



Parbold Douglas

CHURCH OF ENGLAND ACADEMY

Remote Learning Policy

Date of last review: September 2021



Parbold Douglas CE Academy

Remote Learning Policy [Last updated: September 2021]

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Introduction

As we continue to navigate the COVID-19 pandemic, our priority is to keep every member of our community safe whilst maintaining face-to-face provision on the school site for all pupils. Should a situation arise that presents this from being possible (e.g. a child tests positive and is instructed to isolate by NHS Test and Trace), pupils will be able to access our remote learning offer. As far as practicable, this provides children with full access to our broad, challenging curriculum from home.

When a child is accessing our remote education offer, we recognise the importance of maintaining high expectations and ensuring that all pupils have access to the learning resources and support they need to succeed.

This policy aims to:

- Minimise, as much as possible, 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 periods 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.

Legal Framework

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

- Equality Act 2020
- Education Act 2004
- The General Data Protection Framework
- Data Protection 2018

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 2018 Health and safety: responsibilities and duties for schools
- DfE 2018 Health and Safety for School children
- DfE 2017 Special Educational Needs and disability code of practice: 0-25 years
- DfE 2016 Children missing education

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Data Protection Policy
- SEND Policy
- Behaviour Policy
- Marking and Feedback Policy
- Curriculum Policy
- Assessment Policy
- Online Safety Policy
- Health and Safety Policy



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- ICT Acceptable Use Policy
- Staff Code of Conduct

Roles and Responsibilities

The **governing board** are responsible for:

- Evaluating the effectiveness of the school's remote learning arrangements.

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 on an annual basis 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.
- Conducting reviews on a regular basis of the remote learning arrangements to ensure pupils' education does not suffer.

At Parbold Douglas CE Academy, the **headteacher** is the named senior leader with overarching responsibility for the quality and delivery of remote education.

The **DSL** is responsible for:

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

The **SENCO** is responsible for:

- Liaising with the ICT technicians 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 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.



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- 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.

The **SBM** 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 value for money when arranging for the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

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 SBM/Headteacher and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician using the online log.
- Adhering to the Staff Code of Conduct and ICT Acceptable Use Agreement at all times.

Parents are responsible for:

- Supporting this policy at all times during periods of remote learning.
- As much as possible, ensuring their child is available to learn remotely and has access to the remote learning material at the times set out in the remote learning plan, 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.
- Reporting any absence using ParentApp.
- Ensuring their child uses the equipment and technology used for remote learning as intended.

Pupils are responsible for:

- Participating and engaging in the remote learning as set out in the remote learning plan
- Completing their remote learning to the best of their ability and wherever possible at the time set.
- Reporting any technical or other issues to their parents and class teachers
- Using remote learning equipment safely and responsibly in line with our school behaviour policy
- Following our school rules and behaviour policy at all times



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Curriculum

We have developed a strong, broad, coherent [curriculum](#) in school and our aim is, as far is practicable, to deliver the same curriculum remotely as we would do in school.

There may be instances where the curriculum and lessons which would be delivered in school are not able to be delivered remotely. This may be because these lessons require specialist equipment or resources e.g. clay, maps or atlases etc. In these instances, we will adapt and adjust our curriculum and teaching so that it broadly covers the knowledge or skills required by our curriculum but takes into consideration the potential barriers or challenges of remote education. Class teachers will adapt and adjust this learning in consultation with curriculum and subject leaders.

Wherever possible, teachers will provide opportunities for live check-ins or lessons as well as pre-recorded or online lessons. We recognise that families accessing remote learning may experience challenges linked to the number of devices or children accessing remote learning. We have responded to this by balancing our remote learning to ensure daily live interaction with the teacher or lessons, pre-recorded lessons and the use of online resources such as White Rose Maths and Oak National Academy. This adds a level of flexibility that is designed to suit all families.

Where a child is unable to access Showbie at home, we will provide resources (such as iPads or wifi access). Where this is unsuccessful, workbooks or printed resources will be made available; these can be collected from school. The SENCO will work with teachers and support staff to ensure that SEND pupils are well supported and may provide check-in calls to monitor access, learning and engagement. Teachers will adapt work accordingly for pupils if needed, as would be normal practice in their classrooms.

We will continue to review and evaluate the curriculum, range of resources and platforms we use to ensure we provide a high-quality learning curriculum which matches the curriculum content taught in school.

Learning platform

Parbold Douglas CE Academy uses an excellent online platform called Showbie to ensure all children access remote learning. This platform can be accessed across a range of devices and allows easy access to a wide-range of learning content (including video, audio recordings, slideshows, worksheets, live meetings, classroom chats, and much more). The platform also allows pupils to easily share completed work with their teachers in school so that teachers can respond and provide feedback.

Showbie has been used to support learning in school for a number of years and is therefore familiar to all children and families.

