



Abbey Primary School

Pupil Remote Learning Policy

Headteacher

Date:

Chair of governors

Date:

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Statement of intent

At Abbey Primary School, 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.

1. Legal framework

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

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018

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

- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'

1.3. 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
- Marking Policy
- Curriculum Policy
- Assessment Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance Policy
- Acceptable Use Policy
- Staff Code of Conduct

2. Roles and responsibilities

2.1. The **governing body** 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 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 and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the office manager (who is responsible for health and safety).
- 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.

2.3. The **DPO** 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, 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.

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

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with LA ICT to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- 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 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.
- 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.

2.5. The **SENCO** is responsible for:

- 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 and IHPs.

- 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.

2.6. The **Office Manager** is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

2.7. **LA ICT** 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.

2.8. **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 headteacher and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL team & 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 school-owned equipment used for remote learning to an Office Manager, who can report to LA ICT.
- Adhering to the Staff Code of Conduct at all times.

2.9. **Parents** are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is encouraged to learn remotely and that the schoolwork set is completed to the best of their child's ability
- Reporting any technical issues to the school as soon as possible.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to the Parent Code of Conduct at all times.

2.10. **Pupils** are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring 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. The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:
 - A home-learning book
 - Work booklets
 - Class help mats, scaffolding and support materials
 - Emails with guidance from teachers/school staff
 - Past assessment papers
 - Current online learning portals
 - Educational websites
 - Reading tasks
 - Pre-recorded video or audio lessons (possible use of this in PowerPoint)
 - Live lessons, via Google Classroom (only if all the cohort are advised to isolate, or is the school is closed to all but key worker/vulnerable children)
- 3.2. Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources. Teachers are permitted to take visualizers home if a camera, for recording lesson introductions, are not available on the staff laptops.
- 3.3. **EYFS** – staff in EYFS will consider using a different approach to work set, which could include; small videos, play-based learning materials, singing/rhymes/modelling, phonics-based activities, number and letter formation & using things in the home and garden to help promote learning experiences. Tasks will likely be more paper-based than online for EYFS.
- 3.4. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.
- 3.5. Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
- 3.6. 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 work on PDFs which can easily be printed from a mobile device.
- 3.7. Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school. If a class bubble closes, all children will also take home 'Home Learning' books where all work can be completed in.
- 3.8. The SENCO/SEN support TA will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls or **email**.

- 3.9. Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
- 3.10. 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.
- 3.11. For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through the DfE or LA.
- 3.12. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources. They may be required to pay for any damages that are incurred and a temporary loan agreement may also be required.
- 3.13. Teaching staff will oversee academic progression for the duration of the remote learning period and will provide feedback, if required, via email or Marvellous Me.
- 3.14. The arrangements for any 'live' classes, e.g. webinars, will be communicated via email no later than one day before the allotted time and kept to a reasonable length of no more than one hour per session. Please note 'live classes' are likely to be the exception rather than the rule.
- 3.15. The ICT technicians are not responsible for providing technical support for equipment that is not owned by the school.

Food provision

- 3.16. The school will signpost parents via letter towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.
- 3.17. Where applicable, the school may provide the following provision for pupils who receive FSM:
- Packed lunches each day
 - Making food hampers available for delivery or collection
 - Providing vouchers to families (only if government or LA direct to this method)

Costs and expenses

- 3.18. The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax or reimburse any costs for childcare.

4. Online safety

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

- 4.1. Where possible, all interactions will be textual and public.
- 4.2. All staff and pupils using video communication (this includes embedding into documents) must:
- Communicate in groups – see 4.5 for further guidance on one-to-one sessions
 - 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.
- Always remain aware that they are visible.
- Using 'live lessons', two members of staff will be on lessons, to teach and to respond to the chat that pupils have access to. If it is not possible for two members of staff to be present, then the one member of staff must record the lesson (this is only as a last resort)

4.3. All staff and pupils using audio communication (this includes embedding into documents) 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.
- Always remain aware that they can be heard.

4.4. 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 SENCO.

4.5. 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.

4.6. The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed.

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

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Direct parents to useful resources to help them keep their children safe online.

4.8. 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 will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.

5.2. The DSL (who is the Headteacher) 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. Phone calls made to vulnerable pupils will be made using school phones where possible. If personal phones are in use, the 'no caller ID' will need to be used.

