

During the period of remote learning, the school will maintain regular contact with parent/ carers to:

- Reinforce the importance of children staying safe online.
- Ensure parent/ carers 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 parent/ carer controls on devices and internet filters to block malicious websites.
- Direct parent/ carers to useful resources to help them keep their children safe online.
- 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.

Safeguarding

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.

- The DSL and headteacher will identify 'vulnerable' students (students who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- The DSL will arrange for regular contact to be made with vulnerable students, prior to the period of remote learning.
- Phone calls made to vulnerable students will be made using school phones where possible.
- The DSL will arrange for regular contact with vulnerable students once per week at minimum, with additional contact, including home visits, arranged where required.
- All contact with vulnerable students will be recorded on paper and suitably stored in line with the Records Management Policy
- The DSL will keep in contact with vulnerable students' social workers or other care professionals during the period of remote working, as required.

All home visits will:

- Have at least one suitably trained individual present.
- Be suitably recorded on paper and the records stored so that the DSL has access to them.
- Actively involve the student.
- Vulnerable students 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.
- 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 students learning remotely.
- All members of staff will report any safeguarding concerns to the DSL immediately.
- Students and their parent/ 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.

Data protection

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

- 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.
- Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- 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.
- Parent/ carers' and students' up-to-date contact details will be collected prior to the period of remote learning.
- All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy.
- The school will not permit paper copies of contact details to be taken off the school premises.
- Students are not permitted to let their family members or friends use any school-owned equipment which contains personal data.

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

The setting of tasks (using Edmodo)

Subject areas will provide work broadly in line with students' timetables through the school's remote learning platform Edmodo. Tasks will be set in accordance with existing schemes of work, and tasks will be designed to allow students to progress through schemes of work at the same pace as if they were in school, where possible.

Naturally, remote learning will require students and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-school teaching, and ensure students do not fall behind.

The nature of tasks set should allow students to learn independently, without the specific support of an adult at home. Unless there is a good reason not to, tasks will be set to meet the individual learning needs as outlined within a child's EHCP and Individual Learning plans.

Marking and feedback

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 student's ability.
- The student's own work.
- Marked in line with the Marking and Feedback Policy.
- Returned to the student, once marked, by an agreed date.

The school expects students and staff to maintain a good work ethic during the period of remote learning.

- Students are accountable for the completion of their own schoolwork – teaching staff will contact parent/ carers via email if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- Teaching staff will monitor the academic progress of students with and without access to the online learning resources and discuss additional support or provision with the SLT and/ or SENCO as soon as possible.
- Teaching staff will monitor the academic progress of students with SEND and discuss additional support or provision with the SENCO as soon as possible.

- 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.
- The school will log participation and student engagement with remote education, as well as motivation levels and progress, and this will be reported to parent/ carers via formal regular reports or, if there is a concern, individually via telephone.
- The school will consider ways to use feedback to secure consistent engagement with remote material.

Expectations of students

Assuming that a student is healthy and well enough to work, students will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability.

Students will also be expected to read and respond to communication from the school (e.g. a direct message on Edmodo from a teacher) on a regular basis.

In the event of an extended school closure, teachers will continue to deliver content in line with existing schemes of work once the school is reopened; if any student misses significant parts of the content, they will be able to view material posted online and the school will give consideration to the practicalities of helping students to catch up once the school reopens.

Students should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress. For example, where tasks are set using Edmodo, then they should mark tasks as “complete” so teachers can monitor their progress.

If students or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant subject area. If there are questions about a student’s overall workload (e.g. a student feels they are overwhelmed or falling behind), these should be directed to the student’s form tutor via their weekly phone call.

Teachers must work on the assumption that students will not necessarily have the full range of books and equipment that they would usually have in school. However, if advance notice is possible, teachers will instruct students to take relevant equipment and duplicate resources home.

The school does not expect students to have access to any specialist equipment that would usually be provided by the school (e.g. science or art). Teachers should ensure they are able to scan or upload photos of important resources in case students do not have access to them at home.

Online textbooks are helpful in this regard and many subjects are now moving over to these. The school expects that parents have internet access at home to access remote learning resources, but teachers will make no presumption of the student's ability to print at home.

Expectations of teachers

Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers can request an alternative school device. If there are IT related issues while remote working, teachers can contact the IT Operations Manager via the service desk email – ServiceDesk@ofgl.uk

The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies. Under normal circumstances, subject areas take different approaches to the setting and assessment of students' work – for example, the frequency of substantive task set, and the regularity of written assessment provided – and subject area policies will be applied in the event of remote learning.

