Pupil Remote Learning Policy

Contents:

Statement of intent

At Avalon we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

1. **Legal framework**

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

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

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

- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2020) 'Get help with remote education'

2. Roles and responsibilities

2.1. The governing board is responsible for:

- Ensuring that the school has robust risk assessment 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 related school policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Conducting regular reviews on the remote learning arrangements to ensure pupils' education does not suffer.

- 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 are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

2.3.   The Data Protection Officer is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

2.4.   The Designated Safeguarding Lead (DSL) is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the ICT support services 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 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.

2.5.   The Special Educational and Disability Needs Co-ordinator (SENDCO) is responsible for:

- Liaising with the ICT support services 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.

2.6. The School Business Manager (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.

- Monitoring ICT Support to:
- Ensure that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

2.7. Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the headteacher 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 Headteacher / SBM / ICT Support
- Adhering to the Staff Code of Conduct at all times.

2.8. Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the times set out in paragraphs 9.1 and 9.2 of this policy, and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child has access to remote learning material during the times set out in paragraphs 9.1 and 9.2.

- Reporting any absence in line with the terms set out in paragraph 9.6.
- Ensuring their child uses resources and technology used for remote learning as intended.

2.9. Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely at the times set out in paragraphs 9.1 and 9.2 of this policy, and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment, resources and technology for remote learning as intended.
- Adhering to the school's Behaviour Policy at all times.

3. Resources

Learning materials

3.1. The school may use a range of different teaching methods during remote learning periods to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:

- Work booklets
- Email
- Past assessment papers
- Educational websites
- Reading tasks
- Live streamed lessons via Zoom or other similar platform
- Pre-recorded video or audio lessons

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

3.3. Teachers will ensure the programmes chosen for online learning will be accessible for all learners including those with SEND.

3.4. The school recognises that interactive lessons are most effective in aiding pupils' motivation and academic progression and, to this effect, teachers will ensure they regularly recreate aspects of in-person interactivity, e.g. live classes with questioning, eliciting and reflective discussion, to the best of their ability.

3.5. Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.

3.6. The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats

3.7. Home Learning packs will be made available for pupils who do not have access to a printer – these packs can be collected from school 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 phone calls / video call

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 use their own or family-owned equipment to access remote learning resources, if available.

3.12. For pupils who cannot access digital devices at home, the school will explore alternative ways to support remote learning.

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

3.14. The arrangements for any 'live' classes, will aim to be communicated via email on the previous day before the allotted time and kept to a reasonable length of no more than one hour per session.

Costs and expenses

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

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

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

4. Online safety

4.1. This section of the policy will be enacted in conjunction with the school'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.

- 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.

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

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

4.6. The school will risk assess the technology used for remote learning prior to use

4.7. 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.

4.8. The school will communicate to parents via email 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 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.

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

5. Safeguarding

5.1.   This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.

5.2.   The DSL 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, including, if appropriate, home visits, arranged where required.

5.6.   All contact with vulnerable pupils will be logged as a written record

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 will:

- 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.   The DSL will meet (in person or remotely) with relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely, as appropriate.

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

5.11.   Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

6. Data protection

6.1.   This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

6.2. Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

6.3. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

6.4. Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

6.5. Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.

6.6. All contact details will be stored in line with the Data Protection Policy and retained in line with the school's management of records.

6.7. The school will not permit paper copies of contact details to be taken off the school premises.

6.8. Any breach of confidentiality will be dealt with in accordance with the school's Data protection policy

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

7. Marking and feedback

7.1. All schoolwork completed through remote learning must be:

- Finished when returned to the relevant member of teaching staff.
- Returned on or before the deadline set by the relevant member of teaching staff, where appropriate
- Completed to the best of the pupil's ability.
- The pupil's own work.
- Feedback and Marking provided
- Returned to the pupil / parent once marked.

7.2. The school expects pupils and staff to maintain a good work ethic during the period of remote learning.

7.3. Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email 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.

7.7. The school will log participation and pupil engagement with remote education, as well as motivation levels and progress, and this may need to be reported to parents if there is a concern, individually via telephone.

7.8. The school will consider ways to use feedback to secure consistent engagement with remote material, e.g. achievement certificates sent to parents and pupils which acknowledges exemplary work and rewards engagement or outcomes.

8. Health and safety

8.1. This section of the policy will be enacted in conjunction with the school's <u>Health and Safety Policy</u>.

8.2. If using electronic devices during remote learning, pupils will be encouraged to take regular screen breaks.

8.3. If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the health and safety officer or other relevant member of staff immediately so that appropriate action can be taken.

9. School day and absence

9.1. Pupils will be ready to access for remote learning by 9:00am and cease their remote learning by 3:30pm from Monday to Friday, with the exception of breaks and lunchtimes, as outlined in paragraph 9.2.

9.2. Breaks and lunchtimes will take place during the school day, as per each class timetable.

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 these 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 inform their child's teacher no later than 8:30am if their child is unwell.

