Remote Learning Policy

Clipstone Brook Lower School

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Reviewed on:	January 2025	Sarah Orr
Next review by:	January 2026	

Contents:

Statement of intent

At Clipstone Brook Lower School, we understand the need to continually deliver high-quality education, including during periods of remote education – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring all pupils can access online lessons where required.

By implementing this policy, we aim to address the critical concerns of live online lessons, such as systems and technology, safeguarding, conduct, and accessibility.

This policy aims to:
- Minimise the disruption to pupils' education and delivery of the curriculum.
- Ensure provision is in place so all pupils can access high-quality lesson content.
- Protect pupils from the risks associated with using an online lesson platform through the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures are in place during live online lessons.
- Ensure all pupils have the provisions required to participate in live online lessons, complete their work to the best of their ability, and remain happy, healthy, and supported during periods of remote learning.

Legal framework

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

- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- The Education (Pupil Registration) (England) Regulations 2006
- DfE (2023) 'Providing remote education'
- [Safeguarding and remote education - GOV.UK](#)
- [Keeping children safe in education 2024: part one](#)
- DfE (2015) 'SEND code of practice: 0 to 25 years'
- [Working together to improve school attendance - August 2024 - GOV.UK](#)
- DfE (2022) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- [Children missing education - GOV.UK](#)
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2021) 'Get help with remote education'

This policy operates in conjunction with the following school policies:

- Data Protection Policy
- Child Protection and Safeguarding Policy
- Health and Safety Policy

- Behaviour Policy
- Accessibility Plan
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance and Absence Policy
- Online Safety Policy
- Staff Code of Conduct
- Technology Acceptable Use Agreement for Pupils
- Technology Acceptable Use Agreement for Staff
- Cyber-security Policy
- Records Management Policy
- Marking and Feedback Policy
- Curriculum Policy
- Assessment and Examinations Policy
- Children Missing Education Policy
- Home Visit Risk Assessment

Roles and responsibilities

The governing board will be responsible for:

- Evaluating the effectiveness of the school's remote learning arrangements.
- Reviewing the effectiveness of this policy in conjunction with the Headteacher.
- Ensuring that online safety training for staff is integrated, aligned and considered as part of the school's overarching safeguarding approach.
- Deciding whether information regarding the school's remote education offering should be published on the school's website.

The Headteacher will be responsible for:

- Ensure staff, parents, and pupils always adhere to the relevant policies.
- Ensuring arrangements exist for identifying, evaluating, and managing the risks associated with remote education, including live online lessons.
- Ensuring arrangements are in place for monitoring incidents associated with remote education provision.
- Ensuring that the school has the resources necessary to carry out the procedures in this policy.
- Ensuring pupils have access to remote education as soon as reasonably practicable, where appropriate.
- Review the effectiveness of this policy in conjunction with the governing board and communicate any changes to staff, parents, and pupils.
- Additional training staff may be required to support pupils with live online lessons.
- Ensuring that the remote education provision expected from staff is accessible to staff with additional needs that the online format may impact, e.g., staff who are visually impaired.

- Conducting live online lesson arrangement reviews ensures pupils' education does not suffer.
- Considering the assignment of overarching responsibility for the quality and delivery of remote education to a member of the SLT.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

Staff members will be responsible for:

- Adhering to this policy at all times when preparing and delivering remote education.
- Report any safeguarding incidents and concerns to the DSL and ask for guidance as appropriate.
- Taking part in training to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any defects on school-owned equipment used for remote education to the ICT manager.
- Adhering to the Staff Code of Conduct at all times.
- Report any health and safety incidents to the health and safety officer and ask for guidance as appropriate.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Headteacher.

The SENCO will be responsible for:

- Liaising with the ICT provider to ensure that the technology used for remote education is accessible to all pupils and that reasonable adjustments are made where required.
- Ensure that pupils with EHC plans continue to have their needs met during periods of remote education, and liaise 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 required while pupils with SEND receive remote education.
- Ensuring that the remote education provision for pupils with SEND is monitored for effectiveness.
- Liaising with the Headteacher and LA in circumstances where delivering remote education to pupils with EHC plans proves challenging or impossible to find other ways to provide education.

The DSL and deputy DSLs will be responsible for:

- Attending and arranging, where necessary, any safeguarding meetings regarding remote education.

- Liaising with the ICT provider to ensure that all technology used for remote education is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they participate in remote education.
- Ensure that child protection plans are enforced if vulnerable pupils participate in remote education.
- Identifying the level of support or intervention required while pupils participate in remote education and ensuring appropriate measures are in place.
- Assisting teachers with all remote education lesson planning to ensure the correct safeguarding measures are in place.

The DPO will be 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 know the data protection principles outlined in the UK GDPR.
- Ensuring all computer programs used for remote learning comply with the UK GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.
- 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.

The School Business Manager will be 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.

The ICT provider, Partnership in conjunction with the SBM, will be 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 audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support many users simultaneously, where required, e.g., undertaking 'stress' testing.

- Working with the SENCO to ensure that the equipment and technology for learning remotely is accessible to all pupils and staff.

Parents will be responsible for:
- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely 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.
- Reporting any absence in line with the terms set out in the 'Attendance and absence' section of this policy.
- Adhering to the Parent Code of Conduct at all times.

Pupils will be responsible for:
- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely and that their schoolwork is completed on time and to the best of their ability.
- Report technical issues and safeguard concerns or incidents to their teachers immediately.
- Ensure they have access to remote learning material and notify a responsible adult if they do not have access.
- Notify a responsible adult if they are feeling unwell or need help completing their assigned schoolwork.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behaviour Policy at all times.

Resources

Rationale for Remote Learning Plan
This policy has used the evidence assessment provided by the Education Endowment Foundation's (EEF) 'Remote Learning: Rapid Evidence Assessment' paper produced in April 2020.

Learning from home can be challenging for various reasons, especially when coupled with social or lifestyle limitations and possible illness in the family. We appreciate the considerable role that parents continue to play and encourage families to structure the day to give balance, variety, and a sense of purpose. Parents can play a crucial role in helping pupils adhere to a routine, and the amount of support will vary depending on the age and personality of the child. Time should be made for regular breaks, exercise, pursuing other interests (safely within the current social distancing guidelines), and connecting virtually with friends and relatives.

We have provided online links to support parents while helping their child to access and use Google Classroom. These have been provided and created by Partnership Education.

We would encourage parents to support their children's work, including finding an appropriate workplace and, to the best of their ability, supporting pupils with work, enabling them to work with good concentration levels.

How will my child access learning during a whole school or class closure?

Each class has its page on Google Classroom, which will be managed and maintained daily by the class teacher from Nursery to Year 4. This will consist of a range of resources to support four daily lessons. The timetable will set out some tasks to complete using pre-recorded lessons and resources to help re-cap key skills from the previous lesson and new learning.

Typical Timetable During Whole School or Class Closure

	Set Learning – This will be accessed through Google Classroom. All daily learning will be uploaded by 9 am on the relevant working school day.
Nursery	**Weekly** – a bank of activities for parents to do with their children over the week in RW INC Phonics, maths and topic. **Monday** – Pre-recorded video (Approximately 10 minutes) – what's our weekly learning about? **Friday** – Pre-recorded 10 minutes – feedback from children/parents about weekly learning—a celebration of work. Video Story/ Assembly- live- weekly (Friday at 10:30 am) Parents and teachers provide feedback regarding learning and well-being Google Meet/ Telephone consultations (Friday) Featured uploads of nursery rhymes and counting games/ songs.
Reception	**Daily** Pre-recorded video (Approximately 10 minutes) – what's our daily learning about and feedback/ celebration of the work completed the previous day. Daily activities linked to RW Inc Phonics, White Rose Maths, and Topic Learning Weekly Story/ Assembly- live. Teacher to provide feedback regarding work and activities posted by parents to Google Classroom once per working day (emails) Parents and teachers provide feedback regarding learning and well-being via Google Meet/ Telephone consultations per child (Friday)

