

# St Agnes' Catholic Primary School



## Remote Learning Policy

**Date of policy review:** January 2021

**Next review:** January 2022

## Statement of intent

At St Agnes, 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:

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Chair of governors Date:

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### 1. Legal framework

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

- Equality Act 2010
- Education Act 2004



- The General Data Protection Regulation (GDPR)
  - Data Protection Act 2018
- 1.1.** 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'
  - DfE (2020) 'Help with accessing and buying resources for remote education' □
  - DfE (2020) 'Get help with remote education'
- 2.** 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
  - Staff Code of Conduct



## 2. Roles and responsibilities

### 2.1 Governing Body

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.

### 2.2 Headteacher:

- 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 regular basis of the remote learning arrangements to ensure pupils' education does not suffer.
- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

### 2.3 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 SEN Team 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.

#### 2.4 The **SEN Team** is responsible for:

- 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.

#### 2.5 Blended learning leader & SLT:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning –through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Analysing data from the parents'/carers' surveys, which are sent out after any year group bubble closure has returned to school. This data will inform reviews of this policy.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

#### 2.6 Subject leaders:

Alongside their teaching responsibilities, subject leads are responsible for supporting class teachers with online learning to make sure all work set is appropriate and consistent. Subject leaders should

- Consider whether any aspects of the subject curriculum need to change to accommodate remote learning
- Work with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Work with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitor the remote work set by teachers in their subject –through regular meetings with teachers or by reviewing work set
- Alert teachers to resources they can use to teach their subject remotely



## 2.7 Teachers:

- If teachers are well, they must be available between the hours of 8.30 and 3.30 on their working days.
- If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure
- Teachers must set work daily for their class on their online platform
- Work must be available by 9am each day
- Teachers must liaise with their year group colleague to ensure consistency-this can be done via email, Teams or telephone.
- 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.

## 2.8 Parents:

- Parents ensure their child/ren can have access to a device and the internet
- If there is no available device or internet parents have informed the School
- Parents provide their child/ren with a suitable working space with the least amount of distraction e.g. children should not be working with the television on
- Ensuring their child is dressed and available to learn remotely during the school day 8:30am to 3:30pm and that the schoolwork set is completed independently on time and to the best of their child's ability.
- Follow the suggested daily timetable to ensure screen breaks and opportunities for fresh air throughout the day.
- Encourage your child to stay on at the end of a 'live meet' to ask for help or clarification if needed.
- Ensure your child attends targeted interventions and if there is an issue please inform staff with advance notice
- Parents have communicated with school if there is a problem including technical.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Parents facilitate their child in accessing their meetings with their class teacher on Google Classroom



- Parents encourage child/ren to use additional resources such as Reading eggs, Timetable Rockstars, Spellzone, Bugclub, Accelerated Reader and MyMaths daily in addition to work set by the class teacher.
- Adhering to the Home School Agreement at all times.

## 2.9 Pupils:

- Meet their teacher promptly twice a day on Google Classroom
- Ensure they are available to learn remotely during the school day and that their schoolwork is completed on time and handed in to the best of their ability.
- Report any technical issues to their teacher as soon as possible.
- Ask for help if you do not understand the task waiting at the end of a 'live meet'
- If invited to an additional 'live meet' attend on time and ready to learn
- Ensure they use any equipment and technology for remote learning as intended.
- Go back to their handed in work and read their teacher's feedback and act on it  Follow all online safety rules to keep themselves safe and take regular screen breaks  Adhere to the Behavioural Policy at all times.

## 3. Google Meet Live Lessons

### 3.1 Parent protocols:

- Make sure that children and other members of the household are aware that an online lesson is happening
- Children and other members of the household must wear suitable clothing (dressed and not in pyjamas)
- Devices should be stable, on a surface such as a table, desk or worktop – e.g. not handheld if possible
- Remember that your child can be seen by the teacher and other pupils (and members of their households)
- Supervise your child's online learning – make sure you are aware of what they have been asked to do and who they are talking to.

### 3.2 Pupil Protocols

This is a guide to our protocols for Meet live lessons. It is essential that every pupil follows the protocols set out.

- Pupils must only join using their school account through their @stagnesnw2 (google account)
- Pupils must only join the class once the teacher has announced it live on the google classroom stream
- Pupils must mute their microphones unless asked to unmute by the teacher



- If pupils have a question, they can write 'question' or type the question into the 'chat' (if enabled) in relation to the learning
- All comments made by pupils must be focused on the work and be relevant to the lesson being taught
- Teachers can see the comments so pupils must write in an appropriate way at all times i.e. use Standard English at all times
- At no point, should pupils take any form of recording or photo of the session. If it is found that this has happened, it will immediately be referred to the SLT and pupils will face serious sanctions in line with our behaviour policy.
- Please do not eat during lessons. However, a drink of water is acceptable.

### 3.3 Behaviour System for live meets:

Any pupils who fail to follow our protocols will be subject to one or more of the following sanctions:

- The pupil(s) in question will be muted in the classroom by the teacher
- The pupil(s) in question will be removed from the classroom by the teacher. The Headteacher will be notified and will contact parents.
- If necessary, the lesson will be stopped and closed.
- Sanctions will follow the school's behaviour policy.
- All lessons are recorded and saved by the school in line with our data protection policy which is available to parents, carers and children on the school website.

### 4. Contingency plans:

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, St Agnes Catholic Primary School has developed the following plan. This plan is based on the feedback from the 262 responses to our remote learning survey and offers remote learning opportunities whilst also acknowledging that some households have limited access to devices.

This plan will be applied in the following instances:

1. An individual is self-isolating whilst awaiting a test result or because of a positive test within the household;
2. A whole bubble is self-isolating because of a confirmed case within the bubble
3. The whole school is in lockdown

The plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#).

**In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is expected, as is the duty that St Agnes makes that provision available and accessible to all. However, if pupils themselves are too ill to attend then they should not be expected to engage in home learning.**

#### 4.1 EYFS:





In EYFS remote learning will be provided via **Tapestry**. This personal on-line Learning Journey which records photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of your pupil's experiences during their time with us.

You will have secure access (via email address and password) to your pupil's Learning Journey and, in addition to viewing our contributions, we encourage you to add to it by uploading photos and comments, or commenting on observations made by us. Tapestry can be accessed through web browsers and through a free app for both Apple and Android devices.

**4.2 KS1 & 2:**

In yrs 1-6 remote learning will be provided via Google Classroom. Google Classroom is a free Google App that aims to simplify creating, distributing and assessing learning in a paperless way. Teachers will use Google Classroom to send announcements to entire classes, share resources, lesson notes, PowerPoints, diagrams, and home learning. Pupils can use it to access work covered in class in school, at home or on the go and complete home learning. Parents can use some of the features of Google Classroom to help engage with and support pupils in their home learning. It is a free resource that can be accessed from any device connected to the internet - laptops, desktop computers, chromebooks, tablets or mobile phones.

Through Google classroom teachers will direct pupils to utilise a range of online websites including:

- Accelerated Reader
- Bugclub (KS1 only)
- My Maths
- TT Rockstars

**5. Remote Learning provision:**

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in art and science where materials may not be readily available in the home adaptations and allowances are made to teach the skill or knowledge in a different way.

Friday afternoons do not have a 'live meet' to enable teachers who are working remotely to have PPA time and to give an opportunity for a screen free afternoon each week for pupils.

Each week we provide:

*\*During remote learning the usual h/w timetable is suspended.*

EYFS	<input type="checkbox"/> Daily opportunity for prayer
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	<ul style="list-style-type: none"> <li><input type="checkbox"/> Daily communication and language session (including phonics)</li> <li><input type="checkbox"/> Daily mathematics</li> <li><input type="checkbox"/> Daily Physical Development</li> <li><input type="checkbox"/> Daily story time</li> <li><input type="checkbox"/> Each day one other activity will set for the different areas of learning, including: RE, Literacy, Understanding the World, Expressive Art and Design and PSED.</li> </ul>
Key Stage 1	<ul style="list-style-type: none"> <li><input type="checkbox"/> Daily opportunity for prayer</li> <li><input type="checkbox"/> Daily phonics and English session</li> <li><input type="checkbox"/> Daily Maths</li> <li><input type="checkbox"/> Daily to online exercise link</li> <li><input type="checkbox"/> Topic or RE lesson each day</li> <li><input type="checkbox"/> Story time 3 X week</li> <li><input type="checkbox"/> Weekly PSHE</li> <li><input type="checkbox"/> Weekly spelling test</li> <li><input type="checkbox"/> 1:1 reading session with member of staff each week</li> </ul>
	<i>Targeted intervention groups for pupils as required</i>
Key Stage 2	<ul style="list-style-type: none"> <li>• Daily opportunity for prayer</li> <li>• Daily English lessons</li> <li>• Daily Maths</li> <li>• Weekly extended written task</li> <li>• Topic or RE lesson each day</li> <li>• Daily link to online exercise</li> <li>• 2 reading lessons each week</li> <li>• Weekly PSHE</li> <li>• Weekly French <input type="checkbox"/> Weekly Music</li> <li>• Weekly spelling</li> </ul> <p style="text-align: center;"><i>Targeted intervention groups for pupils as required</i></p>
Year 6	<p>As above with additional:</p> <ul style="list-style-type: none"> <li>• Daily reading comprehension</li> <li>• Daily arithmetic</li> </ul>



Additional resources	<ul style="list-style-type: none"> <li>• Daily Collective worship</li> <li>• Accelerated reader</li> <li>• Reading Eggs</li> <li>• MyMaths</li> <li>• Letter join</li> <li>• Spellzone □ Bug Club</li> <li>• TTRockstars</li> <li>• PE Challenges</li> </ul>
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**5.1** We use a combination of the following approaches to teach pupils remotely:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

**5.2** Through Tapestry / Google classroom teachers will direct pupils to utilise a range of school subscriptions to the following online websites including:

- Busy Things (EYFS)
- Bugclub (Reception & KS1)
- Reading Eggs (Reception upwards)
- Accelerated Reader (KS2)
- My Maths (Yr 2 upwards)
- TT Rockstars (Yr 2 Upwards)

**5.3** Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.

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

**5.5** 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.

**5.6** Lesson plans will be adapted as far as possible to ensure that the curriculum remains fully accessible and inclusive via remote learning.



- 5.7 The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats, e.g. use of mobile apps and editable documents that do not need printing.
- 5.8 Paper packs will be made available for pupils who do not have access to a device – these packs can be **collected from school**. Answers will be provided for parents to mark to reduce risk of transmission by returning paper to school.
- 5.9 Reading books will be made available for all pupils to collect from school on a fortnightly basis.
- 5.10 Teaching staff will liaise with the **SEN team** and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.
- 5.11 The **SEN team** will arrange additional support for pupils with SEND which will be unique to the individual’s needs, e.g. via weekly phone calls in case of school closure due to lockdown or bubble closure.
- 5.12 Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
- 5.13 Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.
- 5.14 Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work.
- 5.15 The **ICT technicians** are not responsible for providing technical support for equipment that is not owned by the school.

**6. EYFS - Nursery and Reception**

It is important that children in this year group are encouraged to complete play based activities daily. Phonics, Maths, Physical Development and Communication and Language activities will be set daily. Each day one other activity will set for the different areas of learning, including: RE, Literacy, Understanding the World, Expressive Art and Design and PSED. 'Storytime' will be shared on Tapestry by the EYFS Teachers each day. The EYFS Teachers and Learning Support Assistants will be available through Tapestry and will respond to messages during the school day (8.30am-3.30pm)

*6 During the 3<sup>rd</sup> national lockdown EYFS (nursery) is open to all pupils.*

<b>Scenario</b>	<b>Provision:</b>
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<p>Pupil needs to isolate because someone in their household is symptomatic or tests positive</p>	<p>EYFS: Work will be allocated to the individual pupil via Tapestry. Pictures / videos need be uploaded by parents onto Tapestry by the next morning.</p> <p>KS1 &amp; 2: Work will be allocated to the individual pupil on Google classroom. The work should be completed and 'handed in' on Google classroom by the due date.</p> <p><i>These resources will include slides/videos which are being used in school to teach the rest of the class.</i></p>
<p>A bubble is selfisolating because of a confirmed case of COVID.</p>	<p>EYFS: There will be a 3 'live lessons' sharing slides/videos and resources as they do in the classroom via Google Classroom. Work will be allocated to pupils via Tapestry by 9am each day. Pupils will be allocated work which they must complete and upload to Tapestry by the next morning. Teachers/staff can then review the work and comment. There will be opportunities to address misconceptions in following Google Meets. Teachers/ support staff may schedule an additional 'meet' to support those pupils needing additional input. Attendance at this is expected. Nursery pupils will be expected to attend the sessions which they are registered for a minimum expectation.</p> <p>KS1 &amp; 2: Work will be assigned to pupils on Google classroom by 9am each day. Teachers will deliver 3 'live lessons' (9:30am, 11am and 1:30pm) sharing slides/videos and resources as they do in the classroom. These will be recorded to enable pupils/parents to watch later if needed. Pupils will be allocated work which they must complete and 'hand in' by the next morning. Teachers/staff can then review the work completed, provide feedback and 'return' the work. There will be opportunities to address misconceptions in following Google Meets. Teachers/ support staff may schedule an additional 'meet' to support those pupils needing additional input. Attendance at this is expected.</p>



