



WILLOW TREE ACADEMY

Pupil Remote Learning Policy



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Contents:

Statement of Intent

- 1 Legal Framework**
- 2 Roles and Responsibilities**
- 3 Resources**
- 4 Expectations of Teachers and Support Staff**
- 5 Marking and Feedback**
- 6 Food Provision**
- 7 Costs and expenses**
- 8 Online Safety**
- 9 Safeguarding**
- 10 Data Protection**
- 11 Health and Safety**
- 12 School Day and Absence**
- 13 Communication**
- 14 Academy Leadership and Management**
- 15 Monitoring and Review**

[Appendix 1/2 Remote Learning During the Coronavirus \(COVID-19\) Pandemic](#)

Statement of intent

At **Willow Tree Academy**, 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 learning to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.
- Support parents in supporting their own children through home learning during periods of self-isolation or lockdown restrictions

Signed by:

J K Fearuley CEO/EHT September 2020

A Trueman Chair of Trust September 2020

This policy is implemented in;

Herringthorpe Junior School

Greasbrough Primary School

Roughwood Primary School

Rockingham Junior and Infants School

1 Legal framework

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 (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing 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
- Positive Behaviour Policy
- Accessibility Policy
- Marking and Feedback Policy
- Curriculum Policy
- Assessment Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct
- Data and E-Security Breach Prevention and Management Plan
- Children Missing Education Policy

2 Roles and responsibilities

2.1 The **Trust Board** is responsible for:

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

2.2 The **CEO/HoS** 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 (depending on circumstances) 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 **health and safety officer** (Chair of Trust) is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the CEO/HoS.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

2.4 The **DPO** is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

2.5 The **DSL** is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the EHT/HoS 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 **SENCO** is responsible for:

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the EHT/HoS and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

2.7 The **SBM** 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.

The **ICT technicians** are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

2.8 Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the EHT/HoS.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.
- Adhering to the Staff Code of Conduct at all times.

2.9 Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the times set out in paragraphs 12.1 and 12.2 of this policy, and that the learning 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 12.1 and 12.2
- Reporting any absence in line with the terms set out in paragraph 12.5
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to the Parent Code of Conduct at all times.

2.10 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 12.1 and 12.2 of this policy, and that their learning 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 learning they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Positive Behaviour Policy at all times.

3 Resources

Learning materials

- 3.1 Our schools use various platforms for e-learning. These include Google Drive and Classroom and ClassDojo. Willow Tree Academy will deliver a vibrant, engaging and creative curriculum in all types of home and remote learning.
- 3.2 We will also use the school websites, external links to resources, YouTube to post video compilations etc
- 3.3 In KS2 we will use Google Drive and Classroom for all formal teaching, learning and feedback.
- 3.4 In KS2 we will use Class Dojo for informally messaging parents, all informal learning ie challenges and quizzes; or handwritten outcomes. These should be photographed and uploaded to the child's Portfolio.
- 3.5 In KS1/EYFS we will use Class Dojo for informally messaging parents, all learning will be uploaded to the child's Portfolio.
- 3.6 **Where individual children are self-isolating we will ensure they join the class remotely on a daily basis and offer a blended learning provision.**
- 3.7 All formal communications with parents must be done through the school office.
- 3.8 Our schools will expect a range of different teaching methods to be used during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:
 - Work booklets
 - Email
 - Progress checks, spelling and arithmetic checks
 - Current online learning portals, Active Learn and TTRockstars
 - Educational websites such as; White Rose Maths and EducationCity
 - Reading tasks, Cracking Comprehension and Phonics
 - Live webinars (Google Meet and Zoom)
 - Pre-recorded video or audio lessons
- 3.9 Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.
- 3.10 Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote home learning.
- 3.11 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.

- 3.12 Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
- 3.13 The school will review the resources pupils have access to and teachers will differentiate learning to account for all pupils needs by using a range of different formats, e.g. providing learning on PDFs which can easily be printed from a mobile device.
- 3.14 Learning packs will be made available for pupils on immediate closure – these packs can be **collected from school – unless family is self-isolating.**
- 3.15 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.
- 3.16 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.
- 3.17 Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
- 3.18 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, Chrome Books supplied by the DfE.
- 3.19 For pupils who cannot access digital devices at home, the Trust will, where possible, apply for technology support through their LA/DfE
- 3.20 Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources and sign the loan agreement.

