Remote Learning Policy

Reviewed December 2020 by the Remote Learning Policy working party

Ratified by the Board of Trustees 05.01.2021

Next review date December 2021

This policy has been reviewed in line with the principles set out in the Equality Policy and an initial screening Equality Impact Assessment has been carried out.

Within this policy, the term Headteacher refers to the Headteacher of the TL schools. The term CEO refers to the CEO of Twynham Learning Trust.

The governors of the Twynham Learning Academy Trust (the Trust) are charity trustees and company directors and for the purpose of this policy these terms are interchangeable. This also applies to the term 'pupils', also meaning students, throughout this policy.

This policy reflects the legislation at the time that it was last reviewed. Any changes in legislation will take precedence over anything printed in this policy.

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Statement of intent

At Twynham Learning, we understand the need to deliver a world-class 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 (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'

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

- Child Protection and Safeguarding Policy

- Data Protection Policy

- Special Educational Needs and Disabilities (SEND) Policy

- Behaviour Policy

- Accessibility Policy

- Marking and Feedback Policy

- Teaching and Learning Policy

- Curriculum Policy

- Assessment Policy

- Online Safety Policy

- Health and Safety Policy

- Attendance Policy

- ICT Acceptable Use Policy

- Code of Conduct for Staff & Volunteers

2.   Roles and responsibilities – In each TL school:

2.1.   The **LAB** 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 and address any issues which may arise in a timely manner, in line with policy
- 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.
- Ensuring that pupils have access to and understand how to use the software platforms signposted to them, prior to any period of closure.

2.3.   With regards to matters of **Health and Safety,** relevant school leaders in each TL school are 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.   With regards to matters of **Data Protection,** relevant school leaders in each TL school are 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 IT Support 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 IT 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 alternative arrangements for pupils with EHC plans.
- 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.
- Arranging online support from external SEN agencies for those pupils who would normally receive additional support, where possible: eg – SALT
- Liaising with the BCP SEND manager and SEND Case Officer (for pupils with an EHCP) to provide Risk Assessments and Learning Plans where required.

2.7.   The **SBM** is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

2.8.   The **IT Support Team** 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/IT leader in schools to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

2.9.   **Staff members** are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to school leaders 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 the IT Support team.
- Adhering to the Staff Code of Conduct at all times.
- Routinely reviewing the effectiveness of the online learning offers and making improvements where necessary.

2.10.   **Parents/Carers** are responsible for:

- Adhering to this policy at all times during periods of remote learning.

- Where it is possible with access to equipment and technology in the family home, trying to ensure that their child is available to learn remotely at the times set out in section 9 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 section 9
- Reporting any absence in line with the terms set out in 9.5.
- Where provided by the school, ensuring their child uses the equipment and technology used for remote learning as intended.

2.11. **Pupils** are responsible for:
- Where it is possible with access to equipment and technology in the family home, ensuring they are available to learn remotely at the times set out in section 9 of this policy, and that their schoolwork is completed on time and to the best of their ability.
- If in KS3 and KS4, reporting any technical issues to their teacher/tutor as soon as possible
- If in KS3 and KS4, 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.
- Adhering to this policy at all times during periods of remote learning.

3. Resources

Learning materials

3.1. TL schools 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 schools may make use of:

- Work booklets
- Email
- Past and mock exam papers
- Current online learning portals
- Educational websites
- Reading tasks
- Pre-recorded video or audio lessons

- Live lessons/webinars

3.2.   TL Schools will create and set remote learning which:

- Set assignments so that pupils have meaningful and ambitious work each day.
- Delivers a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
- Assesses progress by using questions and other suitable tasks and is clear on how regularly work will be checked.
- Adjusts 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.
- Plans a programme that is of equivalent length to the core teaching pupils would receive in school, noting that there will be a fair balance between screen and non-screen time.

3.3.   Teachers will review the DfE's list of <u>online education resources</u> 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.   Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.

3.6.   The schools will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats, where possible, e.g. providing work on PDFs which can easily be printed from a mobile device.

3.7.   Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school, or delivered by staff where it is deemed necessary, by prior arrangement.

3.8.   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.

3.9.   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.

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

3.11.   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.

3.12.   For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support, where available, through BCP or the DfE (ordered through TechSource website).