9.6. The school will monitor absence and lateness in line with the Attendance and Absence 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 email 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. The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.

10.5. As much as possible, all communication with pupils and their parents will take place within the school hours outlined in section 9.

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

10.7. 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.

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

10.9. The headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

11. Monitoring and review

11.1. This policy will be reviewed on an annual basis by the headteacher.

11.2. Any changes to this policy will be communicated to all members of staff and other stakeholders.

Remote Learning During the Coronavirus (COVID-19) Pandemic

Within the ever-changing circumstances we are currently living through, we must be prepared for the potential need for the DfE's 'Contingency framework'. If the school is directed to implement this framework by the DfE, 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:

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

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

- Providing remote education to all pupils of compulsory school age.
- Providing remote education to pupils below compulsory school age who would usually be taught in a class with pupils of compulsory school age, e.g. Reception children.
- Providing remote education where it would be unlawful, or contrary to guidance issued from public authorities, for a pupil to travel to or attend the school.
- Having regard to government guidance issued regarding the delivery of remote education, e.g. the DfE's 'Guidance for full opening: schools'.

2. Contingency planning

2.1 The school will follow DfE guidance to ensure the premises is COVID-secure and will complete all necessary risk assessments

2.2 The school will work closely with the local health protection team (HPT) and the DfE when the 'Contingency framework' applies and implement the provisions set within the Coronavirus (COVID-19): Contingency Plan.

2.3 The school will communicate its contingency plans with parents, including which pupils it will remain open to under the DfE's contingency framework and which pupils will receive remote education.

2.4 The school will ensure that remote learning training is regularly refreshed for teachers, and that appropriate trouble-shooting support is available when needed, so the transition from in-person to remote teaching can be as seamless as possible if required.

2.5 If the contingency framework is not applied, but a single class or 'bubble' needs to self-isolate, the school will immediately implement remote learning for that group as required.

3. Teaching and learning

3.1 The school will ensure staff and pupils follow the school's Online Safety Policy when working and learning remotely.

3.2 All pupils will have access to high-quality education when learning remotely.

3.3 The school will prioritise factors that have been found to increase the effectiveness of remote education. These include, but are not limited to:

- Ensuring pupils receive clear explanations.
- Supporting growth in confidence with new material through scaffolded practice.
- Application of new knowledge or skills.
- Enabling pupils to receive feedback on how to progress.

3.4 The school will use a range of teaching methods to cater for all different learning styles, including online learning sessions via digital platforms such as, Zoom.

3.5 Teachers will ensure that a portion of their lessons are designed to promote interactivity amongst pupils and between pupils and staff, e.g. live lessons to lessen feelings of isolation and to promote pupil progress and motivation.

3.6 Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.

3.7 When teaching pupils who are working remotely, teachers will:

- Set assignments so that pupils have meaningful and ambitious work each day.
- Deliver 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.
- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Plan a programme that covers an equivalent length of the core teaching pupils would receive in school, including daily contact with teachers.

3.8 All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.

3.9 In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the headteacher will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.

3.10 Teachers will continue to make use of formative assessments e.g. quizzes.

3.11 The school recognises that certain subjects are more difficult to teach remotely, e.g. music, sciences and physical education. Teachers will provide effective and practical alternatives, as appropriate.

3.12 Pupils will be encouraged to take regular physical exercise to maintain fitness, and time will be allocated within the school week for pupils to focus on this.

3.13 The school will remain cognisant of families who do not have access to the resources required for remote education and will ensure that strategies for support will be offered, where practicable.

3.14 Where live lessons are recorded, the school will ensure all recording procedures have due regard for the relevant data protection legislation, including the Data Protection Act 2018 and the General Data Protection Regulation.

3.15 The school will maintain good communication with parents to ensure that parents are aided in supporting their child's remote education.

Avalon School Remote education provision:

Additional Information for parents: January 2021

This information is intended to provide clarity and transparency to pupils, parents and carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

1.1 The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

1.1.1 What should my child expect from immediate remote education in the first day or two of pupils being sent home?

In the first few days, remote education pupils will be sent home with workbooks (or workbooks dropped off or offered for collection) to complete tasks independently in the first instance.

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

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in Physical Education, we will direct pupils and parents to websites and online resources to make use of, or set physical challenges to pupils to help them stay active, such as going for a daily walk (where this is appropriate to do so)

- Some other subjects may not be included in the remote learning live lessons schedule for practical reasons such as Computing, Art & Design and Music. However, wherever possible we will ensure that these subjects are included in the remote learning curriculum with suitable tasks and challenges set which children are able to access and achieve whilst at home.

1.2 Remote teaching and study time each day

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

Key Stage 1	• Three online remote teaching lessons per day (Maths, English and 1 other subject) plus additional independent work following on from the online live lesson.
	
	 • Additional tasks and challenges set for Maths and English using the online subscriptions:
	
	     ➢ Mathletics
	     ➢ Oxford Reading Buddy
	
	 • Independent work set from other subjects including: Humanities, PSHCEE, RE, Art & Design, Mental Maths, Spellings, Reading
	
	 We expect that remote education (including remote teaching and independent work) will take KS1 pupils a minimum of 4 hours per day.