4 Expectations of Teachers and Support Staff

- 4.1 Teachers will follow the WTA Curriculum Map, medium/short term plans to;
- **Set learning so that pupils have meaningful and ambitious learning 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.**
- 4.2 Knowledge organisers will be shared with parents **termly.**
- 4.3 Learning should be posted daily **by 8:30 am** for that day, support materials must be differentiated and accompany learning objectives.
- 4.4 Where children are asked to read on Active Learn, this should be followed up with comprehension questions and checked by the teacher or TA.

- 4.5 Guided reading can be facilitated each day through Google Meet, parents should be informed prior to these sessions.
- 4.6 Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work.
- 4.7 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.
- 4.8 Where possible we will take the needs of families into account by recording lesson for future use if siblings are engaged in a live lesson and there is only one device in the household
- 4.9 The **ICT technicians** are not responsible for providing technical support for equipment that is not owned by the school.

5 Marking and feedback

All learning completed through remote learning must be:

- 5.1 Marked in line with the Marking and Feedback Policy, where possible
- 5.2 Returned to the pupil, once marked, the following day.

All learning completed through remote learning must be:

- 5.3 Finished when returned to the relevant member of teaching staff.
- 5.4 Returned on or before the deadline set by the relevant member of teaching staff.
- 5.5 Completed to the best of the pupil's ability and be the pupil's own work
- 5.6 The school expects pupils and staff to maintain a good work ethic during the period of remote learning.
- 5.7 Pupils are accountable for the completion of their own learning – teaching staff will contact parents via school **email or ClassDojo** if their child is not completing their learning or their standard of learning has noticeably decreased.
- 5.8 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 **EHT/HoS** as soon as possible.
- 5.9 Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the **SENCO** as soon as possible.
- 5.10 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.

6 Food provision

- 6.1 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.
- 6.2 Where applicable, the school may provide the following provision for pupils who receive FSM:
- Keeping the school canteen open during lunchtimes
 - Making food hampers available for delivery or collection
 - Providing vouchers to families

7 Costs and expenses

- 7.1 The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.
- 7.2 The school will not reimburse any costs for travel between pupils' homes and the school premises.
- 7.3 The school will not reimburse any costs for childcare.
- 7.4 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.

8 Online safety

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

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

All staff and pupils using video communication must:

- 8.2 Communicate in groups – one-to-one sessions are not permitted.
- 8.3 Wear suitable clothing – this includes others in their household.
- 8.4 Be situated in a suitable area within the home, with an appropriate background
- 8.5 Use appropriate language – this includes others in their household.
- 8.6 Maintain the standard of behaviour expected in school.
- 8.7 Use the necessary equipment and computer programs as intended.
- 8.8 Not record, store, or distribute video material without permission.
- 8.9 Ensure they have a stable connection to avoid disruption to lessons.
- 8.10 Always remain aware that they are visible.

All staff and pupils using audio communication must:

- 8.11 Use appropriate language – this includes others in their household.
- 8.12 Maintain the standard of behaviour expected in school.
- 8.13 Use the necessary equipment and computer programs as intended.
- 8.14 Not record, store, or distribute audio material without permission.
- 8.15 Ensure they have a stable connection to avoid disruption to lessons
- 8.16 **Always remain aware that they can be heard and use mute button when others are talking or calls are disconnected when completed.**
- 8.17 The school will consider whether interventions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the **SLT**, in collaboration with the **SENCO**. **Where this is agreed another WTA employee should be in attendance in the virtual room especially when 1:1, they may not be needed to contribute to the call.**
- 8.18 Pupils not using devices or software as intended will be disciplined in line with the **Positive Behaviour Policy**.
- 8.19 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.
- 8.20 The school will consult with parents at least **two weeks** prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternative arrangements will be made where necessary.
- 8.21 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.
- 8.22 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.