Parbold Douglas has assembled a comprehensive set of guidance and support for Showbie, including 'video guides' which are shared with families via the school website and YouTube channel. These videos include 'walk-through' videos, demonstrating how to use Showbie on a range of different devices.

Mr Lawson (our Technology and Innovation Lead) is one of the UK's Learning Specialists for Showbie and has several years' experience working for Showbie to develop their products and to support schools around the UK in maximising its potential.



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Our offer

All pupils unable to attend school on site will have access to our comprehensive remote learning provision.

Whilst this is broadly the same in all scenarios, the exact shape and nature of this provision will depend on the situation.

Our offer: Isolation of an individual pupil

If a child has symptoms of coronavirus or has a positive test, they should remain to isolate (in line with NHS Test and Trace advice).

Please note [Sept 2021 update]: Where another member of the household has a positive test, children are no longer required to self-isolate and are still able to attend school on-site (unless directed otherwise by NHS Test and Trace). Please see our COVID-19 Risk Assessment for more information.

A child can attend school whilst awaiting the results of a test, unless they have symptoms of COVID-19. If they have symptoms, they cannot attend school.

In this scenario, access to remote learning will be provided for the child, as set out below.

[Please note (Day 1 of isolation): As individual pupils may be required to isolate without warning, we may be unable to provide access to our full remote learning provision until the second day of isolation. On the first day of a child's isolation, they will access external online learning resources appropriate to their phase. These resources include Spelling Shed, Times Tables Rockstars, Numbots, Accelerated Reader, Oxford Owl, etc. Links to relevant resources can be accessed by logging into Showbie or visiting the school website's Learning Zone. From the second day of isolation, children will access the school's remote learning provision, as outlined below.]

- Daily welcome message from a teacher (in the form of a voice note on Showbie)
- Three or four lessons per day (three in EYFS and KS1 / four in KS2)
- Daily act of collective worship

Children will be set remote learning to access daily (from the second day of isolation). To provide families with as much flexibility as possible, activities can be completed at any time during the day.

Each morning, children will receive a welcome message from their class teacher, setting out the learning for the day. Teachers may give some feedback on the previous day's learning. This welcome message will usually take the form of a voice note on Showbie.

Each day, children will be set three or four lessons with the quantity and length reflecting their curriculum phase in school. Provision will include a combination of content created / prepared by our teachers and carefully-selected content from external providers (such as [Oak National Academy](#)).

Typically, daily lessons will include: maths; English; phonics (Early Years / KS1) and one or two wider curriculum sessions. It is our ambition that all children will be provided with accessible but challenging content that is appropriate to their current attainment level.

Access to worship materials will be provided so that pupils may participate in our daily act of worship from home.



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Pupils will receive feedback on work submitted within Showbie. This will usually be provided at the end of the school day (or at the start of the next day).

Our offer: Isolation of a group of pupils

In some circumstances, the Department for Education or Lancashire's Director of Public Health may advise that a particular group of children and adults must isolate.

The overview below sets out the learning provision we will provide in this scenario.

[Day 1 of isolation: The same applies as for provision for an individual pupil – see above.]

- Morning activity e.g. morning maths or spelling
- Live daily video check-in
- Four lessons per day
- Daily act of collective worship
- Daily story time or reading

Children will be set remote learning to access daily. This will broadly reflect the normal school day but will also include flexibility; we acknowledge that each family's circumstances are unique and we want to ensure all pupils can access remote learning. As such, the majority of our provision will take the form of pre-recorded lessons and learning content so that pupils can access this at different times throughout the day.

Each day, your child will be set four lessons with the length reflecting their curriculum phase in school. Children will also be able to access a daily morning learning activity (e.g. morning maths or spelling), a daily act of collective worship and a story to end the day. This provides our children with the familiar structure of our school day to help sustain learning routines.

Children will also have at least one daily live check-in opportunity to interact with their teacher and classmates. This is a lovely opportunity to continue to connect with and build our school community and also for teachers to ensure children understand their learning and expectations and also offer feedback when needed.

Alongside opportunities for live interaction, your child will be able to access their daily pre-recorded lessons. These will be created and prepared by our teachers with clear introductions (including lists of equipment needed, etc.). Our provision will be balanced with the use of recorded lessons from external providers whose resources support and complement our school curriculum.

Teachers and teaching assistants will provide remote support to pupils throughout the day, offering feedback on work submitted, responding to questions and, where appropriate, delivering support via phone or video chat.

Our offer: Remote teaching for whole school (with eligible pupils accessing on-site provision)

In response to local or national restrictions, our school may be directed to move to remote teaching for all year groups (with limited on-site provision for eligible pupils). Where this happens, we will seek to provide full access to our curriculum for every child.