	Featured uploads of nursery rhymes and counting games/ songs.
Key Stage 1 **Year 1 and 2**	Daily Pre-recorded video (Approximately 10 minutes) – what's our daily learning about and feedback/ celebration of the work completed the previous day. Daily White Rose Maths, RW Inc Phonics/ Spelling and a Reading or Writing lesson Daily lesson for Foundation Subjects, including PSHE (as per weekly timetable) Weekly Video Assembly/ Story Time- live Parents and teachers provide feedback regarding learning and well-being via Google Meet/ Telephone consultations per child (Friday)
Key Stage 2 **Year 3 and 4**	Daily Pre-recorded video (Approximately 10 minutes) – what's our daily learning about and feedback/ celebration of the work completed the previous day. Daily White Rose Maths, RW Inc Spelling, and a Reading or Writing lesson Daily lesson for Foundation Subjects, including PSHE (as per weekly timetable) Weekly Video Assembly/ Story Time Parents and teachers provide feedback regarding learning and well-being via Google Meet/ Telephone consultations per child (Friday)

Teaching and Learning Approach

The quality of learning is at the heart of our approach and should always take precedence over the method or delivery platform. Learning needs to come from individual and group effort, with some opportunity for a teacher to assess and give feedback to each pupil. Remote Learning allows for flexibility for teachers to set tasks of varying lengths, as appropriate to the subject and year group, and for parents and pupils to organise their days as benefits their personal circumstances and learning styles.

Where remote education is needed, the school will ensure that it is equivalent in length to the core teaching pupils receive in schools and includes recorded or partial live direct teaching time and time for pupils to complete tasks and assignments independently. Remote education will be provided for **three** hours a day on average across the cohort for KS1, with less for younger children and **four** hours for KS2.

When setting up remote education work, the school will consider the pupil's age, stage of development, and any SEND. The school will also consider where this would likely require

significant support from parents, e.g., younger pupils or pupils with SEND who probably need parental involvement to facilitate engagement with remote education.

Lesson plans will be adapted to ensure the curriculum remains accessible and inclusive via remote learning. The school will review the resources pupils can access and adapt learning to account for this.

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

Teaching staff will liaise with the SENCO and other relevant staff members to ensure all pupils remain fully supported during the remote learning period. The SENCO will arrange additional support for pupils with SEND in line with the individual's needs.

Teaching staff will implement more individualised planning for pupils with SEND, where appropriate, in liaison with the SENCO. The SENCO will also contact the pupil's parents to see how the pupil can be supported by adults while learning remotely.

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

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. For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their LA if schemes are available from the government to facilitate this.

Food provision

The school will signpost parents via **email** towards additional support to ensure their children continue to receive the food they need, e.g., food banks. Wonder vouchers will be available for registered Pupil Premium children and issued by the office manager if pupils cannot attend school for a week or more. Food parcels will be provided for FSM or Pupil Premium pupils if requested.

Costs and expenses

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

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

If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Technology Acceptable Use Agreement before commencing remote learning.

Systems and technology

The school will undertake live online lessons through Google Classroom, considering ease of use, privacy measures, and suitability for live online classes. Where necessary, they will refer to government-approved resources, e.g., from the National Cyber Security Centre (NCSC) and the South West Grid for Learning, when considering alternatives and then select from their recommended providers.

Teachers will review the DfE's list of <u>online education resources</u> and utilise these resources as necessary.

To prevent the misuse of remote education software, staff will:

- Ensure privacy settings are adjusted appropriately on the provider's site or application.
- Ensure their live online lesson service account is protected with a strong password and will not auto save their password on any device.
- Ensure they test and understand the service before conducting their first live online lesson using the 'test' function, where applicable.
- Ensure they understand how to mute the microphone and turn off the camera on their device before their first live online lesson.
- Ensure all pupils who attend live online lessons have access to equipment that will enable them to participate, e.g., a laptop and internet access, to ensure they stay caught up to their peers who do have access.
- Ensure streaming and online chat functions are disabled for pupils.