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.
- 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.

9 Safeguarding

- 9.1 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.
- 9.2 The DSL and EHT/HoS 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.
- 9.3 The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- 9.4 Phone calls made to vulnerable pupils will be made using school phones where possible.
- 9.5 The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.
- 9.6 All contact with vulnerable pupils will be recorded on CPOMS and stored in line with the **Records Management Policy**.
- 9.7 The **DSL** will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- 9.8 All remote home visits must:
- Have at least one suitably trained individual present.
 - Be undertaken by no fewer than two members of staff.
 - Be suitably recorded on CPOMs and stored so that the DSL has access to them.
 - Actively involve the pupil.
- 9.9 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.
- 9.10 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.
- 9.11 All members of staff will report any safeguarding concerns to the DSL immediately.
- 9.12 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.

10 Data protection

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

- 10.2 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.
- 10.3 Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- 10.4 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.
- 10.5 Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.
- 10.6 All contact details will be stored in line with the **Data Protection Policy** and retained in line with the **Records Management Policy**.
- 10.7 The school will not permit paper copies of contact details to be taken off the school premises.
- 10.8 Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.
- 10.9 Any breach of confidentiality will be dealt with in accordance with the school's **Data Breach Prevention Management Plan**.
- 10.10 Any intentional breach of confidentiality will be dealt with in accordance with the school's **Positive Behaviour Policy**

11 Health and safety

- 11.1 This section of the policy will be enacted in conjunction with the school's **Health and Safety Policy**.
- 11.2 Teaching staff and **ICT technicians** will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

12 School day and absence

- 12.1 Teachers will post all learning for that day **by 8:30 am**
- 12.2 Pupils will be present for remote learning by **9:00 am** and cease their remote learning at **3:00pm** from **Monday to Thursday and until 1pm on Friday**, with the exception of breaks and lunchtimes, as outlined below.
- 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**.(Mon-Thurs)

- 12.3 Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do learning during their breaks.
- 12.4 Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.
- 12.5 Parents will inform their **child's teacher** no later than **8:30am** if their child is unwell.
- 12.6 The school will monitor absence and lateness in line with the **Attendance Policy**.
- 12.7 Teachers who are self-isolating with their bubble will attend Staff Meetings, Briefings, SLT Meetings and staff training
- 12.8 PPA is given on Friday pm, unless other training is scheduled and then PPA will be taken in directed time in the afternoon.

13 Communication

- 13.1 The school will ensure adequate channels of communication are arranged in the event of an emergency.
- 13.2 The school will communicate with parents via **letter, Class Dojo** and the **school website** about remote learning arrangements as soon as possible.
- 13.3 The **EHT/HoS** will communicate with staff as soon as possible via **email** about any remote learning arrangements.
- 13.4 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.
- 13.5 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.
- 13.6 As much as possible, all communication with pupils and their parents will take place within the school hours.
- 13.7 Pupils will have verbal contact with a member of teaching staff at least **once per week** through learning opportunities and/or well-being calls, however the expectation is that this would be more. **(See proposed timetable of the week)**
- 13.8 Parents and pupils will inform the relevant member of staff as soon as possible if learning cannot be completed.
- 13.9 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.

13.10 The **pupils' teacher** will keep parents and pupils informed of any changes to the remote learning arrangements or the learning set.

13.11 The **EHT/HoS** will review the effectiveness of communication on a **weekly** basis and ensure measures are put in place to address gaps or weaknesses in communication.

14 Academy Leadership and Management

14.1 The Academy will continue to thrive during any period that requires school closure. The Business Continuity Plan outlines the structure of the team work needed to ensure this.

14.2 Governance of WTA will continue remotely, this will be under the guidance of the Chair of the Trust and the CEO.

School events, CPD and Leadership

14.3 Early Career Teachers (NQTS and RQTS) and those new to the Trust will be supported weekly by their mentor or phase leader.

14.4 All school events as defined in the School Improvement Plan and the Yearly Overview will be, where possible, delivered remotely.(ie Sports Day/Awards, Assemblies and Plays)

14.5 NEMESIS projects will be facilitated via co-creation labs remotely.

14.6 CPD will be planned and organised by the WTA SLT. This will be coordinated and audited for quality assurance, the impact it brings to the school and workload.

