

Horizons Specialist Academy Trust

Remote Learning Policy

Policy Adopted by the Finance, Risk & General Purposes Committee: 20 October 2020

Date of Next Review: February 2021

Responsible Officer: Principal, Westlands Academy

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Statement of intent

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/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:

- 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
- Behavioural Policy
- Accessibility Policy
- Marking and Feedback Guidelines
- Curriculum Policy
- Assessment Policy
- E-Safety Policy
- Health and Safety Policy
- Attendance Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct
- E-Security Policy
- Children Missing Education Policy
- Acceptable Use Guidance - Expectations of Parents, Carer and Students

2. Roles and responsibilities

2.1. The board of trustees is responsible for:

- Ensuring that the Trust has robust risk management procedures in place.

- Ensuring that the Trust has a business continuity plan in place, where required.
- Evaluating the effectiveness of the Trust's remote learning arrangements.

2.2. The Principals are responsible for:

- Ensuring that staff, parents/carers and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the academies have the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents/carers, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.
- Ensuring that pupils identified as being unable to or at risk of misusing remote learning via a digital platform are offered an alternative.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.

2.3. The Premises and Facilities Manager is responsible for:

- Managing the effectiveness of academy environments and site health and safety measures through a robust system of reporting, investigating and recording incidents.

2.4. The Data Protection Officer is responsible for:

- 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.

2.5. The Designated Safeguarding Lead is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the Principals.
- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the ICT Manager 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 Principals 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.
- 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.

2.6. The Vice Principals or designated senior staff are responsible for:

- Liaising with the ICT Manager to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that all pupils (who have EHC plans) continue to have their needs met while learning remotely, and liaising with the Principal and other organisations to make any alternate arrangements where necessary.
- Identifying the level of support or intervention that is required while pupils learn remotely.
- Ensuring that the provision put in place for all pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

2.7. The Finance Manager and IT Manager are responsible for:

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

2.8. The ICT Manager is responsible for:

- Ensuring that all Trust-owned devices used for remote learning have suitable anti-virus software installed, 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 Senior Leadership Teams to ensure that the 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 Principal and/or Premises and Facilities Manager and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the Designated Safeguarding Lead 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 Principal.
- Reporting any defects on Trust-owned equipment used for remote learning to the ICT Manager.
- Follow the HSAT 'Expectations of Remote Learning'
- Adhering to the Staff Code of Conduct at all times.

2.10. 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 paragraphs [9.1](#) and [9.2](#) of this policy, and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the academy as soon as possible.
- Ensuring that their child always has access to remote learning material during the times set out in paragraphs [9.1](#) and [9.2](#).
- Reporting any absence in line with the terms set out in paragraph [9.6](#).
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to the Parent Expectations at all times as set out in the Acceptable Use Guidance (Appendix b)
- The safe use of the internet and any IT equipment provided by the Academy for the use of remote learning as highlighted in the Home User Agreement

2.11. Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning as set out in the student expectations letter
- Ensuring they are available to learn remotely at the times set out in paragraphs [9.1](#) and [9.2](#) of this policy, and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.

- Adhering to the Behavioural Policy at all times.

3. Resources

Learning materials

- 3.1. The academies 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 academies may make use of:
 - Work booklets
 - Email
 - Past and mock exam papers
 - Current online learning portals
 - Educational websites
 - Reading tasks
 - Live webinars need to have the specific consent of the Academy Principal
 - Pre-recorded video or audio lessons
- 3.2. Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.
- 3.3. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.
- 3.4. Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with specific SEND.
- 3.5. Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
- 3.6. The academies 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 the academy or will be delivered to the home.
- 3.8. Teaching staff will liaise with the Senior and Middle Leaders as well as and other relevant members of staff (SALT, EP etc.) to ensure all pupils remain fully supported for the duration of the remote learning period.
- 3.9. The Senior Leadership Team will arrange additional support for pupils via weekly phone calls.

- 3.10. Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
- 3.11. Pupils 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.
- 3.12. For pupils who cannot access digital devices at home, the academy will, where possible, apply for technology support through the [DFE](#)
- 3.13. Pupils and parents/carers will be required to maintain the upkeep of any equipment they use to access remote learning resources.
- 3.14. Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with [section 7](#) of this policy.
- 3.15. **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.** These live classes must be recorded and require permission from the Academy Principal prior to them being planned. Where possible, alternatives to live video streaming, such as audio only, pre-recorded lessons or existing online resources should be used. Such live streams should only ever be carried out using Trust IT equipment
- 3.16. The ICT technicians are not responsible for providing technical support for equipment that is not owned by the Trust.