For aspects of the curriculum that are difficult to deliver through online provision, e.g. science experiments, teachers will consider using video demonstrations accompanied by supporting explanations.

For live online PE lessons where replicating in-person teaching provision is difficult, teachers will consider using video demonstrations accompanied by supporting explanations. Pupils will be encouraged to take regular physical exercise to maintain fitness.

Safeguarding

This policy section will be enacted in conjunction with the school's Child Protection and Safeguarding Policy.
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All teaching staff will be made aware that the procedures set out in the school's Staff Code of Conduct apply at all times during the delivery of remote education. Parents will be made aware of what their children are being asked to do, including:

- The sites that they will be accessing.
- The school staff that they will be interacting with.

The DSL will arrange for regular contact to be made with vulnerable pupils during a period of remote education.

Additional contact, including home visits, will be considered where required. Calls to vulnerable pupils will be made using school phones where possible.

All contact with vulnerable pupils will be recorded on paper and suitably stored per the Records Management Policy.

The DSL team will contact vulnerable pupils' social workers or other care professionals when the pupil is receiving remote education, as required.

All home visits will:
- Have at least one suitably trained individual present.
- Be undertaken by up to two members of staff.
- Be appropriately recorded on paper, and the records stored so that the DSL can access them.
- Actively involve the pupil.
- Only take place following the completion of a Home Visit Risk Assessment.

Vulnerable pupils will be provided with a means of contacting the DSL team members or any other relevant staff member. The DSL team will set this arrangement up before the period of remote learning.

The DSL will meet, in person or remotely, with the relevant members of staff termly to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

All staff members will report any safeguarding concerns to the DSL team immediately. Pupils and their parents will be encouraged to contact the DSL team to report safeguarding concerns, e.g., regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the available practical support for reporting these concerns.

Staff will always have due regard for the school's Child Protection and Safeguarding Policy during remote education, e.g. while conducting live online lessons.

The planning of live lessons will always be carried out in conjunction with the school's DSL team.

The school will ensure the system used for live online lessons does not have a minimum age requirement above the age bracket of pupils attending the lesson.

Pupils will not share private information through the live online system. Pupils will not respond to contact requests from people they do not know when using systems for live online lessons.

If they see or hear anything inappropriate during live online lessons, pupils will be informed of the reporting lines via email. Pupils will be provided with the contact details of the DSL to report any concerns.

Staff will ensure all video and phone calls are not set to public, and meetings are protected with passwords. Meeting links and passwords will not be published publicly.

Support staff will be on hand to supervise and handle any sudden changes or developments, such as disputes between pupils, that may occur during the live online lesson.

Staff will uphold their safeguarding obligations and report any incidents or potential concerns to the DSL per the school's Child Protection and Safeguarding Policy.

The school will ensure that parents know what pupils are expected to do for a live online lesson, including the websites pupils will be asked to use and the school staff pupils will interact with online.

The school will communicate the importance of online safety to parents and encourage parents to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. The school will inform parents of the government-approved resources on child online safety to support parents further.

Data protection

Staff will have due regard for the school's Data Protection Policy at all times while conducting live online lessons.

The school will communicate the details of how to access the live online lesson and any additional information regarding online learning to parents via email.

The school will provide pupils with a school email address and login for the chosen live online lesson platform to ensure no personal email addresses or usernames are used by pupils.

When recording a live lesson is necessary, prior permission will be acquired from parents in writing via email. All live lesson members will be notified before the lesson commences via email and again once they have joined the live online lesson before the recording starts.

Pupil conduct

The school will provide pupils with a copy of the Pupil Code of Conduct to ensure they understand their responsibilities about conduct during live online lessons.

The school will ensure pupils sign and return the Technology Acceptable Use Agreement for Pupils before participating in live online lessons.