In the event of a teacher becoming ill, the other year group teacher will assign work and provide access to pre-recorded videos.

Time	Activity
9.30	Google Meet - Lesson 1
11.00	Google Meet - Lesson 2
1.30pm	Google Meet - Lesson 3 (not on a Friday)
3pm	Log Off

There are no live meets on a Friday afternoon to allow for teachers PPA.



<p><b>Whole school closure</b></p>	<p>EYFS: There will be a morning and afternoon ‘live lesson’ sharing slides/videos and resources as they do in the classroom. These will be recorded to enable pupils/parents to watch at a later time. Work will be allocated to pupils via Tapestry by 9am each day. Pupils will be allocated work which they must complete and upload to Tapestry by the next morning. Teachers/staff can then review the work and comment. There will be opportunities to address misconceptions in following Google Meets. Teachers/ support staff may schedule an additional ‘meet’ to support those children needing additional input. Attendance at this is expected. Nursery pupils will be expected to attend the sessions which they are registered for a minimum expectation.</p> <p>KS1 &amp; 2: Work will be assigned to pupils on Google classroom by 9am. There will be a morning and afternoon ‘live lesson’ sharing slides/videos and resources as they do in the classroom. These will be recorded to enable pupils/parents to watch at a later time.</p> <table border="1" data-bbox="491 981 1062 1462"> <thead> <tr> <th>Time</th> <th>Google Meet</th> </tr> </thead> <tbody> <tr> <td>9:00</td> <td>EYFS</td> </tr> <tr> <td>9:30</td> <td>KS1</td> </tr> <tr> <td>10:00</td> <td>Years 3 &amp; 4</td> </tr> <tr> <td>10:30</td> <td>Years 5 &amp; 6</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>12:30</td> <td>EYFS</td> </tr> <tr> <td>1:00</td> <td>KS1</td> </tr> <tr> <td>1:30</td> <td>Years 3 &amp; 4</td> </tr> <tr> <td>2:00</td> <td>Years 5 &amp; 6</td> </tr> </tbody> </table> <p>There are no live meets on Friday afternoons to allow for teachers PPA and screen free Friday afternoon.</p>	Time	Google Meet	9:00	EYFS	9:30	KS1	10:00	Years 3 & 4	10:30	Years 5 & 6			12:30	EYFS	1:00	KS1	1:30	Years 3 & 4	2:00	Years 5 & 6
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	<p>Work should be completed and ‘handed in’ on Google Classroom by the next morning. Teachers/staff can then review the work completed, provide feedback and ‘return’ the work. There will be opportunities to address misconceptions in following Google Meets.</p> <p>Teachers/ support staff may schedule an additional ‘meet’ to support those pupils needing additional input. Attendance at this is expected.</p> <p>In the event of a teacher becoming ill, the other year group teacher will assign work and provide access to recorded meets.</p>																				



## 7. Marking and feedback

- 7.1. All schoolwork completed through remote learning must be:
- Completed to the best of the pupils ability
  - 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 email, text, app alert or phonecall 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 [SLT](#) 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 [SEN Team](#) 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.

## 8. School day and absence

- 8.1 Pupils will be expected to participate in remote learning as set by their teacher at points during the usual school day 8:30am to 3:30pm Monday to Friday following the suggested timetable.
- 8.2 Pupils with SEND or additional medical conditions who require regular breaks, e.g. sensory breaks will have tasks set accordingly.