Key Stage 2	• Three online remote teaching lessons per day (Maths, English and 1 other subject) plus additional independent work following on from the online live lesson.
	
	 • Additional tasks and challenges set for Maths and English using the online subscriptions:
	
	     ➢ Mathletics
	     ➢ Oxford Reading Buddy
	
	 • Independent work set from other subjects including: Humanities, PSHCEE, RE, Art & Design, Mental Maths, Spellings, Reading and Verbal Reasoning (Y5)
	
	 We expect that remote education (including remote teaching and independent work) will take KS2 pupils a minimum of 4-5 hours per day.

All classes	• Live streamed Weekly Achievements & Pastoral Assemblies (via Zoom) for each key stage, to support pupil well-being and to encourage and motivate remote learners as well as children learning in-school.

1.3 Accessing remote education

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

- Children will access remote teaching lessons on a daily basis via live streamed lessons using the video conferencing application Zoom.

- Parents will be provided with secure meeting ID details on a weekly basis for all Zoom teaching sessions, via secure school emails.

- Parents will be provided with a weekly information and guidance pack for their child. This offers day by day lesson guidance, enabling parents to support children at home with the daily learning objectives and key lesson resources required.

- All completed work and tasks should be uploaded and sent to teachers via the class email system. This can take the form of a photograph or attachments of completed work. Teachers will respond in a timely manner, mark all work, and provide feedback to children. This written feedback can be glued into the children's exercise books, alongside their completed work.

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

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Should a pupil not have access to a laptop or suitable device to enable remote learning, parents should contact the school office for further information and support.

- If parents or pupils require devices that enable an internet connection (for example, routers or dongles), they should contact the school office for further information and support.

- Pupils can access any printed materials needed, if they do not have online access by parents making a request to the school office for the weekly work pack to be printed and arrangements for collection/ drop off, as appropriate.

- Pupils can submit work to their teachers in paper form or in their exercise books, if they do not have online access. Parents should contact the school office to make arrangements for work to be submitted in this way: schooloffice@avalon-school.co.uk

1.3.3 How will my child be taught remotely?

We will use a combination of the following approaches to teach pupils remotely:

- live teaching (online lessons via Zoom) This will form the basis of the majority of our remote learning provision.

- recorded teaching (e.g. Oak National Academy lessons or other video/audio recordings)

- printed paper packs produced by teachers (e.g. workbooks, worksheets)

- textbooks and reading books pupils have at home

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

- limited use of long-term project work and/or internet research activities

1.4 Engagement and feedback

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

- We do expect that pupils' will give their full engagement with our remote education provision, just as they would in-school.
- Children and parents will be expected to sign and always adhere to the school's Pupil and Parent Online Learning Agreement, while learning remotely.
- We expect that parents will support remote learning, for example, by setting routines to support your child's education, ensuring that children have access to all the materials provided from school
- Parents are expected to inform school if a child is not able to access a remote teaching session and the reason why.

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

- A daily register of attendance will be taken for all remote teaching sessions.
- Where engagement is a concern, parents and carers will be contacted by the Form Teacher in the first instance, to discuss the concerns and subsequently by the Headteacher (also Designated Safeguarding lead), should the situation not improve.
- Pastoral 'Check In' Telephone Calls will be made on a regular basis (at least fortnightly) to all remote learners. The regularity of Pastoral contact calls will be increased, where there is a concern.

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

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes are also valid and effective methods, amongst many others that we will use alongside remote teaching. Our approach to feeding back on completed pupil work is as follows:

- All completed work and tasks should be uploaded and sent to subject teachers via the class email system. This can take the form of a photograph or attachments of completed work. Teachers will respond in a timely manner, mark all work, and provide feedback to children. This written feedback can be glued into the children's exercise books, alongside their completed work.

- Where work is not regularly completed and uploaded for teachers to mark, parents will be contacted, and concerns raised.

1.5 Additional support for pupils with particular needs

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

We recognise that, for some pupils with special educational needs and disabilities (SEND), it may be more difficult to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Teachers will ensure the programmes chosen for online learning will be accessible for all learners including those with SEND.

- The SENCO will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via phone calls / video call

- Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

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

- Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.

1.6 Remote education for self-isolating pupils

Where individual pupils need to self-isolate, but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

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

- Where possible, we will continue to provide live streamed teaching sessions for all core subjects and follow up independent work tasks.

If this is not possible, due to the majority of the peer group being in-school, we will also:

- Ensure that the child receives a remote learning program with a minimum of 3/4 hours learning and study time per day (dependent on age) to include the core subjects and a range of other suitable curriculum subjects.

- Set assignments so that pupils have meaningful and ambitious work each day.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- Regular check in calls from school to check on progress and offer any further pastoral support, as needed.

- Completed work will be marked and feedback given, in a timely manner, to support children's learning and next steps.