- 5.4. The DSL will arrange for regular contact with vulnerable families/pupils once per week at minimum, with additional contact, including home visits, arranged where required. This could be the office staff, class teachers/staff or a member of the safeguarding team.
- 5.5. All contact with vulnerable pupils will be recorded on paper, CPOMs or excel document and suitably stored in line with the Records Management Policy.
- 5.6. The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- 5.7. All home visits **must** follow the Home Visits Policy. During coronavirus home visits will be a door step visit if deemed necessary.
- 5.8. The DSL team (HT/DHT and FSW) will liaise/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.
- 5.9. All members of staff will report any safeguarding concerns to the DSL immediately.
- 5.10. Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The 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 will be enacted in conjunction 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, and home and school, if it is necessary to do so for the purpose of remote learning, teaching and safeguarding.
- 6.4. Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- 6.5. Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning. The office will provide class contact details for each teacher. All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy.
- 6.6. Any breach of confidentiality will be dealt with in accordance with the school's Data and E-Security Breach Prevention Management Plan.
- 6.7. Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Disciplinary Policy and Procedure.

7. Marking and feedback

- 7.1. All paper-based schoolwork completed through remote learning must be:
 - Returned to the relevant member of teaching staff.

- Returned on or before the deadline set by the relevant member of teaching staff. (although if a short term absence of two weeks or less, work can be kept and returned all together, when the pupil returns)
 - Completed to the best of the pupil's ability.
 - The pupil's own work.
- 7.2. The school expects pupils and staff to maintain a good work ethic during the period of remote learning. Feedback will be shared with the pupil at the next convenient opportunity, although work might just be shared with the pupil when they're next in school rather than a formal return.
- 7.3. We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with tasks encouraging them to work with good levels of concentration
- 7.4. Teachers may contact parents via email if they feel that a child is experiencing difficulty completing their work. 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 SENCO 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.

8. Health and safety

- 8.1. This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.
- 8.2. To help manage screen time teachers will be mindful that tasks set will not require the time in front of a screen to be more than an hour To help break up screen time, the following can be used by children:
- use books and other printed materials that their school has provided or that parents have at home
 - write by hand – try asking them to complete work by hand, write a diary, a summary of things they've done each day or 'to do' lists
 - be active and get away from the screen regularly – see these physical activity resources for primary school children
 - stop using digital devices at least an hour before bed.
- 8.3. If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the a relevant member of staff immediately so that appropriate action can be taken.

9. School day and absence

- 9.1. Where possible, it is beneficial for young people to maintain a regular and familiar routine. Abbey Primary School would recommend that each 'school day' maintains structure. Teachers will suggest a timetable of lessons and activities that would usually include a lesson Maths and English each day, with a foundation subject lesson.
- 9.2. Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.
- 9.3. If a child is unwell, and therefore unable to complete their home learning, parents should communicate this via email with the child's class teacher or by contacting the school office.
- 9.4. If teaching staff are absent, senior leaders will take over setting of work, although expectations that it will mirror class teacher's work will not be set. Parents will be informed of the different, temporary arrangements.

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 via letter, text message, Marvellous Me 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. 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.
- 10.5. Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- 10.6. 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.
- 10.7. The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.
- 10.8. The headteacher will 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 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 September 2025, or as needed.

Abbey Primary School - Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

For the first one or two days of remote education, the children will be expected to engage in generic learning activities. This will involve reading and quizzing on accelerated reader, TT Rockstars, spellzone, and, where possible, workbooks/packs that have been pre-prepared for lockdown, that will be completed independently.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in the foundation subjects (not Maths and English) we may revert to whole school subject weeks with suggested activities for pupils in KS1 and KS2 to complete. Some year groups will continue to set topic work. PE lessons are planned virtually with tasks to complete at home or in the garden.

Maths and English lessons will continue as a 'live' lesson each day, led by the class teacher, where possible. In these lessons work is set to be completed, as it would be in class.

EYFS provide packs of activities, with a daily phonics 'live' lesson for Reception, and a daily 'live' story time for Nursery pupils.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

All staff to take a register every day and then to follow up daily with children who have not engaged with the online lessons.

Any children/families that we are unable to contact will be raised with the safeguarding team in school.

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 1 2-3 hours	(Online sessions will be shorter) 9.30am – Register & Daily online phonics activity on google meet for 20 mins 10.15am onwards – work through activity packs. Children to use TT Rockstars, Purple Mash, Spellzone if applicable. Staff to contact children who have not engaged with online sessions (attendance) and to answer parent questions. PPA session for teaching staff – Friday afternoons
Key Stage 2 3-4 hours	9.30am online google meet and take a register 9.30-10.30/11am – Teaching session online. For example, 30 mins reading activity, 30 mins maths activity and a short input for a writing task. Then set tasks on google classroom for the children to complete. Please leave your live stream open to answer any questions. For the rest of the morning and the PM session– any children who have not accessed the online sessions to be contacted via phone (please remember to use 141), we found that parents encouraged more and more children to use the online after being contacted. On google classroom to mark, check work and answer any questions. PPA session for teaching staff – Friday afternoons
Reception & Nursery 2-3 hours	EYFS (Reception online session will be shorter; Nursery will set work packs and contact families directly) 9.30am – online phonic session, activities for the day (Reception) Packs to be encouraged to be completed with daily practical activities for Nursery and Reception. Staff to make contact with all children at least 3 times per week.

Accessing remote education

How will my child access any online remote education you are providing?

Via Google Classroom and Google Meet, which all pupils have their own school email address to enable access.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

If children cannot access online learning at home, we will, in the first instance, provide a device through the DfE government scheme. If we are not able to provide a device due to high demand, we will endeavour to support through packs of work.

Laptops will be lent to pupils, on a first come, first served basis, with priority given to KS2 children. Parents or carers need to liaise with the school office or with their child's class teacher if a device is needed.

If an internet connection is required, information will be given by Mr Gilbert or Mrs Geraghty of how to use data and where to access free internet. If the problem persists the offer of home learning packs will be made or a place at school will be offered, if not needing to isolate.

If pupils require printed materials, parents can email class teachers or contact the school office.

Pupils use the 'hand in' button to submit all completed work on google classroom. If the work is completed on paper, parents can return packs to the year group boxes (with returned reading books) under the YR canopy, by the main entrance.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

The following range of approaches are used to teach pupils remotely.

Some examples of remote teaching approaches:

- Live teaching (online lessons), for core subjects, daily.
- Recorded teaching – via Oak National Academy lessons, to help support foundation subjects.
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Textbooks and reading books pupils have at home, which can be exchanged touch free, each day.
- TT rock stars, Spellzone, accelerated reader and BBC bite size and other commercially available websites which support the teaching of specific subjects or areas, including video clips or sequences
- Project work and/or internet research activities – for long term coverage of some foundation subjects, where pupils select from a menu of activities.

Online sessions – Top Tips!

- Ask the children to mute themselves else, it gets very noisy!
- Allow a 5 min use of the chat function, so the children can say hi to each other but then ask them to stop.
- Use the chat function to answer questions and raise their hand icon.
- One member of staff to monitor chat whilst teaching is happening and they can answer questions.
- Use google classroom to set daily tasks, it is so much easier to have it all in one place.

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

It is expected that pupils will login online each day with remote education, and teachers will follow up with parents/carers if children are not logging on. Due to some parents work commitments, individual arrangements can be made with teachers if the daily online learning cannot be logged on to.

- We would expect, where possible, for parents to support the children the younger they are.
- Children are expected to be online by 9.30am each day, dressed and in a suitable situation ready to learn, e.g. not in bed.
- Parents can liaise with teachers, via email about any issues that arise. We recognise that home learning is not easy and therefore we will support parents with additional guidance, work packs and resources.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Using google classroom, each teacher will take a register (engagement register), which will log who has logged on, completed work or neither. This will be daily checks made on pupils' engagement with remote education.

When engagement is a concern, teachers will make the first calls to parents to discuss any issues. If concerns are raised or contact can't be made, teachers will inform Mr Gilbert (HT) or Mrs Read (DHT) and if needed they will email and/or call. Home visits can be made in pairs if a serious concern about safeguarding is raised.

If a child is not engaging, Mrs Read will inform the attendance officer who will make a call or message via Whatsapp. This information is passed back to the school, via Mrs Read.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Work will be marked verbally for groups or individuals
- Written feedback using google classroom or written on work completed on paper.
- The frequency that feedback will be given is dependent on the task and the subject, but pupils will receive feedback on their work, if completed online, at least three times a week. If completed on paper, this will be less frequent.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

It is advisable that any pupil with SEND, has a differentiated set of work to complete. For families to deliver remote education for pupils with SEND, we recognise this can be difficult, therefore any pupils with an EHCP will be offered a place in school (if not needing to isolate). If children with an EHCP are not in school a risk assessment will be completed by the SENCO, and liaison with the Local Authority will take place, to review risks.

Teachers will provide a differentiated set of work and resources with guidance for families where needed,

Children in KS1 and EYFS will work more closely with school and teachers to help support delivery of remote education for younger pupils.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

If the pupil has access to a device, then, where possible, they will complete work set on google classroom. If this is not possible, pupils will have a pack of work set by class teachers, and also be expected to login and take part in generic online learning platforms, e.g. purple mash, TT rock stars and Spellzone. The main differences between the approaches for a whole class isolating to an individual child is likely to be no live lessons. Individual pupils self-isolating are still taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback, although it is recognised that this feedback may be delayed until they are out of isolation.