

# Remote Learning Policy

## Ensuring continuous & safe provision of education away from school

### Cidari | All Academies | Public

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## Statement of intent

At Cidari, we understand the need to continually deliver high quality education, including during periods of remote working – 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 working, 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.
- Ensure remote learning does not place additional burden or workload on staff and contextualised in the operational climate in which it is being used.

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## 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)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018

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

- DfE (2019) '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'
- [New] DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'

This policy operates in conjunction with the following Trust and Academy 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
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- Assessment Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance and Truancy Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct
- Data and E-Security Breach Prevention and Management Plan
- Children Missing Education Policy
- Staff wellbeing policy

## 2. Roles and responsibilities

### 2.1. The Trust executive is responsible for:

- Ensuring that the Trust has robust risk management procedures in place.
- Ensuring that the Trust has a business continuity plan in place, where required.
- Evaluating the effectiveness of the Trusts 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 all required consents are in place.
- 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 Academy has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.

### 2.3. The 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 (working with the COO) is responsible for:

- Overseeing that all Trust-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 COO and 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 COO ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.



- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the 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 SBM (Supported by the COO) is responsible for:

- Arranging (via the agreed ICT purchase processes) 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 Academy has adequate insurance to cover all remote working arrangements.

### 2.8. The ICT technicians are responsible for:

- Ensuring that all Trust-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.
- Ensure that the Trust Google ecosystem is administered appropriately meeting the requirements of all Academies and users.
- 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.

### 2.9. All staff are responsible for:


- Adhering to this policy at all times during periods of remote learning.
  - Ensuring they are available to work during their normal agreed contractual hours, or as agreed by local agreement with their Headteacher during periods of prolonged closure. This may include working rota's or other more flexible approaches to ensure the health and wellbeing of staff and pupils.
  - Reporting any health and safety incidents including near misses 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.
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- 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 Trust-owned equipment used for remote learning to an ICT technician.
- Adhering to the Staff Code of Conduct at all times.

### 2.10. 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 [appendix 1](#) 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 Academy as soon as possible.
- Ensuring that their child always has access to remote learning material during the times set out in [appendix 1](#).
- 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.
- Informing the Academy should they choose to withdraw consent for live remote learning.
- Ensuring any live lessons are not recorded, screengrabbed, copied or shared without the express permission of the teacher.

### 2.11. 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 [appendix 1](#) of this policy, and that their schoolwork is completed on time and to the best of their ability.
  - Reporting any technical issues to their teacher as soon as possible.
  - Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
  - Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
  - Ensuring they use any equipment and technology for remote learning as intended.
  - Adhering to the Behavioural Policy at all times.
  - Ensuring any live lessons are not recorded, screengrabbed, copied or shared without the express permission of the teacher.
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## 3. Resources

### Learning materials

- 3.1. The Trust provides access to the Google for Education platform allowing safe and secure access from any internet enabled web browser. Google Classroom is the core delivery method for remote learning however academies may also make use of other platforms including (but not restricted to) Class Dojo, Purple Mash & Tapestry. Any such platforms will be agreed and approved for use by the Trust CEO/ COO.
  - 3.2. For the purpose of providing remote learning, academies may make use of:
    - Work booklets
    - Email
    - Past and mock exam papers
    - Online learning portals eg My Maths
    - Educational websites eg Oak National Academy, BBC Bitesize
    - Reading tasks
    - Live webinars via Google Meet
    - Pre-recorded video or audio lessons
  - 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. Lesson plans will be adapted to ensure that the curriculum remains fully accessible via remote learning, where practical – where this is not practical, the Academy will ensure pupils can catch up on these areas of the curriculum when they return to Academy.
  - 3.6. 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.
  - 3.7. Any defects or issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
  - 3.8. Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the Trust/ Academy agrees to provide or loan equipment, e.g. laptops.
  - 3.9. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.
  - 3.10. 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.
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- 3.11. The arrangements for any 'live' classes, e.g. webinars, will be communicated via email or other Academy applications or learning platforms no later than one day before the allotted time and kept to a reasonable length of no more than one hour per session.
- 3.12. The ICT technicians are not responsible for providing technical support for equipment that is not owned by the Trust.

### Food provision

- 3.13. The Academy will signpost parents via letter towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.
- 3.14. Where applicable, the Trust may provide the following provision for pupils who receive FSM:
- Making food hampers available for delivery or collection
  - Providing vouchers to families

### Costs and expenses

- 3.15. The Trust will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.
- 3.16. The Trust will not reimburse any costs for travel between pupils' homes and Trust premises.
- 3.17. The Trust will not reimburse any costs for childcare.
- 3.18. If a pupil is provided with Trust-owned equipment, the pupil and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.


## 4. Online safety

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

**Where possible, all interactions will be textual and public.**

### Video Communication

#### **4.1. All staff and pupils using video communication must:**

- Communicate in groups – one-to-one sessions are not permitted.
  - Consider carefully whether sharing video of all participants is necessary.
  - 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.
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- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Dress as they would when in school.
- Always remain aware that they are visible.

## Audio Communication

### 4.2. **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.

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

4.4. Pupils not using devices or software as intended will be disciplined in line with the Behavioural Policy.

4.5. The Trust 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.

4.6. The Academy 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.

4.7. The Trust will ensure that all Trust-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.


4.8. The Academy 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.

4.9. **During the period of remote learning, the Academy will maintain regular contact with parents to:**

- Reinforce the importance of children staying safe online.
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- 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.
- 4.10. The Trust will not be responsible for providing access to the internet off its premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the Trust.

## 5. Safeguarding


- 5.1. This section of the policy will be enacted in conjunction with the academies 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 Academy phones where possible.
- 5.5. The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.
- 5.6. All contact with vulnerable pupils will be recorded 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. All home visits must:
- Have at least one suitably trained individual present.
  - Be undertaken by no fewer than two members of staff.
  - Be suitably recorded on paper and the records stored so that the DSL has access to them.
  - Actively involve the pupil.
- 5.9. Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.
- 5.10. The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
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- 5.11. All members of staff will report any safeguarding concerns to the DSL immediately.
- 5.12. Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The Academy 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 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 Trust will not permit paper copies of contact details to be taken off Trust premises.
- 6.8. Pupils are not permitted to let their family members or friends use any Trust-owned equipment which contains personal data.
- 6.9. Any breach of confidentiality will be dealt with in accordance with the Trust Data and E-Security Breach Prevention Management Plan.
- 6.10. Any intentional breach of confidentiality will be dealt with in accordance with the academies Behavioural Policy or the Disciplinary Policy and Procedure.

## 7. Marking and feedback

- 7.1. **All schoolwork set through remote learning must be:**
    - Complete when returned to the relevant member of teaching staff.
    - Returned before the deadline set by the relevant member of teaching staff.
    - Completed to the best of the pupil's ability.
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- The pupil's own work.
  - Marked in line with the feedback arrangements set out in [appendix 1](#)
  - Returned to the pupil with feedback within a reasonable timescale (as set out in [appendix 1](#))
- 7.2. The Trust expects pupils and staff to maintain a good work ethic and a high quality of work 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 or telephone call if their child is not completing their schoolwork or their standard of work has noticeably decreased.
  - 7.4. Work that cannot be completed for genuine reasons will be reviewed by the class teacher and a decision made regarding any completion required when the pupil returns to school.
  - 7.5. 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.
  - 7.6. Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

## 8. Health and safety


- 8.1. This section of the policy will be enacted in conjunction with the Trust Health and Safety Policy.
- 8.2. 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.
- 8.3. If using electronic devices during remote learning, pupils will be encouraged to take a five minute screen break every two hours.
- 8.4. 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.
- 8.5. 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.

## 9. School day and absence

- 9.1. The timing of the remote learning and expectations is outlined in [Appendix 1](#)
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- 9.2. Breaks and lunchtimes will be agreed by the Academy. Pupils are not expected to do schoolwork during these times.
- 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. If their child is unwell, parents will inform their child's teacher as set out in appendix 1.
- 9.6. The Academy will monitor absence and lateness in line with the Attendance and Truancy Policy unless specified in appendix 1.

## 10. Communication

- 10.1. The Academy will ensure adequate channels of communication are arranged in the event of an emergency.
  - 10.2. The Academy will communicate with parents via letter, the academy website, and other usual communications channels 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 Trust and its academies understand that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.
  - 10.6. Members of staff will have contact with their line manager once per week. This may be one to one, or as part of a virtual team meeting via Google Meet or telephone.
  - 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. The Academy will be clear on how parents can contact them with queries. This may include specific contacts/ methods for specific requests. Parents are expected to follow the instructions set out by each Academy when raising queries.
  - 10.9. Teachers and staff will endeavor to respond in a timely manner but they will prioritise delivering learning both in person in school and supporting their remote learning. Most queries will be responded to within 24 hours.
  - 10.10. Pupils will have verbal contact with a member of teaching staff at least once per week.
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- 10.11. Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- 10.12. 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.
- 10.13. The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.
- 10.14. 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. Parental Involvement and Expectations**

- 11.1. Having the support of a parent/carer in setting up the lesson is often needed. And being within earshot is important for safety as well as for practical help. Parents are expected to be present at the start and finish of lessons wherever possible.
  - 11.2. The level of involvement of the adult during the lesson will depend on the age of the pupil. Younger children may need a person in the room to help keep them focused and safe, particularly if it's a new activity. But too much parental involvement can also be distracting or cause shyness with older students. In general, it is recommended that after the first few lessons, the parent/carer is within earshot but not "in the lesson", particularly with older students wherever possible.
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# Remote Learning Policy Appendix 1

## Local arrangements for St George's School in respect to remote learning.

### Remote Learning Provision

This information is intended to provide clarity and transparency to students and parents / carers about what to expect from remote learning if local restrictions require entire cohorts (or bubbles) to remain at home.

This guide will also future-proof against school closures that could happen at any time due to circumstances such as epidemic, extreme weather, power-loss etc. It also covers the ongoing education of students who cannot be in classrooms when the school remains fully open, but are able to continue with their education.

Our approach is informed by research from the Education Endowment Foundation (EEF) (see Appendix A).

### The Remote Curriculum

What should my child expect from immediate remote learning in the first day or two of students being sent home?

When a group of students are sent home, please refer to the academy website to find details of the planned remote learning for each year. This can be found at Home Learning |

St George's School, A Church of England Academy ([stgeorgesblackpool.com](http://stgeorgesblackpool.com))

Students will have been provided with their curriculum booklets, which are all available on

Google Classrooms for pupils to access remotely, and these should be used in the first instance. If students struggle to access their curriculum booklets, students should use their

jotters or any other resources from school to complete the lessons. All students will be provided with a link to their lessons. Once they've clicked on the link, they will be able to join the lesson live, following their normal timetable and completing their scheduled work for that day.

Following the first few days of remote learning, will my child be taught broadly the same curriculum as they would if they were in school?

From the first day, the curriculum delivered will mirror the academy's normal curriculum where possible. Certain subjects that require a more practical approach will not cover the broad range of the subject's curriculum but will cover the aspects that are possible given the circumstances.

The lessons experienced will be delivered live and be well planned and well-sequenced 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. These will be supported by high quality resources uploaded to the google classroom. Pupils will be able to ask teachers any questions from home, as they would do if they were in the classroom.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote learning (including remote teaching and independent work) will take students broadly the following number of hours each day:

Key stage Time

Key stage 3 6 hours

Key stage 4 6 hours minimum

Accessing remote learning

How will my child access any online remote learning you are providing?

Remote learning will be delivered through our live lesson, curriculum booklet and visualizer model. Some additional work may be uploaded to Google Classroom if appropriate. All curriculum booklets for the pupils will be available on the Google Classroom.


Additionally, other online resources, such as Oak National, will be used for individual classes. Students will be notified of the work through Google Classroom.

Any interaction with students by email, or by any online platform, will be conducted with the same level of professional formality as would be expected in the classroom.

If my child does not have digital or online access at home, how will you support them to access remote learning?

We have a small supply of laptops and mobile WIFI units that we can provide on loan for any students that do not have online access. To receive further information about this, please contact school via the phone number that can be found on the homepage of this website, or by emailing [STGenquiries@Cidari.co.uk](mailto:STGenquiries@Cidari.co.uk)

Furthermore, all resources can also be printed at school if a student is unable to access the online activities. Again, please use the details above if this support is required.





Work can be dropped off at school for feedback if a child cannot submit their work electronically. Feedback will be provided in line with the section below – How will you assess my child's work and progress?

How will my child be taught remotely?

We take several approaches to teaching remotely. These will include:

- 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)
- curriculum booklets and reading books students have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

We would expect students to engage fully with all the work set. Parents / carers will need to regularly check on their child to make sure they are able to access the work and, if they are struggling, support where possible.