Food provision

- 3.17. The academies will signpost parents/carers via letter, the academy websites and Twitter page towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.
- 3.18. Where applicable, the Trust may provide the following provision for pupils who receive FSM:
- Keeping the academy canteens open during lunchtimes (for those on site)
 - Making food hampers available for delivery or collection
 - Providing vouchers to families

Costs and expenses

- 3.19. The Trust will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, internet costs, or council tax.
- 3.20. The Trust will not reimburse any costs for travel between pupils' homes and the academy premises.
- 3.21. The Trust will not reimburse any costs for childcare.

- 3.22. If a pupil is provided with Trust-owned equipment, the pupil and their parent/carer will sign and adhere to the Acceptable Use Agreement prior to commencing remote learning.

4. Online safety

- 4.1. This section of the policy will be enacted in conjunction with the Trust's E-Safety Policy.
- 4.2. Where possible, all interactions will be textual and public.
- 4.3. All staff and pupils using video communication must:
- Communicate in groups – one-to-one sessions with students are not permitted unless specifically done so with the Principal's consent
 - Wear suitable clothing – this includes others in their household.
 - Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
 - Use appropriate language – this includes others in their household.
 - Maintain the standard of behaviour expected in school.
 - Use the necessary equipment and computer programs as intended.
 - Not record, store, or distribute video material without permission.
 - Ensure they have a stable connection to avoid disruption to lessons.
 - Always remain aware that they are visible.
- 4.4. All staff and pupils using audio communication must:
- Use appropriate language – this includes others in their household.
 - Maintain the standard of behaviour expected in school.
 - Use the necessary equipment and computer programs as intended.
 - Not record, store, or distribute audio material without permission.
 - Ensure they have a stable connection to avoid disruption to lessons.
 - Always remain aware that they can be heard.
- 4.5. The academies will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with specific SEND. This will be decided and approved by the Senior Leadership Team, and in collaboration with other lead professionals, where relevant.
- 4.6. Pupils not using devices or software as intended will be disciplined in line with the Behavioural Policy.
- 4.7. The Trust will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.
- 4.8. The best form of remote learning for individual students will be discussed with parents and carers and delivered as and when required.

- 4.9. The Trust will ensure that all Trust-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.
- 4.10. The academies will communicate to parents/carers about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.
- 4.11. During the period of remote learning, the academies will maintain regular contact with parents/carers to:
- Reinforce the importance of children staying safe online.
 - Ensure parents/carers are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
 - Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
 - Direct parents/carers to useful resources to help them keep their children safe online.
- 4.12. The Trust will not be responsible for providing access to the internet off academy premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the Trust.

5. Safeguarding

- 5.1. This section of the policy will be enacted in conjunction with the Trust's **Child Protection and Safeguarding Policy**, which has been updated to include safeguarding procedures in relation to remote working.
- 5.2. The DSL and Principal will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- 5.3. The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- 5.4. Phone calls made to pupils will be made using academy phones where possible. Where not possible, staff will be instructed to dial 141 before dialling the pupils' number to withhold their own personal details.
- 5.5. The DSL will arrange for regular contact with all pupils (including the most vulnerable) once per week at minimum, with additional contact, including home visits, arranged where required.
- 5.6. All contact with pupils will be recorded via the Trust's safeguarding software (CPOMs)

- 5.7. The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- 5.8. All home visits **must**:
- Have at least **one** suitably trained individual present.
 - Where possible, be undertaken by two members of staff, or one member of staff if risk assessment deems this as appropriate.
 - Be suitably recorded via the Trust's safeguarding software (CPOMs)
 - Actively involve the pupil.
- 5.9. 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.
- 5.10. 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 pupils learning remotely.
- 5.11. All members of staff will report any safeguarding concerns to the DSL immediately.
- 5.12. Pupils 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 academies 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 Trust'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.
- 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 Trust will not permit paper copies of contact details to be taken off academy premises.
- 6.8. Pupils are not permitted to let their family members or friends use any Trust-owned equipment which contains personal data.
- 6.9. Any breach of confidentiality will be dealt with in accordance with the Trust's **Data Protection Plan**.
- 6.10. Any intentional breach of confidentiality will be dealt with in accordance with the Trust's **Behavioural Policy** or the **Disciplinary Policy and Procedure**.