Pupils will be reminded to participate in live online lessons in an appropriate setting, e.g. a quiet space with a neutral background.

Pupils will be reminded not to record live online lessons on their devices.

Pupils will only speak during live online lessons if prompted to do so or if they have questions about the class.

Pupils will always adhere to the school's Behaviour Policy during live online lessons, as they would during a typical school day.

The school will ensure that pupils who breach the code of conduct will be disciplined per the school's Behaviour Policy.

Staff conduct

Staff will follow the Staff Code of Conduct requirements and ensure they understand their responsibilities concerning conduct during live online lessons.

The school will ensure that staff read, sign, and return the Technology Acceptable Use Agreement before commencing live online lessons.

Staff will only use school-provided email addresses and phone numbers to communicate with pupils when conducting live online lessons.

Staff will only use school-owned devices to conduct live online lessons, where possible.

Staff will keep personal information private while conducting live online lessons.

Staff will ensure they conduct their live online lesson from an appropriate location – either the classroom or, if this is not possible, from a quiet area in their home with a neutral background.

Staff will communicate with pupils within school hours as far as possible or within hours agreed with the school to suit the needs of staff.

Staff will only communicate and conduct live online lessons through channels approved by the SLT.

Staff will not commence online lessons until at least **one** other staff member is in the live lesson 'room', and not without confirmation that at least one other colleague is aware that the live online lesson is taking place.

Staff will keep a log of what happens during live online lessons, e.g., behavioural issues or technical glitches, and ensure it is appropriately documented in line with the school's Records Management Policy.

Pupils with SEND

The school will ensure pupils with SEND receive additional support with live online lessons where needed, e.g., from another staff member within the live online lesson via phone call. Staff will be sensitive to the needs of pupils exposed to specific topics or issues that may arise during live online lessons.
In some circumstances, the SLT, SENCO, and relevant teachers will consider whether one-to-one lessons are appropriate for pupils with SEND.
The school will ensure that the appropriate curriculum, teaching, and support are available to pupils with SEND to ensure they continue to learn effectively. Additional measures will be considered for pupils with SEND to mitigate the risk of pupils falling behind their peers in education, e.g., text transcripts used in video lessons.
The school will work collaboratively with families to make arrangements allowing SEND pupils access to remote education when necessary.

Online Safety

This policy section will be enacted with the school's Online Safety Policy.
All interactions will be textual and public.
All staff and pupils using video communication will:
- Wear suitable clothing – this includes others in their household.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

All staff and pupils using audio communication will:
- 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.

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g., supporting pupils with SEND. This will be decided and approved by the SLT in collaboration with the SENCO.
Per the Behaviour Policy, pupils not using devices or software as intended will be disciplined.

The school will email parents about any precautionary measures that need to be implemented if their child is learning remotely using their own/family-owned equipment and technology, e.g., ensuring that their internet connection is secure.

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, recover lost work, and allow audio and visual material to be recorded or downloaded, where required. The school will risk assessing the technology used for remote learning before use and ensure that there are no privacy issues or scope for inappropriate use.

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 know 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 valuable resources to help them keep their children safe online.

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

Marking and feedback

All schoolwork completed through remote learning will be:

- Finished when returned to the relevant member of the teaching staff.
- Returned on or before the deadline set by the appropriate member of the teaching staff.
- Completed to the best of the pupil's ability.
- The pupil's work.
- Marked in line with the Marking and Feedback Policy.
- Returned to the pupil, once observed, by an agreed date.

Pupils and staff will maintain a good work ethic during remote learning.

If there are problems submitting work on the school's remote platform or the work cannot be offered, pupils will use email to send work to teachers for review and feedback, and screenshots can be taken and emailed as attachments. The school will also consider alternative options where appropriate, e.g., drop-off points.

Pupils are accountable for completing their schoolwork – teaching staff will contact parents via email if their child is not meeting their schoolwork or their standard of work has noticeably decreased.

