Howden Junior 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: 1 September 2025

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a. **[Updated]** Remote Learning During the Coronavirus (COVID-19) Pandemic

Statement of intent

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

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

This policy aims to:

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

Signed by:

Headteacher Date: 1 September 2025

Chair of governors Date: 1 September 2025

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 UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

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

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

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

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behavioural Policy
- Accessibility Policy
- Marking and Feedback Policy
- Curriculum Statement
- Assessment Policy
- E-safety Policy
- Health and Safety Policy
- Attendance and Absence Policy
- School Staff and Volunteers Acceptable Use Policy
- Staff Code of Conduct
- GDPR Policy
- Attendance 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 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 UK GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the UK GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

2.4. The DSL is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the Computing Champion 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.

2.5. The SENCO is responsible for:

- Liaising with the Computing Champion 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 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.

2.6. 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.

2.7. The Computing Champion is 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 headteacher and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.

- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.
- Reporting any defects on school-owned equipment used for remote learning to an Computing .
- 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 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 Home School Agreement and Parent and Pupil Acceptable Use Policy 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 9.1 and 9.2 of this policy, and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behavioural Policy at all times.

3. Resources

Learning materials

3.1. The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:

- Work booklets
- Email
- Current online learning portals
- Educational websites

- Reading tasks
- Live webinars
- Pre-recorded video or audio lessons
- Hapara

3.2. 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.

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

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

3.5. 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.

3.6. 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.

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

3.8. 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.

3.9. Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school.

3.10. 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.

3.11. 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.

3.12. Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

3.13. 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.

3.14. For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their LA.

3.15. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

3.16. 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.

3.17. The arrangements for any 'live' classes, e.g. webinars, will be communicated via Class Dojo Letter via email no later than one-day before the allotted time and kept to a reasonable length of no more than one hour per session.

3.18. The Computing Champion are not responsible for providing technical support for equipment that is not owned by the school.

Food provision

3.19. 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.

3.20. 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

Costs and expenses

3.21. The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.

3.22. The school will not reimburse any costs for travel between pupils' homes and the school premises.

3.23. The school will not reimburse any costs for childcare.

3.24. If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the 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 E-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.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

4.4. All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

4.5. The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO.

4.6. Pupils not using devices or software as intended will be disciplined in line with the 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 consult with parents at least two weeks prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

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

4.10. The school will communicate to parents via 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.

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

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.

- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

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

5. Safeguarding

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

5.2. The DSL, DDSL and headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

5.3. The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.

5.4. Phone calls made to vulnerable pupils will be made using school phones where possible.

5.5. The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.

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

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

5.8. All home visits will:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded on CPOMS 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. However, where necessary, the DSL will communicate with teachers, and vice versa, regarding immediate changes to ongoing or new safeguarding concerns.

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 UK 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 and retained in line with the GDPR policy.

6.7. The school will not permit paper copies of contact details to be taken off the school premises.

6.8. Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.

6.9. Any breach of confidentiality will be dealt with in accordance with the school's GDPR and Acceptable User Agreements.

6.10. Any intentional breach of confidentiality will be dealt with in accordance with the school's Behavioural Policy or the Code of Conduct and Acceptable User Policy.

7. Marking and feedback

7.1. All schoolwork completed through remote learning should 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 Class Dojo or telephone 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 via Class Dojo. if there is a concern, individually parents will be informed via Class Dojo or telephone.

7.8. The school will consider ways to use feedback to secure consistent engagement with remote material, e.g. introducing a newsletter sent to parents and pupils which displays exemplary work and rewards engagement or outcomes.

8. Health and safety

8.1. This section of the policy will be enacted in conjunction with the school's Health and E-Safety Policy.

8.2. Teaching staff and Computing Champion 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 regular screen breaks.

9. School day and absence

9.1. Pupils will be present for remote learning by 9:15am and cease their remote learning at 3:00pm from Monday to Friday.

9.2. The following daily timetable will take place at the each day:

- Morning Live Session will take place at 9:15am.

- Drop-In Sessions will take place at approximately 11am.
- Afternoon Live Session will take place at 2:30pm.

9.3. Pupils are not expected to do schoolwork prior to the Morning Live Session or after the Afternoon Live Session, as outlined in point 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 learning 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. Additional, daily reading sessions, interventions and ELSA support sessions may take place on a daily basis. Pupils and parents will be given 24hours prior notice to these session.

9.8. 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 email and the school website about remote learning arrangements as soon as possible.

10.3. The headteacher will communicate with staff as soon as possible via email or WhatsApp 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. However, Phase Leaders, the Deputy Headteacher and Headteacher will be available each day, if necessary.

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 daily.

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 September 2026.

Remote Learning During the Coronavirus (COVID-19) Pandemic

In line with the recent government announcement, the school will be closed to all pupils until the period of national lockdown ends on 8 March, excluding vulnerable pupils and the children of critical workers. The school will re-open to all pupils on 8 March. The school will continue to implement provision for remote learning until then and where necessary afterwards to ensure pupils and year groups 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 our pupils and staff at any period where individuals or year groups are required to work from home. This policy annex outlines additional measures that will be implemented for delivering remote learning during the pandemic.