14.7 All staff in Willow Tree Academy have a leadership expectation. Staff will be required to attend training, team meetings (ie RP, Subject Leader, SLT), contribute to coaching programmes, such as IRiS and any external meetings with professionals (SEND, SEMH, Early Help WMIM).

15 Monitoring and review

15.1 This policy will be reviewed on an **annual** basis by the **EHT/HoS**.

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

PLEASE SEE APPENDIX 1, 2, 3, 4 TO THIS POLICY

- **Remote Learning During the Coronavirus (COVID-19) Pandemic**
- **Tiers of restrictions as at 28th August 2020**
- **WTA Communication Protocol and Guide**
- **Parents' Leaflet – Remote Learning at WTA**

APPENDIX 1

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 Trust Board 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'

2. Contingency planning

- 2.1 The school will work closely with the LA/DfE 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 their contingency plan.
- 2.3 The school will communicate its contingency plans for local restrictions with parents, including whether it will remain open to vulnerable pupils and children of critical workers, or if remote learning will be applicable for all.
- 2.4 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.
- 2.5 The level of remote learning provision required will be based on the government's four tiers of local restrictions. Where there are no local restrictions in place, the school will continue to remain fully open to all, and these tiers will not apply.

Tier 1 local restrictions

2.6 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

2.7 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

2.8 WTA schools will remain open if tier 3 restrictions are in place, and remote learning will not be provided at this time

Tier 4 local restrictions

2.9 The school will limit on-site attendance to just vulnerable children and young people. All other pupils will receive remote education in line with section 3 of this appendix.

3. Teaching and learning

3.1 All pupils will have access to high-quality education when remote working.

3.2 The school will use a range of teaching methods to cater for all different learning styles, see policy above.

3.3 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.

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

- Set assignments so that pupils have meaningful and ambitious learning 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.

3.5 All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.

3.6 In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the **EHT/HoS** will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.

- 3.7 Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes/progress checks.
- 3.8 The school will utilise the support available through the DfE's 'Get help with technology during coronavirus (COVID-19)' scheme.
- 3.9 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 children across all year groups who are shielding or self-isolating in line with government advice
 - Children in all year groups who are unable to access remote education whilst attending school on a hospital site
- 3.10 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 and their families use the devices safely.
- 3.11 Once devices are ready for collection, the school will either arrange for them to be collected by families from school or delivered to pupils' homes, ensuring infection control measures are adhered to as part of this process.

4 Returning to school

- 4.1 The **EHT/HoS** will work with the DfE/LA to ensure pupils 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 lockdown rules, the **EHT/HoS** will inform parents when their child will return to school.
- 4.3 The **EHT/HoS** 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

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.

APPENDIX 2 Tiers of restrictions as at 28th August 2020

Tier 1

The default position for areas in national government intervention is that education and childcare settings will remain open. An area moving into national intervention with restrictions short of education and childcare closure is described as 'tier 1'. There are no changes to childcare, and the only difference in education settings is that where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

All nurseries, childminders, schools, colleges and other educational establishments should remain open and continue to allow all their children and young people to attend, on site, with no other restrictions in place.

Tier 2

Early years settings, primary schools and alternative provision (AP) providers, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools move to a rota model, combining on-site provision with remote education. They continue to allow full-time attendance on site to vulnerable children and young people and the children of critical workers. All other pupils should not attend on site except for their rota time. Further education (FE) providers should adopt similar principles with discretion to decide on a model that limits numbers on site but works for each individual setting.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

Tier 3

Childcare, nurseries, primary schools, AP, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools, FE colleges and other educational establishments would allow full-time on-site provision only to vulnerable children, the children of critical workers and selected year groups (to be identified by Department for Education). Other pupils should not attend on site. Remote education to be provided for all other pupils.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

Tier 4

All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers. All other pupils should not attend on site. AP, special schools and other specialist settings will allow for full-time on-site attendance of all pupils. Remote education to be provided for all other pupils.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.