



**Le Cateau**  
**Community Primary School**

## **Remote Learning Policy**

Created: January 2021

Adopted: January 2021

Reviewed: Easter 2021

Next review: Easter 2022

This Policy has been written to reflect current legislation and other school policies:

- Safeguarding and Child Protection Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy (2019)
- Behaviour for Learning Policy
- Accessibility Policy
- Teaching and Learning Policy
- Curriculum Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance Policy
- Online Safety/Acceptable Use Agreement Policy
- Staff Code of Conduct

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## Statement of intent

At Le Cateau we understand the need to continually deliver high quality education, including during periods of remote working – 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.

This information is intended to provide clarity and transparency to pupils and parents / carers about what to expect from remote education if local or national restrictions require entire cohorts (or bubbles) to remain at home. It is to be read in conjunction with our Strategy: Remote Learning document ([file:///srv-dc/AdminStaff/headteacher/Downloads/Strategy%20Remote%20Learning%20\(1\).pdf](file:///srv-dc/AdminStaff/headteacher/Downloads/Strategy%20Remote%20Learning%20(1).pdf) )

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, parents / carers, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

## 1. Legal framework

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

- The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction
- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Regulations 2014
- Education Act 2002
- The General Data Protection Regulation (GDPR)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018
- DfE 2020 Keeping children safe in education
- DfE 2016 'Children missing education'

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

- DfE Remote education good practice <https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>
- DfE (2020) Keeping children safe in education <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year <https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year>
- DfE (2020) Attendance in Schools [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/907535/School\\_attendance\\_guidance\\_for\\_2020\\_to\\_2021\\_academic\\_year.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907535/School_attendance_guidance_for_2020_to_2021_academic_year.pdf)
- <https://www.gov.uk/government/publications/early-years-foundation-stage-framework>
- DfE (2017) Special educational needs and disability code of practice: 0 to 25 years [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- DfE (2018) Health and safety: responsibilities and duties for schools <https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools>

- DfE (2018) Health and safety for school children <https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools>
- DfE (2016) Children missing education <https://www.gov.uk/government/publications/children-missing-education>
- DfE (2020) What parents and carers need to know about early years providers, schools and colleges <https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak>
- Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19) <https://www.gov.uk/guidance/get-laptops-and-tablets-for-children-who-cannot-attend-school-due-to-coronavirus-covid-19>
- Get help with technology during coronavirus (COVID-19) <https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19>
- Increasing data allowance on mobile devices to support disadvantaged children <https://get-help-with-tech.education.gov.uk/about-increasing-mobile-data>
- How to request 4G wireless routers <https://get-help-with-tech.education.gov.uk/how-to-request-4g-wireless-routers>

## 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 to ensure that pupils are accessing remote learning safely.
- 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 a regular 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 regular basis of the remote learning arrangements to ensure pupils' education is of a good and consistent standard.
- Communicating with parents / carers and pupils to ensure that they understand what is required of them whilst learning remotely.
- Having due regard for the health and well-being of pupils, parents / carers and staff during remote learning periods.

### 2.3. The Health and Safety Lead (Headteacher) is responsible for:

- Ensuring that the relevant health and safety risk assessments, and the monitoring of these, are carried out within the agreed timeframes, in collaboration with the Headteacher and governing body.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.
- Being proactive in identifying potential risks caused by remote learning

### 2.4. The Data Protection Lead (Mrs Warriner) with the IT technician/Schools ICT's support 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 ICT equipment used for remote learning is resilient and can efficiently recover lost data.
- Ensuring any data breaches are reported appropriately.

2.5. The Designated Safeguarding Leads (Mrs Cafferty/Mrs Maxwell) are responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the ICT support team to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online and that parents / carers are informed of steps that they can take to restrict such access when their children are accessing online remote learning on home devices.
- 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.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place and monitor that this support or intervention is carried out
- 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 in line with the school's safeguarding policy.

2.6. The Special Education Needs and Disabilities Coordinators (Mrs Whitby) is responsible for:

- Liaising with the Computing Subject Co-ordinator/IT technician/Schools ICT to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with Education Health Care Plans continue to have their needs met while learning remotely, and liaising with the Headteacher/ NYCC SEND Hub/ARO and other organisations to make any alternate arrangements for pupils with Educational Healthcare plans and Individual Health Plans
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Schools will ensure that the pupil is able to continue working towards the objectives within the EHCP.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period & adapted accordingly.

2.7. The School Business Manager (Mrs Warriner) is responsible for:

- Arranging the procurement of any equipment or technology (including internet access) 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.

2.8. The Schools ICT team are responsible for:

- 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.

2.9. 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 lead and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSLs 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 (provided by the school) and software.
- Reporting any dangers or potential dangers, they identify, as well as any concerns they may have about remote learning, to the Headteacher.
- Reporting any defects on school-owned equipment used for remote learning to the ICT team.
- Adhering to the **Staff Code of Conduct and risk assessment for using Microsoft Teams** at all times.
- Providing high quality remote learning for the pupils for which they are responsible for.