7. Marking and feedback

- 7.1. All schoolwork completed through remote learning must be:
- Finished when returned to the relevant member of teaching staff.
 - Returned on or before the deadline set by the relevant member of teaching staff.
 - Completed to the best of the pupil's ability.
 - The pupil's own work.
 - Marked in line with the **Marking and Feedback Guidelines**.
 - Returned to the pupil, once marked, by an agreed date.
- 7.2. The Trust expects pupils and staff to maintain a good work ethic during the period of remote learning.
- 7.3. Where appropriate, pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents/carers via email or telephone call if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- 7.4. Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the Senior Leadership Team as soon as possible.
- 7.5. The Trust 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 Trust's **Health and Safety Policy**.
- 8.2. Teaching staff and ICT technicians 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 five-minute screen break every two hours.
- 8.4. Screen break frequency will be adjusted to five minutes every hour for younger pupils or pupils with specific Special Educational Needs and/or medical conditions who require more frequent screen breaks.
- 8.5. If any incidents or near-misses occur in a pupil's home, they or their parents/carers are required to report these to the class tutor or other relevant member of staff immediately so that appropriate action can be taken.

9. Academy day and absence

- 9.1. Pupils will be available for remote learning between the usual Academy opening times, from Monday to Friday, with the exception of breaks and lunchtimes, and days when the academy has not planned to open to students as outlined in paragraph 9.2.
- 9.2. Breaks and lunchtimes are recommended to take place at the usual academy times.
- 9.3. Pupils are not expected to do schoolwork during the times outlined in paragraph 9.2.
- 9.4. Pupils with specific SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during such additional breaks.
- 9.5. Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.
- 9.6. Parents/carers will inform their child's tutor no later than 8:55am if their child is unwell.
- 9.7. The academies will monitor absence and lateness in line with the **Attendance Policy**.

10. Communication

- 10.1. The academies will ensure adequate channels of communication are arranged in the event of an emergency.
- 10.2. The academies will communicate with parents/carers via letter and the academy websites about remote learning arrangements as soon as possible.
- 10.3. The Principals will communicate with staff as soon as possible via email about any remote learning arrangements.
- 10.4. Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.

- 10.5. The Trust 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 academy hours.
- 10.6. Members of staff will have contact with their line manager once per week.
- 10.7. As much as possible, all communication with pupils and their parents/carers will take place within the academy hours outlined in [section 9](#).
- 10.8. Pupils will have verbal contact with a member of the academy staff at least once per week via a phone call. This will be increased should the individual COVID -19 Risk Assessment require it.
- 10.9. Parents/carers and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- 10.10. Issues with remote learning or data protection will be communicated to the pupils' tutor as soon as possible so they can investigate and resolve the issue.
- 10.11. The pupils' tutor will keep parents/carers and pupils informed of any changes to the remote learning arrangements or the schoolwork set.
- 10.12. The Principals will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

11. Monitoring and review

- 11.1. This policy will be reviewed on an annual basis.
- 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 26 February 2021.

Remote Learning 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 Trust will implement provision for remote learning to ensure pupils 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.

1. Legal framework

- 1.1 This policy has due regard to all relevant legislation, statutory and good practice guidance including, but not limited to, the following:
 - DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
 - DfE (2020) 'Adapting teaching practice for remote education'
 - DfE (2020) 'Guidance for full opening: schools'
 - DfE (2020) 'Get help with technology during coronavirus (COVID-19)'
 - DfE (2020) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)'
 - DfE (2020) 'How schools can plan for tier 2 local restrictions'
 - DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'
 - Department of Health & Social Care (2020) 'COVID-19 contain framework: a guide for local decision makers'

2. Contingency planning

- 2.1 The academies will work closely with the relevant agencies to ensure that all premises are COVID-secure, and will complete all necessary risk assessments – results of the opening risk assessment will be published on academy's websites.
- 2.2 The academies will work closely with the local health protection teams when local restrictions apply and implement the provisions set within their contingency plan.
- 2.3 The academies will communicate contingency plans for local restrictions with parents/carers, including whether it will remain open to vulnerable pupils and children of critical workers, or if remote working will be applicable for all.
- 2.4 If local restrictions are **not** applied, but a single class or 'bubble' needs to self-isolate, the academies will immediately implement remote learning for that group.

- 2.5 The level of remote learning provision required will be based on the government's four tiers of local restrictions. Where there are no local restrictions in place, the academies will continue to remain fully open to all, and these tiers will not apply.

Tier 1 local restrictions

- 2.6 The academies will remain open if tier 1 restrictions are in place, and remote learning will not be provided at this time.

Tier 2 local restrictions

- 2.7 Special Schools remain fully open. Remote learning will be made available for those self-isolating or advised to shield.

Tier 3 local restrictions

- 2.8 Special Schools remain fully open. Remote learning will be made available for those self-isolating or advised to shield.

Tier 4 local restrictions

- 2.9 Tier 4 goes further to limit attendance to just vulnerable children and young people and the children of critical workers at all settings, excluding AP and special schools. Where there are no local restrictions in place, education provision should continue to remain fully open to all, and these tiers do not apply. For pupils who are categorised as needing to shield, remote learning will be actioned in accordance with section 3.

3. Teaching and learning

- 3.1 All pupils will have access to high-quality education when remote working.
- 3.2 The academies will use a range of teaching methods to cater for all different learning styles and needs.
- 3.3 Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of specific pupils.
- 3.4 When teaching pupils who are working remotely, teachers will:
- Set tasks so that pupils have meaningful and ambitious work each day.
 - Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
 - Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
 - Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
 - Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.

- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.
- 3.5 All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.
- 3.6 In exceptional circumstances, the academies may reduce the curriculum offering to enable pupils to cope with the workload – the Principals will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.
- 3.7 Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.
- 3.8 The Trust will utilise the support available through the DfE's 'Get help with technology during coronavirus (COVID-19)' scheme.
- 3.9 Under the scheme, the Trust can order laptops, tablets and 4G wireless routers to support the following groups of pupils if they do not have access to a digital device or the internet through other means:
- Pupils in Years 3 to 11
 - Clinically extremely vulnerable children across all year groups who are shielding or self-isolating in line with government advice
 - Children in all year groups who are unable to access remote education whilst attending school on a hospital site
- 3.10 Before distributing devices, the Trust will ensure:
- The devices are set up to access remote education.
 - Appropriate safeguarding controls and support are in place to help pupils and their families use the devices safely.
- 3.11 Once devices are ready for collection, the academies will either arrange for them to be collected by families from the academy or delivered to pupils' homes, ensuring infection control measures are adhered to as part of this process.

4. Returning to school

- 4.1 The Principal will work with the local health protection teams to ensure pupils are only in school or only return to school when it is safe for them to do so.
- 4.2 After a period of self-isolation, or the lessening of local lockdown rules, the Principal will inform parents/carers when their child will return to school.
- 4.3 The Principal will listen to all concerns that parents/carers may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

5. Monitoring and review

- 5.1 This policy annex will be reviewed in line with any updates to government guidance.
- 5.2 All changes to the policy will be communicated to relevant members of the school community.

Remote Learning – Acceptable Use Guidance

To ensure that everyone is safe and can participate in remote learning effectively, this acceptable use guidance is aimed at providing information and guidance for parents, carers and students

Expectations for Parents and Carers

When students are carrying out learning remotely, parents/carers should use the following as guidance. The academies are aware that some of the things below are not always possible but please feel free to discuss with teachers any areas that you may need support with.

- Supervised appropriately, contact the academy if you have any concerns regarding the online safety of a student.
- Support my child to try to complete their work so they can concentrate without distractions. They will need their device or work pack, a table and chair, and their usual school materials (pencils, books etc).
- Ensure my child is dressed appropriately as they may be required to take part in an on screen class.
- Minimise background noise and be aware that it can be picked up on my child's microphone.
- Ensure my child understands that recording of the sessions in any way is prohibited.
- Contact the academy for any help, support or guidance regarding the work or any other aspect of my child's safety or wellbeing.
- Support.

Expectations for Students

While I am taking part in remote learning, I agree to:

- Let people in my household know that I am going online to learn or completing work on paper.
- Try and find somewhere to quiet where I can concentrate on my learning.
- If completing online work, I will log onto Teams using my own username and password.
- Follow either verbal or written instructions carefully so that I know what to do.
- Understand how to ask for help, either online or by contacting the academy. We will try and help you as soon as we can.
- When communicating with others, especially using your school based accounts, always be polite.
- Work hard and remember to respect the efforts of others taking part in the lesson.
- Remember our high expectations: students should follow our expectations for learning whilst working and always do our best.
- If involved in a live stream, never record a lesson and always behave in an appropriate way.