

Remote Learning Policy



Part of Fields Multi Academy Trust

Clive Church of England Primary School and Nursery

Policy written: October 2024
To be reviewed: October 2025

“Clive CE Primary School and Nursery is committed to safeguarding and promote the welfare of children and adults at all times and expects every working with us to share this commitment.”

Aims

This remote learning policy:

- sets out how our school will comply with the requirements of the Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction;
- aims to ensure consistency in our approach to remote learning;
- sets out expectations for all members of the school community with regards to remote learning.

Background

The school is mindful of its legal duty to provide remote education under the Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction.

This requires our school to provide remote education for children unable to attend school due to coronavirus (COVID-19).

The Direction requires that where a class, group of children, or individual children need to self-isolate, or there are local or national restrictions requiring children to remain at home, schools are expected to provide immediate access to remote education. The expectations on the quality of remote education expected of schools remain those set out in the guidance for full opening published by Department for Education in July 2020.

Process for local outbreaks, contingency plans and remote education

If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities (DfE and Public Health) will decide which measures to implement to help contain the spread.

Remote Education expectations

Where a class, group or a small number of children need to self-isolate, or local restrictions require children to remain at home, we have the capacity to offer immediate remote education via our website.

We have considered how to continue to improve the quality of our existing curriculum and have a strong contingency plan in place for remote education provision.

We will post work for children in line with medium term plans and in line with what is being taught in school. The work posted by the children will be commented on, on a daily basis by the class teacher. If the children can not access the on-line learning platform, paper copies of the work will be either delivered or posted to the family home.

The on-line work will:

- 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;

When teaching remotely we will

- set work so that children 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 children 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 children's understanding,
- plan a programme that is of equivalent length to the core teaching children would receive in school, ideally including daily contact with teachers.

We will consider these expectations in relation to the child's age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.

We will avoid an over-reliance on long-term projects or internet research activities.

Providing pastoral care remotely

Where children are required to remain at home (for example, if needing to self-isolate or there are local restrictions) helping parents, carers and children to make a weekly plan or structure is important. These plans should include time for education, playing and relaxing to reduce stress and anxiety.

As set out in Public Health England's guidance for parents and carers, routine can give children and young people an increased feeling of safety in the context of uncertainty.

If needed, one-to-one messages will be posted to children to support their mental health and well-being.

Communication with children and families (including vulnerable children)

In the event of school closure, we recognise the need to ensure effective communication with children and families. This is important in order to support remote learning and to protect the safety and wellbeing of children.

Identified members of staff will contact families who are at home due to COVID on a weekly basis and encourage them to make contact with the school via e-mail or telephone if they need advice and help.

Through conversation with the child and their parents/carers. this will ascertain;

- their health and wellbeing,
- their ability to access remote education support and any modifications that may be appropriate,
- wider areas of need which could be supported through Early Help processes.

When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). The Headteacher will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

Supporting children with Special Educational Needs

For children with SEND, teachers are best-placed to know how the child's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. In the event of the need for remote learning, the requirement for schools to use their best endeavours to secure the special educational provision called for by the child's special educational needs remains in place.

We will work collaboratively with families, putting in place reasonable adjustments as necessary, so that children with SEND can successfully access remote education alongside their peers.

Where a child has provision specified within an EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the child can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.

Supporting children in the Early Years Foundation Stage

We recognise that younger children may not be able to access remote education without adult support and so will work with families to deliver a broad and ambitious curriculum

Delivering remote education safely

Keeping children safe online is essential. The statutory guidance 'Keeping Children Safe in Education 2024' provides information to protect children online. In addition, the school will make use of resources from DfE in relation to remote education and safeguarding.

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

We will ensure that:

- children and families are aware of their obligations under the school's acceptable use policies,
- children continue to be provided with teaching to be able to keep themselves safe online and offline,
- staff are provided with guidance so not as to put themselves in vulnerable or risky situations,
- staff have access to support and guidance materials to promote the safe delivery of online lessons.

Data Protection

We will continue to follow the guidance outlined in the DfE data protection: toolkit for schools (<https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>) when managing personal data and may need to consider:

- taking care not to share contact details when emailing multiple people
- being careful when sharing usernames and other personal data for access to online resources
- providing access to school data systems safely

Appendix A - For reference (Leave in policy or remove)

Resources and support for Remote Education

DfE Support for Remote Education, <https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

DfE Remote Education Good Practice Guide,
<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

DfE Remote Education and Safeguarding (includes range of resources and additional useful links) <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

Education Endowment Foundation,
<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/>

United Learning Trust – Resources from DfE webinar on effective remote learning,
<https://unitedlearning.org.uk/primaryleadership>

Edtech demonstrator programme (Useful video clips, articles and sources of practical help around remote education), <https://edtech-demonstrator.lgfl.net/>

Chartered College of Teaching: How schools are making use of the Oak National Academy (webinar recording with updates from Oak National),
<https://my.chartered.college/2020/09/webinar-how-teachers-are-making-the-most-of-oak-national-academy/>

East London Research School: Remote Learning – what does the evidence tell us?
<https://researchschool.org.uk/eastlondon/blogs/remote-learning-what-does-the-evidence-tell-us/>

OFSTED, Briefing following Autumn term pilot visits

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923953/Schools_briefing_COVID-19_series_Sept-2020.pdf