2.10. 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 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.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Engaging with school as appropriate throughout any periods of remote learning.
- Notifying teachers through the Seesaw App if their child/ren is/are unable to complete learning due to ill health or any other reasonable cause.
- Adhering to the Parent / Carer Code of Conduct at all times.

2.11. Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues by contacting their class teacher via the Seesaw App.
- 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.
- Reporting any safeguarding concerns they have to a responsible adult.
- Adhering to the Expected Behaviour Policy at all times.

### 3. Resources

#### Learning materials

3.1. For the purpose of providing remote learning, the school may make use of:

- recorded teaching accessed through Seesaw App. Video/audio recordings made by teachers.
- maths lessons will be in the format of Maths No Problem unless a differentiated task is normally provided for SEND children.
- Teachers will make available pre-recorded sessions with voiceover instructions/questioning for screen shots of the 'In Focus', 'Guided Practice' and if necessary for the independent task.
- Teachers will provide video demonstration when required. Staff to carefully consider how children can create their own concrete materials (e.g. bottle tops, home-made tens frames) to support the CPA approach or use technology to support e.g. online version of manipulatives on Mathsbot.
- Teachers will need to take these resources home to assist with any demonstrations.
- English will be linked as closely as possible to what would have been covered in school using the relevant book stimulus as a starting point.

Using the book or extract for the year group, it will follow a weekly structure as follows:

EYFS – see separate guidance

KS1 English:

TBC

KS2 English Week 1/Week2

Monday – Reading comprehension-based tasks – beginning to explore the extract, chapter or picture book. Introduce spellings. Reading skills and VIPERS style questions are covered using the next part of your text or a linked extract.

Tuesday – Sentence level tasks moving on from Monday. Grammar skills which can then be applied to writing piece

Wednesday – Begin to write

Thursday – Continue to write (Detailed feedback to be given)

Friday – Edit and improve in response to feedback. Review spellings

- Children will also be expected to record themselves reading at least once per week and upload this.
- live sessions (online lessons) will be available for children who require further support via TEAMS. This is not for 1:1 Sessions but small groups of children. This might be delivered by a year group teacher or teaching assistant. See parent/children guidance on live sessions.
- printed paper packs produced by teachers (e.g. workbooks, worksheets) if pupil/s are unable to access pre-recording lessons for a short period of time only e.g. house move
- textbooks/workbooks linked to the pre-recorded lessons
- reading books pupils have at home/virtual libraries
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g. BBC
- optional long-term project work and/or internet research activities
- school subscribed/ recommended websites to support learning including; TT Rockstars, NumBots, NumberBlocks, Nessy, Phonics Play, Spelling Shed, Lexia and other year group appropriate websites.

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

- Quickly identify children without access to internet or technology to carry out online learning and liaise with SLT about borrowing technology from school providing paper-based learning in the meantime.
- Parents are to request IT loan via the Survey Monkey link or through the office. Eligibility will be assessed by Senior Leaders and the outcome communicated with the class teacher. ICT Lead will ensure equipment is updated for use at home. When eligibility approved, the class teacher will liaise with the parent on how best to get it to the child/ren e.g. collection by a parent/carer or delivery by a staff member. Upon collection/delivery of IT equipment, parent/carer will sign 'Loan of iPad Declaration - Agreement between Le Cateau Community Primary School, pupil named and their parent/carer.'
- Support parents who have no/limited internet connection through the government schemes – increasing mobile data or requesting a 4G router.
- if printed versions of the online learning are required then parent/carers must contact the class teacher via the Seesaw App. The class teacher will liaise with the parent/carer on how best to get it to the child/ren e.g. collection by a parent/carer or delivery by a staff member.
- pupils can submit work to their teachers if they do not have online access by leaving it at the office. Drop off/ collection time to be arranged by class teacher and shared with office staff.

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

3.4. Lesson plans will be adapted to ensure that the curriculum remains fully accessible via remote learning, where practical – where this is not practical; the school will ensure pupils can catch up on these areas of the curriculum when they return to school.

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example, units of learning which are easier for the children to grasp without support from staff in school may be brought forward.
- The EYFS curriculum will be taught differently from the curriculum being taught in school. The play based nature of the curriculum can not be replicated through remote teaching. Remote learning will focus on Literacy and Mathematics and any teaching will be adult directed. Areas of the curriculum will be taught through directed tasks rather than child led.

3.5. 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.

3.6. Any defects or issues with remote learning resources will be reported as soon as possible to the Senior Leader for your year group.

- 3.7. 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.
- 3.8. Pupils and parents / carers will be required to maintain the upkeep of any equipment they use to access remote learning resources.
- 3.9. Teaching staff will oversee academic progression for the duration of the remote learning period and will provide feedback on work in line with section 7 of this policy.
- 3.10. The arrangements for any 'live' sessions, will be communicated via parent e-mail or Seesaw.
- 3.11. The ICT team are not responsible for providing technical support for equipment that is not owned by the school.