Teaching staff will monitor pupils' academic progress with and without access to the online learning resources and discuss additional support or provision with the Headteacher as soon as possible. Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or requirements with the SENCO as quickly as possible.

The school will implement various formative assessment and feedback methods, e.g., through quizzes and other digital tools from teachers. It will support them in implementing these measures for remote learning where possible.

The school will log participation and pupil engagement with remote education, as well as motivation levels and progress, and this will be shared with parents via formal regular reports or, if there is a concern, individually via telephone.

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

Health and Safety

This policy section will be enacted with the school's Health and Safety Policy.

If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every two hours. 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.

Suppose any incidents or near-misses occur in a pupil's home. In that case, they or their parents must report these to the health and safety officer or other relevant staff member immediately to take appropriate action.

Attendance and absence

The school will not view remote education as an equal alternative to on-site attendance. It will only consider remote education as a last resort when the alternative would be no education.

Circumstances where remote education will be considered will fit into the following two categories:

- School closures or restrictions on attendance, where school access for pupils is restricted
- Individual cases where a pupil is unable to attend school but can learn

The school will continue to record pupil attendance and absence in the register in line with the education regulations and attendance guidance, using the most appropriate code, and in line with the school's Attendance and Absence Policy.

Pupils will be present for remote learning by 8:45 am and cease their remote learning at 3:10 pm from Monday to Friday, except during breaks and lunchtimes.

Breaks and lunchtimes will take place at the following times each day:
- The morning break will take place from 10:30am until 10:45 am.
- Lunchtime will take place between 12:00 pm and 1:00 pm.
- The afternoon break will take place from 2:00 pm until 2:15 pm.

Pupils with SEND or additional medical conditions requiring more regular breaks, e.g., sensory breaks, are not expected to do schoolwork during breaks.

Unwell pupils are only expected to be present for remote learning once they are well enough. Parents will email their child's teacher no later than 8:30 am if they are unwell. The school will monitor absence and lateness per the Attendance and Absence Policy. Individual cases where a pupil cannot attend school but can partake in remote education, the school will consider providing remote education on a case-by-case basis as part of a plan to reintegrate the pupil back into school. Remote education will only be provided when it is judged that its provision will not adversely affect the pupil's return to school.

School closures and attendance restrictions

The school will ensure pupils can be taught in person.
The school will explore all options to ensure it can remain open to all pupils; however, in circumstances where it is not possible to safely remain open or where remaining open would contradict local or central government guidance, the school will consider providing remote education.
The school will ensure that it has a plan in place outlining remote education procedures for teachers, parents, and pupils. The DfE's emergency planning guidance will be consulted during school closures or attendance restrictions.

Communication

The school will ensure adequate communication channels are arranged in an emergency.
The school will communicate with parents as soon as possible via Reach More Parents and the school website about remote learning arrangements.
All communication that takes place via email between staff and pupils will be done via school email addresses.
The Headteacher will email staff about any remote learning arrangements as soon as possible. Staff members involved in remote teaching will ensure they have a working mobile device available to take phone calls during their agreed working hours.
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.
Staff members will have contact with their line manager once per week.
As much as possible, all communication with pupils and their parents will occur within the school hours outlined in the 'Attendance and absence' section.
Pupils will have verbal contact with a teaching staff member at least once per week via group phone calls.
Parents and pupils will inform the relevant staff members as soon as possible if schoolwork cannot be completed.
Issues with remote learning or data protection will be communicated to the pupils' teachers as soon as possible so they can investigate and resolve the issue.
The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.
The Headteacher will review the effectiveness of communication on a timely basis and ensure measures are implemented to address gaps or weaknesses in communication.

Monitoring and review

The Headteacher, SENCO, and DSLs will review the measures outlined in this policy annually to ensure it reflects the most up-to-date circumstances of the school's online learning provision.
The Headteacher and governing board will schedule a review of the effectiveness of this policy as required.
Any changes to this policy will be communicated to relevant stakeholders, including parents and teachers.