In order that we are providing a consistent approach, the Quality of Education team and subject leaders are responsible for overseeing the nature and frequency of tasks set and assessed within their subject areas.

All teachers should pay due care to the nature of tasks set, so that students have a range of activities to complete at home and are not exclusively working on a screen. The Quality of Education team and subject leaders will monitor this and should be included in the tasks set in Edmodo as a co-teacher.

Teachers are responsible for providing constructive feedback to their students in a timely manner. Subject leaders are responsible for overseeing the form and regularity of feedback, and will liaise with the Quality of Education team and Assistant Head Teacher (Quality of Education) to ensure consistency.

In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the line manager to ensure work is set to her/his classes. Note that illness in these cases will be treated as normal and recorded in Cascade with back to work discussions conducted remotely if required.

Subject areas are expected to:

- Plan and deliver 'live sessions' where appropriate in consultation with subject leaders and Assistant Head Teacher (Quality of Education) (for any audio/video links)
- Respond to reasonable amounts of communication from students, parents and teachers via the shared remote learning email account.
- Plan and set tasks for their students using the tasks functionality in Edmodo
- Be able to set and mark assessed work promptly, in line with school and subject area policies, returning it to students electronically (or after the period of remote working for written and project work)

- Teachers should be available to contact parents if needed, by email or phone (when phoning from personal devices, dialling 141 before the number will ensure the teacher's own number is kept anonymous).
- If contact is deemed excessive the line manager will be able to support and, if necessary, escalate to SLT. If parents ask for additional work beyond that set as part of the requirements above, subject areas should have a bank of general resources available in Edmodo, such as interactive websites and support activities, and point pupils and parents in that direction.
- In order to ensure teachers are able to perform the minimum expectations outlined above; the school will provide a range of training opportunities that teachers should access to before any planned school closure. Teachers should ensure that they have looked through specific instructions, watched walkthroughs, and attended teacher training sessions. If teachers require support with any aspects of remote learning, they are encouraged to consult their line managers or the deputy heads.
- The professional development pages within Edmodo are a useful source of training – simply search for the element required (such as 'setting an assignment').
- Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, students and parents. Teachers also should ensure their communication with students does not encourage unhelpful work habits. All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 4pm, although responses should be made to electronic messages within one working day in normal practice.
- For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Communication must always occur via official school channels, and not through personal accounts or other websites. Permitted methods are (please also see appendix regarding live links and flipped learning):

- Email using school email addresses only (both teachers and student)
- Edmodo messaging (which can allow teachers to reply to an entire class)
- Zoom live classes

School day and absence

Students will be present for remote learning by **9:45am** and cease their remote learning at **3:00pm** from **Monday** to **Friday**, with the exception of breaks and lunchtimes, as outlined in par

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 **12:15pm** and **12:45pm**.

Students are not expected to do schoolwork during the times outlined above as breaks.

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

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

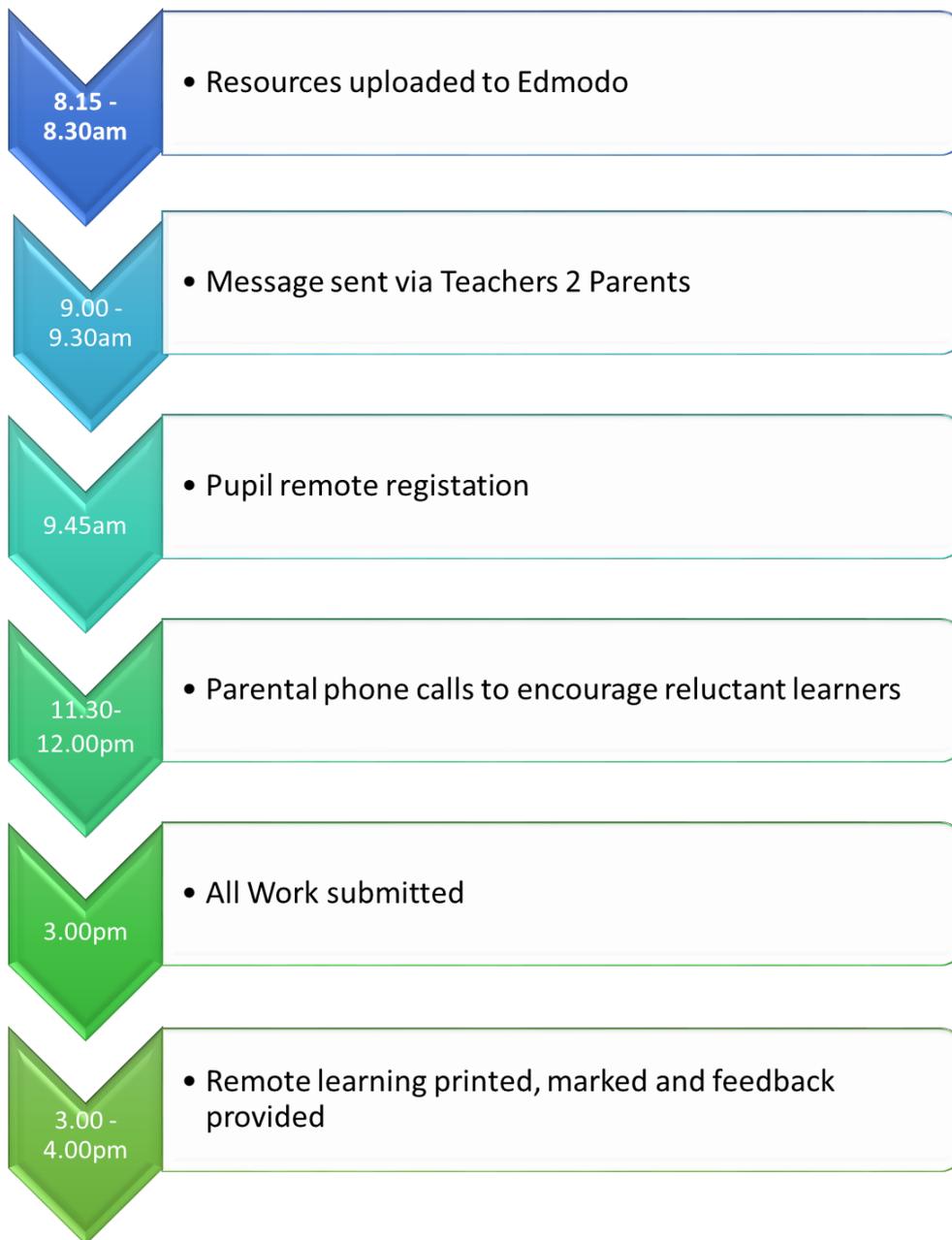
Parent/ carers will inform their **child's teacher** no later than **8:30am** if their child is unwell.

The school will monitor absence and lateness in line with the **Attendance and Absence Policy**.

Communication

- The school will ensure adequate channels of communication are arranged in the event of an emergency.
- The school will communicate with parent/ carers via **letter, text to parent** and the **school website** about remote learning arrangements as soon as possible.
- The **headteacher** will communicate with staff as soon as possible via **email** about any remote learning arrangements.
- 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.
- As much as possible, all communication with students and their parent/ carers will
- Parent/ carers and students will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- Issues with remote learning or data protection will be communicated to the **students' teacher** as soon as possible so they can investigate and resolve the issue.
- The **students' teacher** will keep parent/ carers and students informed of any changes to the remote learning arrangements or the schoolwork set.
- 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.

Remote Learning Daily Delivery



Appendix - remote working, GDPR and safe working practice

Please note that any remote working methods should adhere to GDPR guidelines.

In most cases remote working via shared documents and the tasks function on Edmodo will give you plenty of flexibility. However, you must use your Meadowcroft School account and if you are uploading videos to Edmodo or video conferencing, please ensure your background is blurred or neutral.

Instructions for setting up video conferencing and live links are available in the remote working training pack.

Live video links can be particularly useful for staff meetings or small groups, perhaps As level or GCSE groups, where spoken explanations are better than written ones.

It is possible to record meetings in Zoom and this is required, both for possible future reuse and to demonstrate safe working practice if needed.

Students can also be prevented from recording the sessions and this function must also be selected.

Before attempting any audio/video live links teachers must speak to the Assistant Head Teacher (Quality of Education).

Communicating via live text (e.g. conversations in teams) does not require specific permission, however, and can be a good way to keep in touch with classes.

Teachers must not set up or join social media groups for school use with pupils (such as WhatsApp etc.).

If you need to use any apps or materials that fall outside the Meadowcroft School network, please ensure you have discussed with your line manager.

Any possible GDPR queries should be resolved using the GDPR school policy, available through the school website.

Appendix - 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.

Legal framework

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'
- [New] DfE (2020) 'Guidance for full opening: special schools and other specialist settings'
- [New] DfE (2020) 'Get help with remote education'
- [New] 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)'

[From 22 October 2020 to end of 2020/2021 academic year] The headteacher, in collaboration with the governing board, will ensure the school follows the legal obligations regarding remote education, as outlined in ***The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction***.

This includes:

- Providing remote education to all pupils of compulsory school age.
- [EYFS] Providing remote education to pupils below compulsory school age who would usually be taught in a class with pupils of compulsory school age, e.g. Reception children.
- Providing remote education where it would be unlawful, or contrary to guidance issued from public authorities, for a pupil to travel to or attend the school.

Having regard to government guidance issued regarding the delivery of remote education, e.g. the DfE's '*Restricting attendance during the national lockdown: schools*'.

Contingency planning

- The school will work closely with the LA to ensure the premises is COVID-secure and will complete all necessary risk assessments – results of the full opening risk assessment will be published on the school's website.
- The school will work closely with the local health protection team (HPT) and the DfE when the 'Contingency framework' applies and implement the provisions set within the Coronavirus (COVID-19): Contingency Plan.
- The school will communicate its contingency plans to parents, including to which pupils it will remain open under the DfE's contingency framework and which pupils will receive remote education.
- The school will ensure that remote learning training is regularly refreshed for teachers, and that appropriate trouble-shooting support is available when needed, so the transition from in-person to remote teaching can be as seamless as possible if required.
- If the contingency framework is not applied, but a 'bubble' needs to self-isolate, the school will immediately implement remote learning for that group as required.

Teaching and learning

- The school will ensure staff and pupils follow the school's Online Safety Policy when working and learning remotely.
- The school will ensure that remote education is available for pupils immediately, i.e. the next school day after they are sent home to self-isolate or after the contingency framework is applied.
- All pupils will have access to high-quality education when learning remotely.
- The school will prioritise factors that have been found to increase the effectiveness of remote education. These include, but are not limited to:
 - Ensuring pupils receive clear explanations.
 - Supporting growth in confidence with new material through scaffolded practice.
 - Application of new knowledge or skills.
 - Enabling pupils to receive feedback on how to progress.

In line with DfE's '*Restricting attendance during the national lockdown: schools*', the school will:

- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum.
- Use one digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback.

Work to overcome barriers to digital access for by:

- Distributing school-owned laptops accompanied by a user agreement or contract.
- Providing printed resources, e.g. textbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.
- Ensure staff are adequately trained and confident in its use.
- Check whether pupils are engaging with their work daily, and work with families to identify effective solutions where engagement is a concern.
- Ensure that there is a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectation for remote education
- Publish information for pupils, parents and carers about remote education provision on their website by 25 January 2021.

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

- Reading and noting new material from an electronic resource or via the Edmodo shared library
- Working through subject-specific presentations or worksheets provided by the subject specialist teacher
- Watching a relevant video resource and making notes on it
- Completing a listening exercise (e.g. in languages)
- Written responses to prompt questions, essay plans etc.
- Completion of practice questions or past papers, particularly for those in examination years (Eg. SATS/GCSE/Vocational Qualifications)
- Working through relevant exercises offered by external providers (e.g. Seneca Learning, Accelerated Maths/English)
- Suitable project based work to complement topics being taught in a cross curricular manner (Primary Phase)

- Teachers will set tasks through the 'Assignment' and 'Quiz' functions on Edmodo and it is the responsibility of teachers and students to ensure they know how to use this functionality effectively (instructions are made available separately). Teachers should include line managers as co-owners of tasks to allow them to monitor and support as required.
- 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.

When teaching pupils who are working remotely, teachers will:

Set assignments so that pupils have meaningful and ambitious work each day in an appropriate range of subjects.

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

Access to technology

- 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.

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

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.
- 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.
- The school will work with disadvantaged families to provide access to this scheme.
- 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.
- 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.
- 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.
- The school will maintain good communication with parents to ensure that parents are aided in supporting their child's remote education.

Returning to school

- 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.
- 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.

- 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.
- The head teacher will listen to all concerns that parents 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.

Monitoring and review

- This policy annex will be reviewed in line with any updates to government guidance.
- All changes to the policy will be communicated to relevant members of the school community.