### **Costs and expenses**

- 3.12. The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.
- 3.13. The school will provide guidance and support with gaining free additional data or a 3G router.
- 3.14. The school will not reimburse any costs for travel between pupils' homes and the school premises.
- 3.15. The school will not reimburse any costs for childcare.
- 3.16. If a pupil is provided with school-owned equipment, the pupil and their parent / carer will sign and adhere to the school's Online Safety/Acceptable Use Agreement prior to commencing remote learning.

### **4. Online safety**

This section of the policy can be read in conjunction with the school's Online Safety Policy & Addendum to Child Protection Policy COVID-19 school closure arrangement for Safeguarding and Child Protection

4.1. Below are some key aspects to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live sessions should be recorded so that if any issues were to arise, the video can be reviewed.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.
- Ensure they can be seen on the camera at all times.
- 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 suggested during video communication.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to sessions.
- Always remain aware that they are visible.

4.2. 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.

4.3. 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.

4.4. The school will communicate to parents /carers via letter, Arbor, Seesaw or the school's Facebook and Twitter pages 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.

### **5. Safeguarding**

5.1. This section of the policy will be linked in conjunction with the school's Safeguarding and Child Protection Policy & Addendum to Child Protection Policy COVID-19 school closure arrangement for



Safeguarding and Child Protection which has been updated to include safeguarding procedures in relation to remote working.

5.2. The DSL and Headteacher will identify 'vulnerable' pupils (pupils who are deemed vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

5.3. The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required. Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded, as should any records of contact that have made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

Le Cateau and the DSLs will work closely with all stakeholders to maximise the effectiveness of any communication plan.

5.4. All home visits must:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded on CPOMS so that the DSL has access to them.
- Actively involve the pupil. See Addendum to Child Protection Policy COVID-19 school closure arrangement for Safeguarding and Child Protection

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

5.6. The DSL will meet (in person or remotely) with the relevant members of staff to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

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

5.8. Continual support and channels of communication will be available and weekly staff PDM sessions will include a focus on vulnerable pupils. Year group team leaders (SLT members) will collate weekly information and share this during the weekly SLT briefing.

## **6. Data protection**

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

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

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

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

6.5. Parents'/ carers and pupils' up-to-date contact details will be collected prior to the period of remote learning via Arbor (MIS).

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 will be dealt with in accordance with the school's Data Protection Policy.

6.10. Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour for Learning Policy or the Disciplinary Policy and Procedure.

## **7. Engagement, marking and feedback**

7.1. Arrangements for feedback for all schoolwork set through remote learning:

- Completed work by pupils is to be submitted through the Seesaw App and will be reviewed online via the App.
- Teachers will provide daily individualised feedback on learning completed by the children which reflects high expectations and quality work. This feedback might involve the children having to respond to improve/edit their work.

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

7.3. Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents / carers via email, Seesaw App or telephone if their child is not completing their schoolwork or their standard of work has noticeably decreased.

7.4. Teaching staff will monitor the academic progress of 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 and on an ongoing basis.

## **8. Health and safety**

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

8.2. Teaching staff and ICT team 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. KS1 every twenty minutes and KS2 every thirty minutes is recommended.

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

## **9. School day**

9.1. Pupils will carry out remote learning throughout the course of the day at their discretion. We are not expecting pupils to work from 9am to 3pm every day. However, we are expecting pupils to undertake learning tasks as directed by school.

FS1 Teachers and Teaching Assistants will read a daily story and will send out a practical activity for children and parents to try at home.

FS2 Maths lessons will include a teaching video with a number song, rhyme, or number line activity to watch and join in with. Teachers will film instructions for a practical maths activity.

Phonics lessons will be sent to all children, this will follow the format of the lessons taught in school. A daily story will be read by a member of the FS2 team. Another activity linked to an area of the EYFS curriculum will be sent out daily. This will be a practical activity.

In Years 1-6, there will be an English, maths and other subject provided daily.

9.2. 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.

9.3. Pupils who are unwell are not expected to complete remote learning until they are well enough to do so.

The Government has outlined the minimum expectation for remote learning as follows:

Key Stage 1: 3 hours a day on average across the cohort, with less for younger children

Key Stage 2: 4 hours a day

## **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 Arbor, Seesaw and the school's social media channels 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 or conference video call (Zoom/TEAMS) 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, TEAMS and access to Seesaw App 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 regular contact with their line manager and team leaders (SLT).

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

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

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

10.10. The Headteacher will regularly review the effectiveness of communication 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 a regular basis by the Headteacher and the Senior Leadership Team and approved by the Governing Body.

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

11.3. The policy was written on 22<sup>nd</sup> January 2021 following the Guidance from Department of Education at that time. If the Guidance changes, the current guidance will take precedence in the event of a conflict with this policy, and if that is the only amendment following review it will not require approval from GB.

11.4. The next scheduled review date for this policy is Easter 2022.