We believe that routines are key to success and, therefore, parents / carers should support their child in keeping to a routine, just as they would at school. Maintaining a routine will support with the mental and physical health of children and will also mean they maintain good habits for learning and are ready for the return to school.

Parents should encourage their child by creating the conditions for them to be successful:

high expectations; knowing what work has been assigned; creating space and providing necessary resources; directing students to their teachers and other sources of help; keeping them on track.

If your child is having difficulty with the work set, you must contact the academy and we will endeavour to provide additional support where possible.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

We will maintain weekly checks of the engagement from individual students. If we have concerns over the completion rates of individuals, we will contact parents and work



collaboratively to address any issues. Again, if you feel your child is not completing sufficient work, please contact the academy to seek advice.

Whilst lessons will usually be in line with the student's timetable, all communication regarding the lesson timing or content will take place via St George's email addresses or the website. It is important that you keep up to date with any communication and ensure your child is completing the work as expected.

How will you assess my child's work and progress?

Students will submit work electronically using the Google Classroom, dependent on the subject. This will allow for staff to check for any gaps or misconceptions and consequently provide feedback.

Providing timely and helpful feedback is a cornerstone of good teaching and learning and, whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to students on pieces of work they are required to submit.

Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case during remote learning.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as work completed in school. Teachers are encouraged to ensure that, when they set assessed work, it is designed in such a way that meaningful feedback may be provided. Possible methods may include:

- providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research
- using the "Comments" function on Google Classroom
- sending individual students specific feedback / targets including voice comment feedback
- feedback via another website / piece of software – such as a set quiz

The timeframe for feedback will vary by subject but will follow the expectations set during normal teaching periods.

Additional support for students with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote ?

We recognise that some students, for example those with special educational needs and disabilities (SEND), may not be able to access remote learning without support from adults at home. We acknowledge the difficulties this may place on families and we will work with



parents / carers to support those students in the following ways:

- teachers will ensure that work is accessible for all students when setting online tasks
- profiles available for SEND students will be followed in the same way as if the students were in school
- the SENDCo will maintain contact with students requiring regular support by email or phone with parents /students and will feedback to teachers

Remote learning for self-isolating students

If my child is not in school because they are self-isolating, how will their remote learning differ from the approaches described above?

We will follow the same approach as described previously.

Remote learning during national lockdown.

If schools across the country are closed due to a national lockdown we will switch to our remote learning programme. All pupils will be given a remote learning timetable. All pupils will access their morning meeting everyday at 8.40am and register their attendance. All pupils will be taught via a mixture of pre-recorded video demonstrations, live responses and modelled demonstrations. All pupils will receive weekly feedback in the formats described above. Teachers will keep a weekly record of incomplete work which will be shared with parents. Teachers will also reward excellent work each work and praise certificates will be sent home weekly to encourage engagement. All pupils will be assigned a communication lead who will make weekly contact home to offer support during national remote learning.

Appendix B

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors that determine the effectiveness of live classroom teaching. For example:

- ensuring students receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling students to receive feedback on how to progress

These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote



provision is live or pre-recorded).

Live classrooms enable important interaction between teachers and students through, for example, questioning, eliciting and reflective discussion. These complex teacher skills in the live classroom are not always easy to recreate in a remote environment, but where remote learning recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support student motivation and lead to better progress.

For many students with SEND, the teaching envisaged by this guidance would need to be adapted. SEND students have a wide range of specific needs. Their teachers and schools are likely to know these needs best and how they can be most effectively met to ensure students continue to make progress wherever possible if they are not able to be in school.

It is likely that more individualised planning may need to happen in many cases, and that the support of adults in the home will be a significant advantage where that is possible.

Here is a summary of key resources for parents provided by the EEF:

[Summary\\_of\\_Resources\\_-\\_Parents.pdf](#) ([educationendowmentfoundation.org.uk](https://educationendowmentfoundation.org.uk))

[Blog: Four tips for a smooth home learning routine | News | Education Endowment Foundation | EEF](#)

Here is a link to Oak National Academy: an online resource providing pre-recorded lessons for all year groups in a range of subjects:

[Oak National Academy \(thenational.academy\)](https://thenational.academy)

