



Haven High Academy

Students Remote Learning Policy

Approved by:	Board of Directors	Date:
Last reviewed on:	New policy October 2020	
Next review due by:	July 2021	

Statement of intent

At Boston Witham Academies Federation, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual learner or many. We recognise the importance of maintaining high expectations in all areas of Academy life and ensuring that all learners 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 learners' education and the delivery of the curriculum.
- Ensure provision is in place so that all learners have access to high quality learning resources.
- Protect learners from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and learner 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 learners 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.

Legal framework

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

- The Education Act 2004
- The Equality Act 2010
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018
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This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2020) 'Keeping children safe in education'
- DfE (2020) 'School attendance'
- DfE (2018) 'Health and safety: responsibilities and duties for Schools'
- DfE (2018) 'Health and safety for School children'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2016) 'Children missing education'

This policy operates in conjunction with the following Academy policies:

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Code of Conduct Policy
- Accessibility Policy
- Marking and Feedback Policy
- Curriculum Policy
- Assessment Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance and Absence Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct
- Complaints Procedures Policy
- Children Missing Education Policy
- Medical Conditions Policy
- Attendance Policy for Learners with Additional Health Needs

Roles and responsibilities – Governing Body

The governing body has overall responsibility 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.

Roles and responsibilities – Headteacher

The Headteacher is responsible for:

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

- Ensuring that learners identified as being at risk are provided with necessary information and instruction, as required.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Arranging the procurement of any equipment or technology required for staff to teach remotely and for learners 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.

Roles and responsibilities – Health and Safety Officer

The Health and Safety Officer is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

Roles and responsibilities – Data Protection Officer CHECK WITH DB

The Data Protection Officer (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/carers, and learners 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.

Roles and responsibilities – Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect learners online.
- Identifying vulnerable learners who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the learner is learning remotely and liaising with the headteacher and other organisations to make alternate arrangements for learners who are at a high risk, where required.
- Identifying the level of support or intervention required while learners learn remotely and ensuring appropriate measures are in place.

- Liaising with relevant individuals to ensure vulnerable learners receive the support required during the period of remote working.
- Ensuring all safeguarding incidents are adequately recorded and reported.

Roles and responsibilities – SENCO

The SENCO is responsible for:

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all learners and that reasonable adjustments are made where required.
- Ensuring that learners 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 learners with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while learners with SEND learn remotely.
- Ensuring that the provision put in place for learners with SEND is monitored for effectiveness throughout the duration of the remote learning period.
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Roles and responsibilities – ICT Technicians

The ICT 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 learners and staff.

Roles and responsibilities – staff members

Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the 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 headteacher.

- Reporting any defects on Academy owned equipment used for remote learning to an ICT technician.
- Adhering to the Staff Code of Conduct at all times.
- Lesson by lesson registers will continue to be taken, to enable monitoring of attendance to lessons on Teams. The Attendance Team will oversee this and make contact where necessary with those students whose attendance to lessons on Teams is causing concern.

Roles and responsibilities – parents/carers

Parents and 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 the Academy Day section 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 the Academy Day section of this policy.
- Reporting any absence in line with the terms set out in
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to the Parent Code of Conduct at all times.

Roles and responsibilities – learners

Learners 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 the Academy Day section 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 Behavioural Policy at all times.

Resources

The Academy will use 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:

- Live webinars – through Teams

- Work booklets
- Email
- Past and mock exam papers
- Current online learning portals
- Educational websites
- Reading tasks

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

Teachers may review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.

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

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

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

The Academy will review the resources learners have access to and adapt learning to account for all learners needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.

Work packs will be made available for learners who do not have access to a printer – these packs can be collected from Academy.

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

The SENCO will arrange additional support for learners with SEND which will be unique to the individual's needs, e.g. via weekly phone calls.

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

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.

For learners who cannot access digital devices at home, the Academy will, where possible, apply for technology support through the Trust.

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

Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work.

The arrangements for any 'live' classes, e.g. webinars on Teams, will be communicated no later than one day before the allotted time and kept to a reasonable length of no more than one hour per session. Learners usual timetabled lessons are to be adhered to.

The ICT technicians are not responsible for providing technical support for equipment that is not owned by the Academy.

Food Provision

The Academy may provide the following provision for students who receive FSM:

- Providing vouchers to families
- Keeping the Academy canteen open during lunchtimes
- Making food hampers available for delivery or collection

Costs and expenses

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

The Academy will not reimburse any costs for travel between learners' homes and the Academy premises.

The Academy will not reimburse any costs for childcare.

If a learner is provided with Academy owned equipment, the learner and their parent/carer will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

Online Safety

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

Where possible, all interactions will be textual and public.

All staff and students using Teams communication (video and audio) 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 when 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 lessons.
- Always remain aware that they are visible and may be heard.

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

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

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.

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.

The Academy will communicate to parents/carers via 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.

During the period of remote learning, the Academy 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.

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.

Safeguarding

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

The DSL and headteacher 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.

The DSL will arrange for regular contact to be made with vulnerable students, prior to the period of remote learning.

Phone calls made to vulnerable students will be made using Academy phones, landline or mobile.

The DSL will arrange for regular contact with vulnerable students once per week at minimum, with additional contact, including home visits, arranged where required.

All contact with vulnerable students will be recorded and suitably stored on the Management Information System (MIS) and/or My Concern.

The DSL will keep in contact with vulnerable students' social workers or other care professionals during the period of remote working, as required.

Any home visits made will have:

- At least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded and the records stored so that the DSL has access to them.
- Actively involve the student.

Vulnerable students will be provided with a means of contacting the DSL, their deputies, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.

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.

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

Learners and their parents/carers 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.

Data Protection

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

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.

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

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.

Parents/carers and learners' up-to-date contact details will be collected prior to the period of remote learning.

All contact details will be stored in line with the Data Protection Policy.

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

Learners are not permitted to let their family members or friends use any Academy owned equipment which contains personal data.

Marking and feedback

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 learner's ability.
- The learner's own work.
- All school work should be marked in line with the Marking and Feedback Policy, however due to the constant changes to COVID 19 implications staff must follow the guidance provided by their Leadership Team should the above not be applicable.
- Returned to the learner, once marked, by an agreed date.

The Academy expects learners and staff to maintain a good work ethic during the period of remote learning.

Learners are accountable for the completion of their own schoolwork – teaching staff will contact parents/carers if their child is not completing their schoolwork or their standard of work has noticeably decreased.

Teaching staff will monitor the academic progress of learners with and without access to the online learning resources and discuss additional support or provision with the headteacher as soon as possible.

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.

The Academy will log participation and learner 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 telephone.

The Academy will consider ways to use feedback to secure consistent engagement with remote material, e.g. introducing a newsletter sent to parents and learners which displays exemplary work and rewards engagement or outcomes.

Health and Safety

This section of the policy will be enacted in conjunction with the Academy's Health and Safety Policy.

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

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

Screen break frequency will be adjusted to five minutes every hour for younger students or students with medical conditions who require more frequent screen breaks.

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

Academy day and absence

Learners will be present and ready for remote learning by 8:45am and cease their remote learning at 3:25pm from Monday to Friday, with the exception of breaks and lunchtimes.

Breaks and lunchtimes will take place at the following times on Monday, Tuesday, Thursday and Friday:

- Morning break will take place at **11:10am** until **11:35am**.
- Lunchtime will take place between **1:35pm** and **2:25pm**.

Break and lunchtimes will take place at the following times on Wednesdays only:

- Morning break will take place at **10:50am** until **11:15am**.
- Lunchtime will take place between **12:55pm** until **1:45pm**.

Learners are not expected to do schoolwork during the break times outlined above.

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

Learners who are unwell are not expected to be present for remote working until they are well enough to do so. Parents/carers must contact the Attendance Team at the academy as soon as is reasonably possible every day that their child is unable to attend. This should be by 9.00am and can be by telephone, email or the WEDUC communication app, this is in line with the Attendance Policy. The Academy will monitor absence and lateness in line with the Attendance Policy.

Communication

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

The Academy will communicate with parents via letter, WEDUC, the Academy website and Facebook about remote learning arrangements as soon as possible.

The Headteacher will communicate with staff as soon as possible via email about any remote learning arrangements. This will be followed up in daily briefings on Monday, Wednesday and Friday.

The Academy understands that learners 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 Academy hours.

Members of staff will have contact with their line manager once per week.

As much as possible, all communication with learners and their parents will take place within the Academy hours outlined.

Learners will have verbal contact with a member of teaching staff daily during their lessons on Teams.

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

Issues with remote learning or data protection will be communicated to the learners' teacher as soon as possible so they can investigate and resolve the issue.

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

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.

Addendum

Remote Learning Policy Addendum - During the Coronavirus (COVID-19) Pandemic

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 learners 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'
- DfE (2020) The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction

From 22 October to the end of the 2020/2021 academic year the Headteacher, in collaboration with the governing board, will ensure the Academy 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 learners of compulsory Academy age
- Providing remote education where it would be unlawful, or contrary to guidance issued from public authorities, for a learner to travel to or attend the Academy.
- Having regard to government guidance issued regarding the delivery of remote education, e.g. the DfE's 'Guidance for full opening: Schools'.

Contingency planning

The Academy will work closely with the LA to ensure the premises is 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 the Coronavirus (COVID-19): Contingency Plan.

The Academy will communicate its contingency plans for local restrictions with parents/carers, including which learners it will remain open to and which learners will receive remote education.

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 as required.

The level of remote learning provision required will be based on the government’s four tiers of restrictions for education settings. Where there are no local restrictions in place, these tiers will not apply. The Academy will remain fully open to all those not required to self-isolate.

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 Academy.

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

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

- Set assignments so that learners 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.
- 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 learners' understanding.

Learners 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 learners and children of critical workers. All other learners 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 learners. All other learners will receive remote education in line with section 3 of this appendix.

Teaching and learning

The Academy will ensure staff and learners follow the Academy's Online Safety Policy when working and learning remotely.

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

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

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

The Academy will endeavour to use a range of teaching methods to cater for all different learning styles, in, e.g. using comprehension, quizzes and online materials.

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

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

When teaching learners who are working remotely, teachers will:

- Set assignments so that learners 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 learners' understanding.
- Plan a programme that is of equivalent length to the core teaching learners would receive in Academy, 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 learners to cope with the workload – the headteacher will assess this need, keeping learners' 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.

Learners will be encouraged to take regular physical exercise to maintain fitness, and time will be allocated within the Academy week for learners 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 learners 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 learners if they do not have access to a digital device or the internet through other means:

- Learners in Years 3 to 11

- Clinically extremely vulnerable learners across all year groups who are shielding or self-isolating in line with government advice
- Learners in all year groups who are unable to access remote education whilst attending Academy 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 learners use the devices safely.

Once devices are ready for collection, the Academy will either arrange for them to be collected by learners or their parents/carers from Academy, or delivered to learners' 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 learners 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 Academy

The headteacher will work with the LA to ensure learners who have been learning remotely only return to Academy when it is safe for them to do so.

After a period of self-isolation, or the lessening of local restriction rules, the headteacher will inform parents/carers when their child will return to Academy.

The headteacher will listen to all concerns that parents may have about their child returning to Academy 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 community.