



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](#).

This policy is in DRAFT form.

Status of Policy	
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Agreed by Governors	
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Statement of intent

At Burlington CE Primary and Nursery 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.

1. Legal framework

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

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018

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

- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2016) 'Children missing education'
- 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**
- **Behaviour Policy**
- **Feedback Policy**
- **Online Safety Policy**
- **Health and Safety Policy**
- **Attendance Policy**
- **ICT Acceptable Use Policy**
- **Staff Code of Conduct**

2. Roles and responsibilities

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

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

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.
- 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.

2.3. The **health and safety officer** is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the **headteacher**.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- 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 **headteacher** and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working Ensuring all safeguarding incidents are adequately recorded and reported.

2.6. The **SENCO** is responsible for:

- Liaising with the **ICT support** 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.

2.7. The **ICT support** 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 **headteacher**.
- Reporting any defects on school-owned equipment used for remote learning to an **ICT support**.
- 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 **Parent Code of Conduct** at all times.
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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 **Behaviour 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 or work sheets
 - Email
 - Current online learning portals
 - Educational websites
 - Reading tasks
 - Pre-recorded video or audio lessons
- 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 interaction with school staff is effective in aiding pupils' motivation and academic progression and, to this effect, teachers will ensure they regularly communicate through video links, phone calls and Microsoft TEAMS or Tapestry.
- 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/Word documents which can easily be printed from a mobile device.
- 3.9. Work packs are made available for pupils who do not have access to a printer – these packs can be collected from school or delivered upon request once a week.
- 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 classteacher, in consultation with the **SENCO**, will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly video calls, phone calls or messages on Dojo.
- 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' sessions, e.g. TEAMS, will be communicated via email and Microsoft TEAMS or Tapestry 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. School staff 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, emails, text, Microsoft TEAMS or Tapestry** 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:
 - Providing a meal 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 **Device User Agreement** prior to commencing remote learning.

4. Online safety

- 4.1. This section of the policy will be enacted in conjunction with the school's **Online Safety Policy**.
- 4.2. Where possible, all interactions will be textual and public.
- 4.3. All staff and pupils using video and audio communication must:
- Wear suitable clothing – this includes others in their household.
 - Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not appropriate during video communication.
 - Ensure an appropriate adult is in the room (they do not need to be on screen) for the duration of the video call.
 - 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 – do not alter the backgrounds or add sounds/animations.
 - Display their child's name as the display ID on Zoom to ensure the correct attendees are accepted from the waiting room.
 - Remain muted during whole class meetings unless they are told otherwise or unmuted by the teacher hosting the video call
 - Not record, store, or distribute video material without permission including screenshots.
 - Always remain aware that they are visible.
 - Never pass on Zoom links/passcodes to anyone outside the class community
- 4.4. 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 **Headteacher**, in collaboration with the **SENCO**.
- 4.5. Pupils not using devices or software as intended will be disciplined in line with the **Behaviour Policy**.
- 4.6. 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.
- 4.7. The school will consult with parents prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

- 4.8. The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.
- 4.9. The school will communicate to parents about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.
- 4.10. During the period of remote learning, the school will maintain regular contact with parents to:
- Reinforce the importance of children staying safe online.
 - Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
 - Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
 - Direct parents to useful resources to help them keep their children safe online.
- 4.11. The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

5. Safeguarding

- 5.1. This section of the policy will be enacted in conjunction with the school's **Child Protection and Safeguarding Policy**, which has been updated to include safeguarding procedures in relation to remote working.
- 5.2. The **DSL** and **headteacher** will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- 5.3. The **DSL** will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- 5.4. Phone calls made to vulnerable pupils will be made using school phones where possible.
- 5.5. The **DSL** will arrange for regular contact with vulnerable pupils **once** per **week** at minimum, with additional contact arranged where required.
- 5.6. All contact with vulnerable pupils will be recorded on paper and suitably stored in line with the **Records Management Policy**.

- 5.7. The **DSL** will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- 5.8. The **DSL** will meet (in person or remotely) with the relevant members of staff **regularly** to discuss new and current safeguarding arrangements for any vulnerable pupils learning remotely.
- 5.9. All members of staff will report any safeguarding concerns to the **DSL** immediately.
- 5.10. Pupils and their parents will be encouraged to contact the **DSL** if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

6. Data protection

- 6.1. This section of the policy will be enacted in conjunction with the school's **Data Protection Policy**.
- 6.2. Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- 6.3. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- 6.4. Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- 6.5. Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.
- 6.6. All contact details will be stored in line with the **Data Protection Policy** and retained in line with the **Records Management Policy**.
- 6.7. The school will not permit paper copies of contact details to be taken off the school premises.
- 6.8. Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.
- 6.9. Any breach of confidentiality will be dealt with in accordance with the school's **Data Protection Policy**.
- 6.10. Any intentional breach of confidentiality will be dealt with in accordance with the school's **Behaviour Policy** or the **Disciplinary Policy and Procedure**.

7. Feedback

- 7.1. All schoolwork completed through remote learning must be:
- Finished when returned to the relevant member of teaching staff.
 - Returned on or before any deadline set by the relevant member of teaching staff.
 - Completed to the best of the pupil's ability.
 - The pupil's own work.
 - Feedback given in line with the school **Feedback Policy**.
- 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, Dojo or phone 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 any additional support or provision with the **headteacher** as soon as possible.
- 7.5. Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the **SENCO** as soon as possible.
- 7.6. The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.
- 7.7. The school will log participation and pupil engagement with remote education, as well as motivation levels and progress, and, if there is a concern, individually via **telephone, video call, Microsoft TEAMS, Tapestry or email**.
- 7.8. The school will consider ways to use feedback to secure consistent engagement with remote material, e.g. celebrating exemplary work and rewarding 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 Safety Policy**.
- 8.2. If using electronic devices during remote learning, pupils will be encouraged to take regular screen breaks.

- 8.3. 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.

9. School day and absence

- 9.1. The school's remote learning is organised to ensure that it can be accessed at any appropriate time for the household. The school appreciates that it is not always possible to access a full school day online. Pre-recorded lessons are provided to facilitate this.
- 9.2. Work provided for pupils with SEND or additional medical conditions recognises that they may require more regular breaks, e.g. sensory breaks
- 9.3. Pupils who are unwell are not expected to undertake remote working until they are well enough to do so.

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 **letter, email** and Microsoft TEAMS or Tapestry about remote learning arrangements as soon as possible.
- 10.3. The **headteacher** will communicate with staff as soon as possible via **email** 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 at least **once** per **week**.
- 10.7. As much as possible, all communication with pupils and their parents will take place within the school office hours (8:30am – 4pm)
- 10.8. Pupils in Years 5 & 6 will have verbal contact with a member of teaching staff at least **once** per **week** via **group video call**. Pupils in Years 3 & 4 will also have regular contact.
- 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 2021**

Appendix A

Remote Learning During the Coronavirus (COVID-19) Pandemic

In line with the recent government announcement, the school will be closed throughout the duration of the present national lockdown, which is currently expected to last until mid-February, to all but vulnerable pupils and the children of critical workers. The school has implemented provision for remote learning to ensure pupils never miss out on education during this troubling time. We will ensure that our curriculum is inclusive and accessible to all and will endeavour to support all of our pupils and staff as they learn and work from home. This policy annex outlines additional measures that will be implemented for delivering remote learning during the pandemic.

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 (2020) 'Guidance for full opening: special schools and other specialist settings'
- DfE (2020) 'Get help with remote education'
- DfE (2021) 'Restricting attendance during the national lockdown: schools'
- DfE (2020) 'Get help with technology during coronavirus (COVID-19)'
- DfE (2020) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)'
- DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'
- Department of Health & Social Care (2020) 'COVID-19 contain framework: a guide for local decision makers'
- DfE (2020) 'Remote education good practice'
- DfE (2020) The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction
- DfE (2020) 'Contingency framework: education and childcare settings (excluding universities)'

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

- Providing remote education to all pupils of compulsory school age.

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

2. Contingency planning

- 2.1 The school will work closely with the LA to ensure the premises is COVID-secure and will complete all necessary risk assessments – results of the full opening risk assessment will be published on the school's website.
- 2.2 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**.
- 2.3 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.
- 2.4 The school will ensure that remote learning training is regularly refreshed for teachers, and that appropriate trouble-shooting support is available when needed, so the transition from in-person to remote teaching can be as seamless as possible if required.
- 2.5 If 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.

3. Teaching and learning

- 3.1 The school will ensure staff and pupils follow the school's **Online Safety Policy** when working and learning remotely.
- 3.2 The school will ensure that remote education is available for pupils immediately, i.e. the next school day after they are sent home to self-isolate or after the contingency framework is applied.
- 3.3 All pupils will have access to high-quality education when learning remotely.
- 3.4 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.

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

- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum.
- Use one digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback.
- Work to overcome barriers to digital access for by:
 - Distributing school-owned laptops accompanied by a user agreement or contract.
 - Providing printed resources, e.g. textbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.
- Ensure staff are adequately trained and confident in its use.
- Check whether pupils are engaging with their work daily, and work with families to identify effective solutions where engagement is a concern.
- Ensure that there is a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectation for remote education
- Publish information for pupils, parents and carers about remote education provision on their website by 25 January 2021.

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

- The school uses the Oak Academy and White Rose lessons predominantly. These are pre-recorded for ease of access and include a variety of different learning methods, e.g. using comprehension, quizzes and online materials.

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. regular live sessions 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 or tablets 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 abreast of developments to DfE technology schemes, and will order sufficient amounts of technology to ensure that disadvantaged pupils can adequately access remote education at home.
 - 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 General Data Protection Regulation.
 - 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, pupils are supported to return to school as and when it is safe for them to do so.
- 5.2 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.
- 5.3 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.
- 5.4 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.
- 6.2 All changes to the policy will be communicated to relevant members of the school community.



Remote Learning Statement

Status of Policy	
Policy created	December 2020
Policy reviewed	January 2021
Agreed by Staff	January 2021
Agreed by Governors	
Review	July 2022

Remote Learning Policy

As a staff we are committed to ensuring our children continue to learn at Burlington Primary School during prolonged periods of school closure.

Whilst learning is important, the communities' well-being is at the forefront. We understand that there may be times of illness, caring for the vulnerable and caring for other children within the home and this must be the priority for the community. However, we will endeavour to support our learners at this time as they continue to learn and grow.

What is Remote Learning?

Remote learning is where pupils cannot physically be present at school. As children cannot access school to learn, their learning will take place online. It is important that children complete the work set.

This is something new for all of us; we will endeavour to improve the service as we all get used to it and we will engage with our school community to ensure we provide useful resources and provide help and support when we can.

How will the work be set?

Work will be set by teachers using the school's chosen learning platform e.g. Teams for children in Year 2 and above and tapestry for our younger children.

We aim to teach the same curriculum remotely as we do in school where possible and appropriate. However, some adaptations may be needed in some subjects. For example, PE, where team sports do not lend themselves to remote learning. We will try to ensure that the curriculum is following the similar format as it would in school.

Teachers have created a bank of home learning tasks, ideas and resources. Some are in the form of worksheets or instructions on work to complete and others are instructions on where to access work. You will not be required to print out any worksheets if you are unable to do so. Worksheets will simply be used as a guide for presenting tasks. Recording work on paper will be sufficient.

Some activities will be completed online and teachers will be able to see it. Sometimes a task might ask the child to carry out an experiment; growing seeds, organise tins and packets according to weight, or drawing or making a model. These would need to be photographed and uploaded onto Teams/Tapestry for the teachers to see. Teachers will be able to monitor children's engagement in activities and their understanding.

Learners may be provided with a suggested timetable for the week to ensure that they are given routines in order to learn at home. Children thrive off routine and structure so this may help when learning at home. We understand that this cannot be followed at all times and may not at all in some instances and it is a suggested timetable.

There will be set work for the children to complete. These will be on Teams in the Assignments section or on Tapestry. You will also have access to the work for our younger

pupils via a weekly email sent from Class 1 staff. Please note that the distance learning activities are the prepared learning activities.

What is expected of pupils?

Each child will be issued with set pieces of work to complete each day. Their responses will be sent to the teacher via Teams/Tapestry and can be uploaded at any point according to the work set. School staff will mark their work and comment accordingly. Please make sure that your children only sendsre completed work.

All work will be on a child’s Teams / Tapestry account. All children/parents have an individual login and password to the platform being used. If you forget this please do contact school and we will reset passwords for you.

Time spent on work will vary with the age of the children. There is an expectation that children in Class 1 work on average for two hours a day. Class 2 (Year 2 and 3) work on average three hours per day and Class 3 (Years 4-6) an average of four hours per day. These are just average times and will again vary of the need of each individual child. The above times are a guide.

For children in Years 2-6 an average week may look like:

Monday	Tuesday	Wednesday	Thursday	Friday
English activity	English activity	English activity	English activity	English activity
Maths activity	Maths activity	Maths activity	Maths activity	Maths activity
Topic activity	Topic activity	Topic activity	Topic activity	Topic activity
(could be	(could be	(could be	(could be	(could be
Science/History	Science/History	Science/History	Science/History	Science/History
/	/	/	/	/
Geography/RE)	Geography/RE)	Geography/RE)	Geography/RE)	Geography/RE)

What is the expectation of teachers and staff?

All teachers will provide work for children to complete at home. Staff will respond to pupils’ work where appropriate through the appropriate channel on the platform used. Teachers will try to match the work to your child’s abilities wherever possible, sometimes this will prove to be difficult as teachers often give additional support to pupils during a lesson, however a member of staff will be available from 9am to 3.15pm Monday to Friday to support and aid where needed.

It is important to remember that staff may be completing professional tasks associated to their jobs i.e. Meetings, so will not always be able to respond immediately to pupils. Teachers will deliver a variety of activities including live sessions – registration and story time for example, recording teaching sessions (e.g. Oak National Academy lessons), worksheets and presentations through web links, commercially available websites such as CBBC Bitesize or published activity books such as CGP books.

We recognise that some pupils, for example those with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways through face to face catch up sessions and support. Work will also be sent appropriate to the child's needs.

For children who are self isolating work will be similar to that if they had been onsite to ensure that their access to learning does not become disjointed.

How will school support those with limited or no devices or access to the internet?

We may be able to loan out any spare devices we have in school and we would urge any parent to contact us if they have any concerns about accessing their child's remote learning. We will support where we can by providing devices, work books, work sheets or resources from school.

What do I do if my child struggles to engage?

Children, like adults, have good days and bad days. Sometimes they will find the tasks set challenging, sometimes they will find them too easy, sometimes they will not want to do them at all! This is perfectly normal. Please do reach out to school staff to discuss any concerns with us. You are a parent first and foremost. You are there to nurture your child and ensure that they are secure and happy during these unprecedented times.

Suggested daily timetable

This is a proposed idea – some children like routine.

Time	Suggested activity	Ideas
9.00 – 9.30	Registration	Whole class Teams meeting scheduled daily where children and staff meet. Teachers will share the day's work and cover any misconceptions. This is also an opportunity for informal chat and games.
9.30 – 10.00	Exercise Opportunity	If you have a dog, take it for a walk YouTube exercise video – Joe Wicks, Yoga or other exercise opportunity
10.00 - 10.50	Academic work	Provided through Teams or Tapestry and personalised for the child
10.50 – 11.10	Break	Juice and a biscuit time.
11.10 - 12.00	Academic work	Provided through Teams or Tapestry and personalised for the child
12.00	Lunch	
12.30	Chores	Create a list of 12 household jobs. Roll 2 dice and whatever number it makes tackle that household job first
1.00 - 2.00	Quiet time or Mindfulness	Reading, puzzles, nap, games, down time or be creative and make something.
2.00 - 3.00	Academic work	Provided through Teams or Tapestry and personalised for the child

3.00 - 4.00	Outdoor/Fresh air	Play in the garden, go for a minibeast hunt, tally chart items that you find (flowers, birds, cars, vans etc.) Make mud pies, plant some seeds, flowers or vegetables. Grow cress and monitor it each day or simply just RELAX!
4.00 - 5.00	Free Time	