- 8.3** Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.
- 8.4** Parents will inform their child's teacher no later than 8:30am if their child is unwell or isolating. They should also communicate COVID test results to **office@stagnes.barnetmail.net**
- 8.5** If a pupil does not engage in remote learning, the class teacher is to call the parents to discuss obstacles and offer support. If engagement does not improve a member of SLT will call the parents to discuss. This may be followed up by calls from school SEND team if there are pastoral issues.
- 8.6** The school will monitor absence and lateness in line with the Attendance Policy and review remote engagement as part of safeguarding meetings.

### 9. Safeguarding / SEND:

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.

- 9.1** Where pupils would normally receive additional support from SEND agencies, the Inclusion Leader will make arrangements for those to continue remotely as long as the agencies engage.
- 9.2** The SEND team will share appropriate resources and activities with teachers who will disseminate accordingly.
- 9.3** The **DSL** and **deputy 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.
- 9.4** The **DSL** will arrange for regular contact with vulnerable pupils **once per week**, if not engaging with online meets or attending school.
- 9.5** All contact with vulnerable pupils will be recorded and stored in line with the **Records Management Policy**.
- 9.6** The **DSL** will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- 9.7** If a home visit is necessary, a home visits **must**:
- Be undertaken by no fewer than **two** members of staff.
  - Be suitably recorded and the records stored so that the **DSL** has access to them.
  - Actively involve the pupil.



- 9.8 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.
- 9.9 The **DSL** will meet (in person or remotely) with the relevant members of staff **fortnightly** to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
- 9.10 All members of staff will report any safeguarding concerns to the **DSL** immediately.
- 9.11 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. Food provision

- 10.1 The school will signpost parents towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.
- 10.2 Where applicable, the school will provide food parcels for pupils who receive FSM as requested by parents.

## 11. Costs and expenses

- 11.1 The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.
- 11.2 The school will not reimburse any costs for travel between pupils' homes and the school premises.
- 11.3 The school will not reimburse any costs for childcare.
- 11.4 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.

## 12 Data protection

- 12.1 This section of the policy will be enacted in conjunction with the school's **Data Protection Policy**.
- 12.2 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.



- 12.3** Sensitive data will only be downloaded onto school devices if it is necessary to do so for the purpose of remote learning and teaching.
- 12.4** All contact details will be stored in line with the [Data Protection Policy](#) and retained in line with the [Records Management Policy](#).
- 12.5** Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.
- 12.6** Any breach of confidentiality will be dealt with in accordance with the school's [Data and ESecurity Breach Prevention Management Plan](#).
- 12.7** Any intentional breach of confidentiality will be dealt with in accordance with the school's [Behavioural Policy](#) or the [Disciplinary Policy and Procedure](#).

### **13 Health and safety**

- 13.1** This section of the policy will be enacted in conjunction with the school's [Health and Safety Policy](#).
- 13.2** 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.
- 13.3** If using electronic devices during remote learning, pupils will be encouraged to take a [fiveminute](#) screen break every [two hours](#).
- 13.4** Screen break frequency will be adjusted to [five minutes](#) every [hour](#) for younger pupils or pupils with medical conditions who require more frequent screen breaks.
- 13.5** If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the [health and safety officer](#) or other relevant member of staff immediately so that appropriate action can be taken.

### **14. Communication**

- 14.1** The school will ensure adequate channels of communication are arranged in the event of an emergency.
- 14.2** The school will communicate with parents via email, app and the [school website](#) about remote learning arrangements as soon as possible.
- 14.3** The [headteacher](#) will communicate with staff as soon as possible via [email](#) about any remote learning arrangements.
- 14.4** 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.



- 14.5** 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.
- 14.6** Members of staff will have contact with their phase leader **once per week**.
- 14.7** As much as possible, all communication with pupils and their parents will take place within the school hours.
- 14.8** Pupils will have virtual contact with a member of teaching staff twice a day.
- 14.9** Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- 14.10** 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.
- 14.11** The **pupils' teacher** will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.
- 14.12** 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.

## **15 Monitoring and review**

- 15.1** This policy will be reviewed on an annual basis by the headteacher.
- 15.2** Any changes to this policy will be communicated to all members of staff and other stakeholders.
- 15.3** The next scheduled review date for this policy is January 2022