1. Legal framework

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

- Coronavirus Act 2020
- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) 'Adapting teaching practice for remote education'
- DfE (2021) 'Schools coronavirus (COVID-19) operational guidance'
- DfE (2020) 'Get help with remote education'
- DfE (2021) 'Restricting attendance during the national lockdown: schools'
- DfE (2021) 'Get help with technology during coronavirus (COVID-19)'
- DfE (2021) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)'
- DfE (2021) '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 (2021) 'Contingency framework: education and childcare settings'

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 where their attendance on-site would be contrary to government guidance or legislation around coronavirus.
- 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'.
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2. Contingency planning

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

2.2 Any changes to the school's processes are clearly communicated to all parents.

2.3 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.

2.4 The school will communicate its contingency plans to parents, including to which pupils it will remain open under the DfE's contingency framework and which pupils will receive remote education.

2.5 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.

2.6 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.

2.7 Where the contingency framework applies, priority for face-to-face education will continue to be given to vulnerable pupils and those whose parents are critical workers – all other pupils whose attendance is restricted will be provided with remote education.

2.8 Where attendance needs to be limited, the school will follow DfE advice – this may include that only vulnerable pupils and those whose parents are critical workers attend, in addition to reception, Year 1 and Year 2.

2.9 The school will follow DfE advice about prioritising the return of groups for face-to-face education in circumstances where attendance has been restricted.

2.10 In the event of restrictions to attendance, the DSL will ensure that they are vigilant and responsive to all possible safeguarding threats due to pupils learning remotely.

3. Teaching and learning

3.1 The school will ensure staff and pupils follow the school's E-Safety Policy when working and learning remotely.

3.2 The school will ensure that remote education is available for pupils as soon as is reasonably practicable, i.e. the next school day after they are sent home to self-isolate or after the contingency framework is applied.

3.3 All pupils will have access to high-quality education when learning remotely.

3.4 The DSL will ensure that procedures are in place to check that vulnerable pupils are able to access remote education support, with support provided as far as possible and regular checks to ensure remote education is being accessed.

3.5 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.

3.6 In line with DfE guidance, 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.

3.7 Teachers will ensure that a portion of their lessons are designed to promote interactivity amongst pupils and between pupils and staff, e.g. live lessons or use of the 'chat' function on meeting software, to lessen feelings of isolation and to promote pupil progress and motivation.

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

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

- Set assignments so that pupils have meaningful and ambitious work each day in an appropriate range of subjects.
- Set work that is of equivalent length to the core teaching pupils would receive in school and, as a minimum, four hours a day.
- Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
- Provide opportunities for interactivity, including questioning, eliciting and reflective discussion.
- Provide scaffolded practice and opportunities to apply new knowledge.
- Enable pupils to receive timely and frequent feedback on how to progress using digitally facilitated or whole-class feedback, where appropriate.
- Use assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge.
- Avoid an over-reliance on long-term projects or internet research activities.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.

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

3.11 In exceptional circumstances, the school may reduce its curriculum 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.

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

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

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

4. Access to technology

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

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

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

- Pupils in Years 3 to 11
- Clinically extremely vulnerable pupils across all year groups who are shielding or self-isolating in line with government advice
- Pupils in all year groups who are unable to access remote education whilst attending school on a hospital site

4.4 Before distributing devices, the school will ensure:

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

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

4.6 The school will endeavour to ensure internet access for disadvantaged pupils is provided, including where pupils rely on mobile data connection to access the internet.

4.7 The school will work with disadvantaged families to provide access to this scheme.

4.8 The school will ensure that it remains informed of developments to DfE technology schemes, and will order sufficient amounts of technology to ensure that disadvantaged pupils can adequately access remote education at home.

4.9 The school will approach remote learning in a flexible manner where necessary, e.g. ensuring that lessons, live or otherwise, are recorded to accommodate contexts where pupils have to share a single device within the home.

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

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

5. Returning to school

5.1 The school will remain in contact with pupils who are remote learning to ensure that, when the period of national lockdown ends on 8 March, all pupils are supported to return to school as and when it is safe for them to do so.

5.2 Pupils not attending on-site provision due to government or clinical advice, e.g. they are classed as clinically extremely vulnerable, will be provided with remote education until they are able to attend on-site.

5.3 The headteacher will ensure that pupils who are permitted to attend face-to-face learning at school, but are required to self-isolate, will only return to school when it is safe to do so.

5.4 If a pupil who is attending face-to-face learning at school is required to self-isolate with symptoms of coronavirus, the school will agree with the parent or social worker of the pupil the best way to maintain contact and offer support.

5.5 The headteacher 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.

6. Monitoring and review

6.1 This policy annex will be reviewed in line with any updates to government guidance by the headteacher.

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