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

- Pupils in Years 3 to 11

- Clinically extremely vulnerable children across all year groups who are shielding or self-isolating in line with government advice

- Children in all year groups who are unable to access remote education whilst attending school on a hospital site

3.14.   Before distributing devices, the school will ensure:

- The devices are set up to access remote education.

- Appropriate safeguarding controls and support are in place to help pupils and their families use the devices safely.

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

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

3.17.   Teaching staff will oversee academic progression for the duration of the remote learning period and will provide feedback on work in line with section 7 of this policy.

3.18.   Where part of usual practice, the arrangements for any 'live' classes, e.g. webinars, will be communicated via email no later than one day before the allotted time and kept to a reasonable length of no more than one hour per session.

3.19. The IT support team are not responsible for providing technical support for equipment that is not owned by the school.

Food provision

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

3.21. TL will provide food packages for pupils who receive FSM, for delivery or collection by prior arrangement with individual families.

Costs and expenses

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

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

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

3.25. If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the TL 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 Trust's Online Safety Policy.

4.2. 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 – 'private' living areas within the home, such as bedrooms, are not permitted during video communication. Schools may decide to opt that pupils' camera modes are disabled.
- 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.
- Where Wi-Fi connections are available at home, do everything possible to ensure that they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

4.3.   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.

4.4.   Schools 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 parent(s) and 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.   Where possible, schools 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.

4.8.   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 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.

4.10.   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 Safeguarding and Child Protection Policy.

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, including home visits (subject to Risk Assessment) arranged where required.

5.6.   All contact with vulnerable pupils will be recorded and suitably stored in line with the Safeguarding 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 liaise with BCP to track vulnerable pupils open to Children's Social Care or Family Support, through Early Help.

5.9.   Where deemed necessary, all home visits should:

- Be undertaken by no fewer than two members of staff, subject to Risk Assessment
- Be suitably recorded and the records stored so that the DSL has access to them.
- Actively involve the pupil.

5.10.   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.

5.11.   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.

5.12.   All members of staff will report any safeguarding concerns to the DSL immediately.

5.13.   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 Trust'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 checked prior to the period of remote learning.

6.6.   All contact details will be stored in line with the Data Protection Policy.

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

6.8. Any breach of confidentiality will be dealt with in accordance with the Trust's Data Protection Policy.

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

7. Marking and feedback

7.1. All schoolwork completed through remote learning must be:

- The pupil's own work.
- Returned on, or before, the deadline set by the relevant member of teaching staff.
- Completed to the best of the pupil's ability.
- 'Returned' to the pupil, once acknowledged, 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 in KS3 and KS4 are accountable for the completion of their own schoolwork – teaching staff will contact parents via email, or another suitable method, 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.

8. Health and safety

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

8.2. Teaching staff 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.   All pupils will be encouraged to take at least a 10 minute screen break in between screen-based lesson sessions and this can be adjusted by teachers to reflect the age and specific needs of pupils as necessary.

9. School day and absence

9.1.   Dependent on their relevant key stage, pupils will need to be present at specific times to access remote learning. Each school will stipulate with parents/carers the time period expectations for their pupils and students, in line with the most up-to-date government guidance. *Refer to appendix 2 and appendix 3.*

9.2.   Suggested break times and lunchtimes may be shared with pupils.

9.3.   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.

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

9.5.   Parents will aim inform their child's school no later than 8:30am if their child is unwell.

9.6.   The school will monitor absence, and, where appropriate, lateness, in line with the Attendance 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 letter 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 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.   Feedback from teachers may well be communicated to pupils *after* normal school hours. The school understands that pupils learning remotely have the right to privacy out-of-hours and that pupils' responses to any such feedback should only then be done within normal school hours the following day.

10.6.   Members of staff will have contact with their line manager once per week.

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.   Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

10.9.   Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.

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

10.11. 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.

10.12. As per section 5 of this policy, welfare calls will be made in line with Safeguarding procedures and support then offered at an ELSA level, or suchlike, where a need is identified.

11. Monitoring and review

11.1.   This policy will be reviewed on an annual basis by the TL Remote Learning Working Party.

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 November 2021.

APPENDIX 1:

Remote Learning during the Coronavirus (COVID-19) Pandemic
Within the ever-changing circumstances we are currently living through, we must be prepared for local restrictions. If local restrictions apply, the school will implement provision for remote learning to ensure pupils never miss out on education. We will ensure that our curriculum is inclusive and accessible to all. This policy annex outlines additional measures that will be implemented for delivering remote learning during the pandemic.

1. **Legal framework**

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

   - DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'

   - DfE (2020) 'Remote education good practice'

   - DfE (2020) 'Guidance for full opening: schools'

   - DfE (2020) 'Get help with technology during coronavirus (COVID-19)'

   - DfE (2020) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)'

   - DfE (2020) 'How schools can plan for tier 2 local restrictions'

   - DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'

   - Department of Health & Social Care (2020) 'COVID-19 contain framework: a guide for local decision makers'

2. **Contingency planning**

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

   2.2   The school will work closely with the local health protection team, Public Health Dorset, when local restrictions apply and implement the provisions set within their contingency plan.

   2.3   The school will communicate its contingency plans for local restrictions with parents, including whether it will remain open to vulnerable pupils and children of critical workers, or if remote working will be applicable for all.

2.4   If local restrictions are **not** applied, but a single class or 'bubble' needs to self-isolate, the school will immediately implement remote learning for that group.

2.5   The level of remote learning provision required will be based on the government's arrangements for local restrictions as they are set at that time. Where there are no local restrictions in place, the school will continue to remain fully open to all.

3. Returning to school

3.1   After a period of self-isolation, or the lessening of local lockdown rules, the headteacher will inform parents when their child should return to school.

3.2   The headteacher will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

3.3   If, after a period of whole school closure, government guidelines stipulate that a school should look to reopen, the headteacher will work with the Twynham Learning Trust and BCP to ensure pupils only return to school when it is safe for them to do so.

APPENDIX 2:

Primary Protocols for Remote Learning – Main Principles	
1. An individual or small group of pupils are self-isolating because of a positive test within the household or a symptomatic member of the household is being tested.	**Safeguarding/SEND in all circumstances.**
• If a child is isolated from school, due to these circumstances, they will be set learning online using the relevant platform (i.e. – Seesaw/Google classroom) or have a pack collected for them from school. • The set work will be based around the planning for their class; overlearning previously acquired skills, as well as focusing on basic skills work that would be relevant at any stage of the year i.e. maths, spelling, reading, writing and handwriting. • Teachers will make contact with pupil/s via Seesaw or Google classroom, in the first instance, to check-in with them. If necessary, a telephone call will be made instead.	• If a class is closed but a family does not have any internet or connected devices, arrangements will be made for a learning pack of resources to be collected from the school or delivered to the family home. • For vulnerable children, the DSL will ensure that appropriate agencies are notified and arrange for regular welfare checks via a phone call from the DSLs (record on Myconcern/CPOMS).
2. A whole bubble or year group is self-isolating because of an outbreak of coronavirus.	• Those pupils who do not engage with remote learning will be contacted by their class teacher/TA/ELSA support, and then a member of SLT if necessary, to discuss key issues and identify any support needed by the family.

• Teachers will upload their weekly planning timetable onto Seesaw/Google Classroom. These may be adapted as the week progresses and any changes shared with pupils as soon as possible.
 	
• Teacher modelling via either live video instructions, recorded lessons (which can be viewed at a later stage), voice overs on power points and screen shares, will be uploaded, with relevant resources, onto Seesaw/Google Classroom daily.
 	
• KS1 and KS2 remote learning may include:
 	
   o Progressive sequence of lessons for English linked to core text (incl. Phonics for KS1)
   o Progressive sequence of lessons for Maths linked to MNP
   o One foundation subject daily
   o Reading own books/reading scheme
 	
• YR remote learning may include:
   o Phonics
   o Progressive sequence of activities for Maths
   o Activities related to other areas of learning in EYFS
   o Reading class story
   o Reading own books/reading scheme
 	
• Pupils/parents/carers will upload learning, photos and videos onto Seesaw/Google Classroom.
 	
• Teachers will provide specific feedback via Seesaw/Google classroom daily, where appropriate to tasks.
	• The SENCO will liaise with teachers about provision for children on the SEND register.
	
	• Where children would normally receive additional support from SEND agencies, the SENCO will make arrangements for those to continue via Teams as long as the agencies engage.
	
	• The SENCO will send a risk assessment and learning plan to the BCP SENCO manager and SEND case officer (children with an EHCP).

3. A whole school lock down/closure	
• Arrangements as per class/year group closure. • The school will also sign post to pre-recorded lesson sequences from Oak National Academy where appropriate.	

APPENDIX 3: Secondary Protocols for Remote Learning – Main Principles

Scenario	Year Group	Classwork	Homework
1: School open. Individual Isolating students (students isolating without symptoms and able to continue learning)	7-11	Lesson resources accessed via remote learning tab on school gateway	Communicated on MS Teams
If a student is absent due to isolating without symptoms, the expectation is that they continue learning from home remotely. Students can access all work via the student gateway or Microsoft Teams.	12 and 13	All resources on MS Teams individual classes There may be specific lessons where staff ask students to engage live on MS Teams during the timetabled lesson.	Communicated on MS Teams
2: School open. Year group or whole class (es) isolating. Where possible, we will provide work in the following ways. If we do not have sufficient staff in school to be able to deliver live lessons, students will be directed to complete independent work via the remote learning tab or Microsoft teams.	7,8 and 9	Lesson resources accessed via remote learning tab on school gateway	Communicated on MS Teams
	10 and 11	Live lessons delivered by teachers via MS Teams. This will be using the timings of the normal school day (see page 4). These will start at the allocated time and be 45 – 50 minutes long.	Communicated on MS Teams
	12 and 13	Live lessons delivered by teachers via MS Teams. This will be using the timings of the normal school day (see page 4). These will start at the allocated time and be 45 - 50 minutes long.	Communicated on MS Teams
3: School closed to all year groups. Only children of key workers and those classed as vulnerable will be able to attend school	7-13	Lesson resources accessed via remote learning tab on school gateway and live lessons via MS Teams.	Communicated on MS Teams

	SEND / safeguarding
Scenario 1: student self- isolating Scenario 2: student directed to isolate as a result of close contact with a positive case in school	• School office to notify Head of Year when a student is isolating to enable HOY to make follow up phone call to support with access to learning and agree a return date • If a student currently accesses FSM support, a Twynham Learning food package will be offered • Students on the vulnerable list (as determined by BCP: CIN/CP/LAC/EHCP) to receive phone call every 2 days (from key workers from the learning support team) • Students with an EHCP may have additional support provided as appropriate, as per EHCP objectives, including remote TA support where necessary. Bespoke work will be provided if student is not able to access the remote learning tasks. Risk assessment would be completed and sent to BCP. • ELSA/student service sessions to continue remotely with pre-booked sessions. • If a child is not engaging in with remote learning they will receive a phone call from a member of staff to discuss obstacles and suggest support.
Scenario 3: school closed to all year groups	• If a student currently accesses FSM support, a Twynham Learning food package will be offered • Students on the vulnerable list (as determined by BCP: CIN/CP/LAC/EHCP) to receive phone call every 2 days (from key workers and the learning support team) • Students with an EHCP may have additional support provided as appropriate, as per EHCP objectives, including remote TA support where necessary. Bespoke work will be provided if student is not able to access the remote learning tasks. Risk assessment would be completed and send to BCP. • ELSA/student service sessions to continue remotely with pre-booked sessions. • If a child is not engaging with remote learning they will receive a phone call from a member of staff to discuss obstacles and suggest support.

Equality Impact Assessment – Initial Screening Record

1. What policy is being reviewed?	Remote Learning Policy
2. Upon whom will this impact?	TL Staff, pupils and parents

3. How would the work impact upon groups; are they included and considered?

The Equality Strands	Negative impact	Positive impact	No impact
Minority ethnic groups			✓
Gender			✓
Disability			✓
Religion, faith or belief			✓
Sexual orientation			✓
Transgender			✓
Age (N/A to pre-school and school children)			✓
Rurality			✓

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

	NO	YES	Uncertain
Minority ethnic groups	✓		
Gender	✓		
Disability	✓		
Religion, Faith or belief	✓		
Sexual Orientation	✓		
Transgender	✓		
Age	✓		
Rurality	✓		

Does the initial screening highlight potential issues that may be illegal?

Further comments:- N/A

Do you consider that a full Equality Impact Assessment is required? No
Initial screening carried out by C.Bartolomeo December 2020.

Comment by CEO: