Pupil Remote Learning Policy

Please note: From 22 October 2020 until the end of the 2020/2021 academic year, schools have a legal duty to provide remote education to all pupils who require it. More details can be found in Appendix A.

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Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Resources
4. Online safety
5. Safeguarding
6. Data protection
7. Marking and feedback
8. Health and safety
9. School day and absence
10. Communication
11. Monitoring and review

Appendix A

Remote Learning During the Coronavirus (COVID-19) Pandemic

Remote Learning Flowchart

Appendix B

Parent / Carer and Pupil Consent Form

Staff Consent Form

Appendix C

School Equipment Loan Agreement

Statement of intent

At Thorntree Academy, 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.

We are fully aware that these are exceptional times and would like to make it clear that we understand each family is unique, and because of this, understand the need to approach home/remote learning flexibly where appropriate. If you are unable to access the internet or do not have enough devices then please get in touch, we may be able to help.

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 (Amendment Regulations 2023)
- Education Act 2011
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2002

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

- DfE (2025) 'Keeping children safe in education'
- DfE (2024) 'Proving Remote Education: Guidance for Schools'
- DfE (2024) 'School attendance'
- DfE (2022) 'Health and safety: responsibilities and duties for schools'
- DfE (2024) 'Health and safety for school children'
- DfE (2025) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2024) 'Children missing education'

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

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Policy
- Accessibility Policy
- Curriculum Policy
- Assessment Policy
- Health and Safety Policy
- Attendance Policy
- Acceptable Use Policy
- Staff Code of Conduct
- Children Missing Education Policy

2. Roles and responsibilities

2.1. The **governing board** is responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.

- Evaluating the effectiveness of the school's remote learning arrangements.

2.2. The **headteacher** is responsible for:

- Ensuring that staff, parents/carers and pupils 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 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/carers, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.

2.3. The **Designated Safeguarding Lead** is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- 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.

2.4. The **SENDCo** is responsible for:

- Liaising with the ICT technician to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the Headteacher.
- 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.
- 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.

2.5. The **School Business Manager / 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/carers, 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 IT equipment used for remote learning is resilient and can efficiently recover lost data.
- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

2.6. The **Computing Lead / IT technician** is responsible for:

- Liaising with OneIT to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking ‘stress’ testing.
- Working with the SENDCo 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. (Ref: Appendix B Staff Consent Form)
- Reporting any health and safety incidents to the Headteacher, Designated Safeguarding Lead or Computing lead as appropriate asking for guidance.
- Reporting any safeguarding incidents to the designated safeguarding lead / designated deputy for safeguarding 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.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- 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 an IT technician.
- Adhering to the **Staff Code of Conduct** at all times.

2.8. **Parents/carers** 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 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 acceptable use as outlined in **Parent / Carer and Pupil Consent Form** at all times. (Ref: Appendix B)

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 and technology for remote learning as intended.
- Adhering to the Behaviour Policy at all times.

3. Resources

Learning materials

3.1. Thorntree Academy will utilise 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 school will make use of:

- Printed work booklets
- Current online learning portals e.g. ClassDojo
- Educational websites e.g. Oxford Owl
- Reading tasks
- Live webinars e.g. The Oak Academy
- Pre-recorded video or audio lessons via Teams

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 pupils 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 pupils with SEND.

3.5. 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 and reflective discussion, to the best of their ability.

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

3.7. 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, e.g. providing printed work or making this available in PDF format which can easily be printed.

3.8. Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school or arranged to be delivered by a member of school staff.

3.9. Teaching staff will liaise with the SENDCo and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.

3.10. The SENDCo will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via regular phone calls which will be documented on CPOMS.

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

3.12. Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.

3.13. For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their LA / DfE.

3.14. Parents/carers will be required to sign the 'School Equipment Loan Agreement' and adhere to the regulations set out within the document (Ref: Appendix C)

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

3.16. 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.

3.17. The arrangements for any 'live' classes, e.g. webinars, will be communicated via School Ping no later than one day before the allotted time and kept to a reasonable length e.g. forty minutes per session.

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

Food provision

3.19. The school will signpost parents/carers via newsletter, School Ping, Twitter and direct contact telephone calls towards additional support for ensuring their children continue to receive the food they need, e.g. Eco-shop, school food banks

3.20. Where applicable, the school may provide the following provision for pupils who receive FSM:

- Making weekly food hampers available for delivery or collection
- Regular opening of the Eco-shop, times to be widely shared via Twitter, School Ping
- Providing vouchers to families in line with Middlesbrough Council Policy

Costs and expenses

3.21. If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the 'School Equipment Loan Agreement' prior to commencing remote learning. (Ref: Appendix C)

4. Online safety

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

4.2. All interactions will be textual and public.

4.3. 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, as far as practically possible, they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

4.4. 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, as far as practically possible, they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

4.5. 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 Senior Leadership Team, in collaboration with the SENDCo.

4.6. Where pupils are not using devices or software as intended the Behaviour Policy will be applied.

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

4.8. The school will consult with parents/carers prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

4.9. 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.

4.10. The school will communicate to parents/carers via email or letter about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

4.11. During the period of remote learning, the school will maintain regular contact with parents/carers to:

- Reinforce the importance of children staying safe online.
- Ensure parents/carers 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/carers to useful resources to help them keep their children safe online.

4.12. 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 should be read in conjunction with the Child Protection and Safeguarding Policy.

5.2. The Headteacher and / or Designated Deputy for Safeguarding 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 Designated Deputy for Safeguarding 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. Where this is not feasible staff will first dial 141 to maintain the privacy of their personal telephone number.

5.5. The Designated Deputy for Safeguarding and Assistant Parent Support Advisor will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.

5.6. All contact with vulnerable pupils will be recorded on a centrally held contact register and recorded on CPOMS.

5.7. The Designated Deputy for Safeguarding and Assistant Parent Support Advisor 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 travelling in separate cars when necessary.
- Be suitably recorded on CPOMS.
- Actively involve the pupil.

5.9. The Designated Deputy for Safeguarding and / or Assistant parent Support Advisor will meet (in person or remotely) with the relevant members of staff

once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

5.10. All members of staff will report any safeguarding concerns to the Designated Safeguarding Lead / Designated Deputy for Safeguarding immediately and record them on CPOMS.

5.11. Pupils and their parents/carers will be encouraged to contact a member of the Pastoral Care Team 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 should be read in conjunction with the 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/carers' and pupils' up-to-date contact details will be collected prior to the period of remote learning.

6.6. All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy.

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

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

6.9. Any breach of confidentiality, intentional or otherwise, will be dealt with in accordance with the school's GDPR Policy.

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.
- Completed to the best of the pupil's ability.

- The pupil's own work.
- Marked in line with Assessment Policy.
- Returned to the pupil, once marked, by an agreed date.

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

7.3. Pupils are accountable for the completion of their own schoolwork – school staff will contact parents/carers via email, School Ping or telephone call 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 SENDCo 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 make a record of participation and pupil engagement with remote education, as well as motivation levels and progress, which will in turn be reported to parents/carers via formal regular reports or, 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. introducing a newsletter sent to parents/carers and pupils which displays exemplary work and rewards engagement or outcomes, certificates via School Ping, postcards home.

8. Health and safety

8.1. This section of the policy should be read in conjunction with the school's Health and Safety Policy.

8.2. Teaching staff will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

8.3. If using electronic devices during remote learning, pupils will be encouraged to take a screen break.

8.4. Screen break frequency will be adjusted for younger pupils or pupils with medical conditions who require more frequent screen breaks.

8.5. If any incidents or near-misses occur in a pupil's home, they or their parents/carers are required to report these to a member of the Senior

Leadership Team or other relevant member of staff immediately so that appropriate action can be taken.

9. School day and absence

9.1. Pupils will be present for remote learning from 9am until 12pm. Independent tasks / App based learning will be set for the afternoon sessions. cease their, 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 breaks will take place at 10.00am and 11am, 10 minutes in duration.
- Lunchtime will take place between 12:00pm and 1:00pm.

9.3. Pupils are not expected to do schoolwork during the times outlined in paragraph 9.2.

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

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

9.6. Parents/carers will inform school by calling 01642 242309 or emailing thorntree@thorntreeacademy.org.uk no later than 8:30am if their child is unwell.

9.7. The school will monitor absence in line with the Attendance Policy.

10. Communication

10.1. The school will ensure adequate channels of communication are arranged in the event of an emergency.

10.2. The school will communicate with parents/carers via School Ping, telephone call and the school website about remote learning arrangements as soon as possible.

10.3. The Headteacher will communicate with staff as soon as possible via email about any remote learning arrangements.

10.4. Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.

10.5. 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.

10.6. Members of staff will have a weekly briefing with the Headteacher on Monday at 8.15am, and contact with their strategic lead on Wednesday at 8.15am.

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

10.8. All pupils will have verbal contact with a member of teaching staff at least once per week.

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

10.10. 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.

10.11. The pupils' teacher will keep parents/carers and pupils informed of any changes to the remote learning arrangements or the work set.

10.12. 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.

11.3. The next scheduled review date for this policy is 1st September 2021.

Appendix A

Remote Learning During the Coronavirus (COVID-19) Pandemic

Within the ever-changing circumstances we are currently living through, we must be prepared for both national and local restrictions. When restrictions apply, the school will implement provision for remote learning to ensure pupils do not miss out on education. We will ensure that our curriculum is inclusive and accessible to all.

This policy annex outlines how remote education as outlined in the Guidance for Full Opening: Schools (updated 05.11.20) will be implemented.

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- *use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations*
- *give access to high quality remote education resources*
- *select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use*
- *provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access*
- *recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum*

When teaching pupils remotely, we expect schools to:

- *set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
- *teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject*
- *provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos*
- *gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work*
- *enable teachers to 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 is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers*

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant

demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

(Ref: Guidance for Full Opening: School 05.11.20)

1. Legal framework

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

- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) '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'
- DfE (2020) The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction

1.2 The headteacher, in collaboration with the local 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 work closely with Extol Trust and the Local Authority to ensure the premises are COVID-secure, and will complete all necessary risk assessments.

2.2 The school will work closely with the local health protection team when local restrictions apply.

2.3 The school will communicate its contingency plans for local restrictions with parents/carers, including which pupils it will remain open to 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.

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

3. Teaching and learning

3.1 In-school principles should be adhered to, including behaviour and safeguarding

3.2 The school will ensure staff and pupils follow the school's Computing Policy and Acceptable Use Policy when working and learning remotely.

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

3.4 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.
- Curriculum ensures that individual isolated pupils are keeping up with the work being missed in school and whole bubbles are provided with the appropriate work, including any curriculum catch up adaptations

3.5 The school will use a range of teaching methods to cater for all different learning styles, including:

- Printed work booklets and Testbase
- Current online learning portals e.g. Reading Plus+
- Educational websites e.g. Oxford Owl
- Reading tasks
- Live webinars e.g. The Oak Academy

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 Reading should remain a high priority in remote education including early reading and phonics where appropriate

3.8 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, 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 pupils' understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

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

3.10 In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the Senior Leadership Team will assess this need, keeping pupils' best interests in mind.

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

3.12 The school 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.

3.13 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.

3.14 The school will remain mindful 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 pupils do not have appropriate devices or internet access is maintained.

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

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

- Pupils in Years 3 to 11
- Clinically extremely vulnerable pupils across all year groups who are shielding or self-isolating in line with government advice
- Pupils in all year groups who are unable to access remote education whilst attending school on a hospital site

3.17 Before distributing devices, the school will ensure:

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

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

3.19 The school will approach remote learning in a flexible manner where necessary, e.g. to accommodate contexts where pupils have to share a single device within the home.

3.20 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.

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

4. Returning to school

4.1 The Headteacher will consult with public health where necessary to ensure pupils who have been learning remotely only return to school when it is safe for them to do so.

4.2 After a period of self-isolation a member of staff will inform parents/carers when their child will return to school.

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

5. Monitoring and review

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

5.2 All changes to the policy will be communicated to relevant members of the school community.

Remote Learning Flowchart

School process for children isolating and unable to attend school

	What to do	Who is responsible
Office receive notice of isolation ↓ Office staff advise parent/carer of next steps to take if child is symptomatic and offer a test from school if applicable. ↓ Office staff check arrangements are made for FSM and breakfast packs is required. ↓ Office staff refer to remote education process. ↓ Office staff/ attendance PSA alerts teaching staff of isolation case. ↓ In the case of staff illness during an isolation / bubble isolation, HT will redeploy school staff where appropriate. ↓ Office staff / Attendance PSA to check daily covid absence log and follow up pending	Absence for 2-3 days (COVID-19 symptoms & awaiting a test result/ isolating due to sibling being tested): • TTRS/practise times tables • Reading Plus/ Oxford Owl • Home learning links– found on school website	Year group need to collate list of relevant activities (class teachers to post on website) Teacher to send PING to notify parent/carer to look on website for list of activities (no paper resources need to be sent as this point)
	Individual children isolating outside of bubble for 10 – 14 days (if asymptomatic): • TTRS/practise times tables • Reading Plus/ Oxford Owl • Directed home learning linked to current classroom coverage . (Eng., Maths, Science + 1 topic, daily) is made available. • Paper copies are available on request. • Work to be recorded in the home learning book provided. • Work must be returned to school following the period of isolation.	Attendance PSA to notify teachers that an individual child will be absent for 10-14 days Attendance PSA to send a school ping with the link to the school learning page start absence Teacher to check if children require paper copies of work and are able to access a device Parent to notify school of any access difficulties
	Bubble isolation • Teaching Via teams • Pupils will be present for remote learning from 9am until 12pm. (English & Maths) • Independent tasks / App based learning will be set for the afternoon sessions. (Consolidation/Topic) • Make available directed home learning linked to current teams coverage . (Eng., Maths, Science + 1 topic, daily) for families with only 1 device. • Breaks and lunchtimes will take place at the following times each day: Morning breaks will take place at 10.00am and 11am, 10 minutes in duration. Lunchtime will take place between 12:00pm and 1:00pm. • Work must be returned to school following the period of isolation.	Teacher to send teams invites to children at the start of the isolation period Parent to notify school of any access difficulties Teacher planning & lesson resources to be saved in the school planning folder where it can be accessed for printing if required. Children to be given an exercise book to record daily work . Teacher to collect and assess work at the end of the isolation period.

Appendix B

Parent / Carer and Pupil Consent Form

I agree to comply with the details set out in the Pupil Remote Learning Policy.

I have read the policies referenced and understand they are available on the school website.

I agree to use the applications and equipment as described in the guidance.

I agree to ensure their safe use at all times.

I know who I can contact should I have any concerns.

Name of child……..……..

Signature of child…….……

Name of parent / carer ……..……..……

Signature of parent / carer …….

Date…….

Staff Consent Form

I agree to comply with the school's Acceptable Use Policy and Staff Code of Conduct.

I agree to comply with the guidance set out in the Staff Handbook and associated policies.

I agree that if I use my personal phone/device I will do so in line with all guidance set out in the Pupil Remote Learning Policy.

I agree to comply with the Pupil Remote Learning Policy and Associated guidance.

I agree to use the applications and equipment appropriately and safely at all times.

Name of Staff……..

Signature of Staff……

Date……

Appendix C

Thorntree Academy
LEARN · THRIVE · CELEBRATE

School Equipment Loan Equipment

Equipment	Serial No	User Loaned	Date to be returned to school
			22nd October 2020

In accepting the above IT equipment which has been loaned, it is assumed you have read and agreed to the following terms and conditions listed below:

- I confirm that my child has access to Wi-Fi within the household but does not have access to ICT equipment
- The equipment provided, including power adapter, is the property of the school and is for the sole use of assisting in the delivery of the school curriculum.

I agree to ensure that:

- We will treat the equipment with appropriate care and ensure it is maintained in good condition and return the equipment as requested by the school.
- The device is stored safely and securely when transported and/or not in use and is not left unattended.
- I, and others will avoid placing or consuming food and drink near the device.
- We will respect school provided IT equipment; using it appropriately and respectfully at all times.
- I understand and agree that the school will not accept responsibility for the loss of work.
- I understand and agree that it is my child's responsibility to save & back-up my work if necessary.
- We will not disclose or share personal information about ourselves or others when on-line.
- In signing this document I agree that all members of the household will not access, use or otherwise act upon. unlawful and/or inappropriate content including but not limited to, discrimination, drugs/substance abuse, extremism, malware/hacking, pornography, piracy, and copyright theft, self-harm and violence.

- We will immediately report any unpleasant or inappropriate material or messages that make my child feel. uncomfortable to the school or if serious via the CEOP web link https://www.ceop.police.uk/ceop-reporting/
- We will be mindful when using the device, using it responsibly and safely with an awareness of my actions online.
- We will be polite and responsible when we communicate with others, we will not use strong, aggressive or inappropriate language and we appreciate that others may have different opinions.
- We will not take or distribute images / videos of anyone without their permission.
- I agree that the school may use E-Safety software to monitor internet access and this will be used to log and report any inappropriate access.
- Should any faults occur, I agree that I will notify the school as soon as possible so that they may undertake any necessary repairs. Under no circumstances will I, or anyone other than school, attempt to fix suspected faults.
- I agree and understand that the school will not accept responsibility for offering technical support relating to home internet connectivity.
- If the school is of the opinion that the ICT provision has been, or is being used, in a way that breaches the terms set out above, the school reserves the right to request its immediate return, and I agree to such a request.

Parent/ Carer Agreement

I have read this agreement and agree to be bound by the terms and conditions set out above.

School Name	Thorntree Academy	
Childs Name		
Parent/ Carer Name		
Parent/ Carer Signature		Date: