



Policy Title: Student Remote Learning Policy  
Version for Newcastle Academy

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Contextual arrangements developed by:	Principal
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Responsible for Day to Day Management:	Principals
Responsible for Review:	Principals

EQUALITY CHECKED

This policy/procedure seeks to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.
- Meet requirements under the Equality Duty.
- Set Equality objectives which are specific and measurable.



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## **Statement of intent**

At Newcastle Academy, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual student or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all students 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 students' education and the delivery of the curriculum.
- Ensure provision is in place so that all students have access to high quality learning resources.
- Protect students from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and student 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 students 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. This policy has due regard to national guidance including, but not limited to, the following:
    - DfE (2021) 'Keeping children safe in education'
    - DfE (2019) 'School attendance'
    - DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
    - DfE (2018) 'Health and safety: responsibilities and duties for schools'
    - DfE (2018) 'Health and safety for school children'
    - DfE (2016) 'Children missing education'

1.2 This policy operates in conjunction with the following academy policies:

- 2 [Safeguarding Policy](#)
- 3 [Data Security Policy](#)
- 4 [Special Educational Needs and Disabilities \(SEND\) Policy](#)
- 5 [Behaviour Policy](#)
- 6 [Disability Access Policy](#)
- 7 [Assessment and Feedback Policy](#)
- 8 [Curriculum Policy](#)
- 9 [Online Safety Policy](#)
- 10 [Health and Safety Policy](#)
- 11 [Attendance Policy](#)
- 12 [ICT Acceptable Use Policy](#)
- 13 [Staff Code of Conduct](#)
- 14 [Data and E-Security Breach Prevention and Management Plan](#)
- 15 [Children Missing Education Policy](#)

## 2. Roles and responsibilities

2.1 United Endeavour Trust is responsible for:

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

2.2 The Associate Principals responsible for:

- Ensuring that staff, parents and students adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.

- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the 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 students.
- Arranging any additional training staff may require to support students during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure students' education does not suffer.
- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the Principal.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that students 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.

### 2.3 The DPO is responsible for:

- Overseeing that all academy -owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and students 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 DSL is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the Head of IT and IT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect students online.
- Identifying vulnerable students who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the student is learning remotely, and liaising with the Associate Principal and other organisations to make alternate arrangements for students who are at a high risk, where required.
- Identifying the level of support or intervention required while students learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable students receive the support required during the period of remote working Ensuring all safeguarding incidents are adequately recorded and reported.

2.5 The SENCO is responsible for:

- Liaising with the Head of IT and IT technicians to ensure that the technology used for remote learning is accessible to all students and that reasonable adjustments are made where required.
- Ensuring that students with EHC plans continue to have their needs met while learning remotely, and liaising with the Associate Principal and other organisations to make any alternate arrangements for students with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while students with SEND learn remotely.
- Ensuring that the provision put in place for students with SEND is monitored for effectiveness throughout the duration of the remote learning period.

2.6 The Trust Director is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for students 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.

2.7 The IT technicians are responsible for:

- Ensuring that all academy -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 students and staff.

2.8 Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Recording student attendance at live sessions and a log of student engagement with work provided.
- Reporting any health and safety incidents to the Associate Principal and health and safety officer and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Principal.
- Reporting any defects on academy -owned equipment used for remote learning to an IT technician.
- Adhering to the Staff Code of Conduct at all times.

2.9 Parents are responsible for:

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

- Ensuring their child is available to learn remotely at the times set out in paragraphs 9.1 and 9.2 of this policy, and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the academy as soon as possible.
- Ensuring that their child always has access to remote learning material during the times set out in paragraphs 9.1 and 9.2.
- Reporting any absence in line with the terms set out in paragraph 9.6.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to the Parent Code of Conduct at all times.

2.10 Students 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 House Leader as soon as possible.
- Ensuring they have access to remote learning material and notifying their House Leader if they do not have access.
- Notifying their House Leader if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behaviour Policy at all times.

### 3. Resources

#### Learning materials

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

- Work booklets
- Past and mock exam papers
- Current online learning portals
- Educational websites
- Live webinars
- Pre-recorded video or learning sessions

3.2 Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.

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

3.4 Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support students with SEND.

3.5 The academy recognises that interactive learning sessions are most effective in aiding students' motivation and academic progression and, to this effect, teachers will ensure they regularly

recreate aspects of in-person interactivity, e.g. live learning sessions with questioning, eliciting and reflective discussion, to the best of their ability.

- 3.6** Learning session plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
- 3.7** The academy will review the resources students have access to and adapt learning to account for all students needs by using a range of different formats.
- 3.8** Work packs will be made available for students who do not have access to a printer – these packs can be collected from the academy.
- 3.9** Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all students remain fully supported for the duration of the remote learning period.
- 3.10** The SENCO will arrange additional support for students with SEND which will be unique to the individual's needs, e.g. via weekly phone calls from key workers.
- 3.11** Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
- 3.12** Students will be required to use their own or family-owned equipment to access remote learning resources, unless the academy agrees to provide or loan equipment, e.g. laptops.
- 3.13** For students who cannot access digital devices at home, the academy will, where possible, apply for technology support through the Trust.
- 3.14** Students and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.
- 3.15** 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.
- 3.16** The arrangements for any 'live' learning sessions, e.g. webinars, will be communicated via a Teams calendar notification no later than one day before the allotted time and kept to a reasonable length of no more than one hour per session. All live learning sessions will be recorded and added to the class Teams channel for students to access later if they are unable to access at point of delivery.
- 3.17** The IT technicians are not responsible for providing technical support for equipment that is not owned by the academy.

### **Food provision**

- 3.18** The academy will signpost parents via email towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.
- 3.19** Where applicable, the academy may provide the following provision for students who receive FSM:
  - Making food parcels available for collection
  - Providing vouchers to families.

### **Costs and expenses**

- 3.20** The academy will not contribute to any household expenses incurred while students learn remotely, e.g. heating, lighting, or council tax.
- 3.21** The academy will not reimburse any costs for travel between students' homes and the academy premises.
- 3.22** The academy will not reimburse any costs for childcare.

**3.23** If a student is provided with academy-owned equipment, the student and their parent will sign and adhere to the Acceptable Use Agreement prior to commencing remote learning.

#### **4. Online safety**

**4.1** This section of the policy will be enacted in conjunction with the academy's Online Safety Policy.

**4.2** Where possible, all interactions will be textual or managed by Microsoft teams.

**4.3** All staff and students using video communication must:

- Communicate in groups – one-to-one sessions are only permitted, with the consent of parents, between House Leaders or Key Workers and students and recorded
- 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 or use a Microsoft background setting.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in the academy.
- 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 learning sessions.
- Always remain aware that they are visible.

**4.4** One-to-one sessions are appropriate in some circumstances, e.g. to provide support to vulnerable students or for students with SEND. This will be decided and approved by the Associate Principal in collaboration with the SENCO or SLT member responsible for Inclusion.

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

**4.6** The academy will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

**4.7** The academy will consult with parents prior to and during periods of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

**4.8** The academy will ensure that all academy -owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

**4.9** The academy 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.

**4.10** During the period of remote learning, the academy will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

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

## **5. Safeguarding**

- 5.1** This section of the policy will be enacted in conjunction with the academy's Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.
- 5.2** The DSL and Associate Principal will identify 'vulnerable' students (students 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 students, prior to the period of remote learning.
- 5.4** Phone calls made to vulnerable students will be made using academy phones where possible.
- 5.5** The DSL will arrange for regular contact with vulnerable students once per week at minimum, with additional contact, including home visits, arranged where required.
- 5.6** All contact with vulnerable students will be recorded and suitably stored.
- 5.7** The DSL will keep in contact with vulnerable students' 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 student.
- 5.9** Vulnerable students 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 students learning remotely.
- 5.11** All members of staff will report any safeguarding concerns to the DSL immediately.
- 5.12** Students 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 academy'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 students' 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 academy will not permit paper copies of contact details to be taken off the academy premises.
- 6.8** Students are not permitted to let their family members or friends use any academy-owned equipment which contains personal data.
- 6.9** Any breach of confidentiality will be dealt with in accordance with the academy's Data Security Policy.
- 6.10** Any intentional breach of confidentiality will be dealt with in accordance with the academy's Behaviour Policy or the Disciplinary Policy and Procedure.

## **7. Marking and feedback**

- 7.1** All schoolwork completed through remote learning must be:
- Finished to the best of the ability of the student when returned to the relevant member of teaching staff.
  - Returned on or before the deadline set by the relevant member of teaching staff.
  - Completed to the best of the student's ability.
  - The student's own work.
  - Marked in line with the Assessment and Feedback Policy.
  - Returned to the student, once marked, by an agreed date.
- 7.2** The academy expects students and staff to maintain a good work ethic during the period of remote learning.
- 7.3** Students are accountable for the completion of their own schoolwork – staff will contact parents via email or telephone 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 students with and without access to the online learning resources and discuss additional support or provision with the Associate Principals as soon as possible.
- 7.5** Teaching staff will monitor the academic progress of students with SEND and discuss additional support or provision with the SENCO as soon as possible.
- 7.6** The academy 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 academy will log participation and student engagement with remote education, as well as motivation levels and progress, and this will be reported to parents via formal regular reports or, if there is a concern, individually via email or telephone.
- 7.8** The academy will consider ways to use feedback to secure consistent engagement with remote material, e.g. reward engagement or outcomes.

## **8. Health and safety**

- 8.1** This section of the policy will be enacted in conjunction with the academy's Health and Safety Policy.
- 8.2** Teaching staff and IT technicians will ensure students 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, students 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 students or students with medical conditions who require more frequent screen breaks.
- 8.5** If any incidents or near-misses occur in a student's home, they or their parents are required to report these to their House Leader or other relevant member of staff immediately so that appropriate action can be taken. House Leaders will ensure that Principals are informed.

## **9. School day and absence**

- 9.1** Staff are expected to provide lesson work which provides for 1 hour of remote learning for each timetabled session. This may include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently. Students will be present for remote learning by 8:50am and cease their remote learning at 3:15pm 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 at the following times each day:
- Morning break will take place at 10:10am until 10:30am.
  - Lunchtime will take place between 12:30pm and 13:15pm.
- 9.3** Students are not expected to do schoolwork during the times outlined in paragraph 9.2.
- 9.4** Students with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.
- 9.5** Students who are unwell are not expected to be present for remote working until they are well enough to do so.
- 9.6** Parents will inform the attendance officer no later than 8:40am if their child is unwell.
- 9.7** The academy will monitor absence and lateness in line with the Attendance Policy.

## **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 and the academy website about remote learning arrangements as soon as possible.
- 10.3** The Associate Principal 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 are available to take phone calls from other staff during their agreed working hours.
- 10.5** The academy understands that students learning remotely have the right to privacy out-of-hours and should be able to separate their academy and home lives – communication is only permitted during school hours.
- 10.6** Members of staff will have contact with their line manager at least once per week.
- 10.7** As much as possible, all communication with students and their parents will take place within the school hours outlined in [section 9](#).
- 10.8** Students will have contact with a member of staff at least once per week.
- 10.9** Parents and students will inform the relevant member of staff (this should be the child's House Leader in the first instance) as soon as possible if schoolwork cannot be completed.
- 10.10** Issues with remote learning or data protection will be communicated to the students' House Leader as soon as possible so they can investigate and resolve the issue.
- 10.11** Parents and students will be kept informed of any changes to the remote learning arrangements or the schoolwork set.

**10.12** The Associate Principal 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 Principal.

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

**11.3** The next scheduled review date for this policy is November 2022.

# Remote Learning During the Coronavirus (COVID-19) Pandemic

## Policy Annex

Within the ever-changing circumstances we are currently living through, we must be prepared for local restrictions. If local restrictions apply, the academy will implement provision for remote learning to ensure students 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.

### Legal framework

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

- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) '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) 'How schools can plan for tier 2 local restrictions'
- DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'
- Department of Health & Social Care (2020) 'COVID-19 contain framework: a guide for local decision makers'
- DfE (2020) 'Remote education good practice'

### Contingency planning

The academy will work closely with the Trust, DfE and LA to ensure the premises are COVID-secure, and will complete all necessary risk assessments – results of the opening risk assessment will be published on the academy's website.

The academy will work closely with the local health protection team when local restrictions apply and implement the provisions set within their contingency plan.

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

The academy 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.

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

The level of remote learning provision required will be based on the government's four tiers of local restrictions. Where there are no local restrictions in place, the academy will continue to remain fully open to all, and these tiers will not apply.

### **Tier 1 local restrictions**

The academy will remain open if tier 1 restrictions are in place, and remote learning will not be provided at this time.

### **Tier 2 local restrictions**

The academy will adopt a rota system which will require a combination of remote learning and classroom-based learning to be provided. The rota will allow for two weeks at home and two weeks in school.

Children of critical workers and vulnerable children will be able to access full-time on-site provision. Attendance for these students will be prioritised and strongly encouraged.

When considering remote learning in a rota system, teachers will:

- Set assignments so that students have meaningful and ambitious work each day.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- 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 students' understanding.

Students who will be unable to engage effectively in remote education at home due, e.g. to a lack of devices or quiet space to study, might be considered vulnerable and, therefore, able to attend full-time on-site provision.

### **Tier 3 local restrictions**

The academy will limit on-site attendance to just vulnerable children and children of critical workers. All other students will receive remote education in line with section 3 of this appendix.

### **Tier 4 local restrictions**

The academy will limit on-site attendance to just vulnerable children and young people. All other students will receive remote education in line with section 3 of this appendix.

### **Teaching and learning**

All students will have access to high-quality education when remote working.

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

- 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.

The academy will use a range of teaching methods to cater for all different learning styles, this includes the use of:

- comprehension, quizzes and online materials.
- online platforms such as Bedrock (English), Hegarty (maths) and Educake (science).
- quizzes on Teams.
- work booklets
- past and mock exam papers
- current online learning portals
- educational websites
- live webinars
- pre-recorded video or audio lessons

Teachers will ensure that a portion of their lessons are designed to promote interactivity amongst students and between students and staff, e.g. live lessons or use of the 'chat' function on meeting software, to lessen feelings of isolation and to promote student progress and motivation.

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

When teaching students who are working remotely, teachers will:

- Set assignments so that students 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, including through educational videos.
- 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 students' understanding.
- Plan a programme that is of equivalent length to the core teaching students would receive in school, ideally including daily contact with teachers.

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

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

Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.

The academy recognises that certain subjects are more difficult to teach remotely, e.g. music, sciences and physical education. Teachers will provide effective substitutes for in-person teaching such as video demonstrations.

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

The academy will remain cognisant of families who do not have access to the resources required for remote education, and will ensure that an up-to-date record of which students do not have appropriate devices or internet access is maintained.

The academy will utilise the support available through the DfE's 'Get help with technology during coronavirus (COVID-19)' scheme.

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

- Students in Years 7 to 11
- Clinically extremely vulnerable children across all year groups who are shielding or self-isolating in line with government advice
- Children in all year groups who are unable to access remote education whilst attending school on a hospital site

Before distributing devices, the academy will ensure:

- The devices are set up to access remote education.
- Appropriate safeguarding controls and support are in place to help students and their families use the devices safely.

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

The academy will approach remote learning in a flexible manner where necessary, e.g. ensuring that lessons, live or otherwise, are recorded to accommodate contexts where students have to share a single device within the home.

Where live lessons are recorded, the academy 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.

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

## **Returning to school**

The Associate Principal will work with the Trust and LA to ensure students only return to school when it is safe for them to do so.

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

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

### **Monitoring and review**

This policy annex will be reviewed in line with any updates to government guidance.

All changes to the policy will be communicated to relevant members of the academy's community.