Further information will be circulated via our ParentApp so that parents of eligible pupils are able to register their child for on-site provision when it is needed.



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In this scenario, our remote education offer will be the same as provision for a group (or individual class) of pupils – **see above**.

Pupils eligible to attend school will access the same adjusted curriculum as those at home. They will be supported on-site by teachers and teaching assistants.

Information will be provided to relevant parents about arrival and collection routines, lunch arrangements, etc.

Additional Support

When unable to attend school for face-to-face provision, accessing our remote learning provision is essential to ensuring that all pupils continue to make progress and achieve. As such, we are active in providing support to ensure that our provision is accessible to all and meets individual needs.

We recognise that all pupils need some level of support. For this reason, we are active in encouraging high levels of remote learning engagement amongst all pupils - see the section 'school day, attendance and engagement'.

We provide further targeted support to the following groups:

Vulnerable pupils: We are proactive in contacting the families of our most vulnerable pupils, discussing how we may best support them so that these children can thrive and continue to make progress. Wherever possible, we encourage vulnerable pupils to access our on-site provision at school.

Pupils with SEND: We support pupils with Special Educational Needs and Disabilities, ensuring lesson content is accessible and appropriate to their current level of attainment. In some circumstances, these pupils may be classified as 'vulnerable' and are invited to access on-site provision at school so that they can be supported in-person by teachers and teaching assistants.

Pupils with limited access to technology: We support families who do not own suitable devices or who do not have access to the internet. Where needed, we are able to loan devices to families and can provide access to 'data' to ensure pupils can access the internet. Where families need support with any aspect of technology, we ask them to get in touch with school to discuss their individual circumstances.

If your families require further support, they may contact school to discuss their needs.

School Meals

Parbold Douglas CE Academy will provide meal options in the usual way for all pupils who are in school. Meals are available free of charge to:

- all infant pupils
- pupils who meet the benefits-related free school meals eligibility criteria

Under normal circumstances, Parbold Douglas CE Academy does not provide free school meals to eligible children who are not in school. However, during the coronavirus (COVID-19) outbreak, we continue supporting children eligible for benefits-related free school meals who are at home during term time.



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Where pupils eligible for benefits-related free school meals are self-isolating at home, the school catering team will provide good quality lunch parcels. This will ensure that eligible pupils continue to be supported for the short period where they are unable to attend school.

We will liaise directly with families eligibly for these parcels to arrange collection or delivery.

Online Safety

This section of the policy should be read in conjunction with the school's online safety policy.

Whenever using video communication or when teaching, staff and pupils must:

- Communicate in groups. If a teacher is communicating on a one-to-one basis with a pupil at home*, a parent or additional colleague must be present.
- 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. Staff will always remind children of this, but this remains a parent responsibility for children.
- 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.

Whenever using audio communication or teaching, staff and pupils must:

- Use appropriate language. This includes others in the 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.

*The Academy will consider whether to use one-to-one sessions in some instances to support pupils with SEND. Arrangements will be decided by the SLT in conjunction with the SENCO and the pupil's parents.

Pupils not participating appropriately in remote learning or using technology or software as intended will be disciplined in line with the school's behaviour policy. We will risk assess the technology used for remote learning prior to use and ensure that all school owned equipment and technology used for remote learning has suitable anti-virus software installed. School will communicate with parents via letter to ensure parents understand protocols for remote learning.

Where a child is accessing education remotely, we will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents understand remote learning expectations and offer support where needed.



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- Direct parents to other useful resources and information to help children keep safe online and enjoy remote learning.

Safeguarding

This section of the policy should be read in conjunction with the school's safeguarding policy. All members of staff will report any safeguarding concerns to the DSL or Headteacher immediately. Pupils and parents will be encouraged to contact school if they would like to report any safeguarding concerns.

The DSL and Headteacher will identify any vulnerable pupils prior to any periods of remote learning and the DSL will arrange for regular contact to be made with these pupils during this period. Wherever possible, calls will be made weekly using school phones. The DSL will maintain contact with other professionals as required during the period of remote learning. Vulnerable pupils will be provided with ways of contacting the DSL or Deputy DSL before periods of remote learning. CPOMS will be used in the usual way to record and communicate any safeguarding updates or concerns.

Data Protection

This section of the policy should be read in conjunction with the school's Data Protection Policy.

Staff will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching. Up to date contact information will be accessible securely via Arbor. We will not permit paper records of contact details to be taken off school premises. Parents or children are not permitted to allow members of their families to use school owned devices or technology for personal use. Breaches of confidentiality will be dealt with appropriately.

Marking and Feedback

Wherever possible, teachers will apply our marking and feedback policy to remote learning. They will provide a balance of individual and whole-class feedback. This may be provided as: individual voice notes; comments on individual work; whole-class comments or voice notes; review videos of challenging concepts/areas; feedback in live sessions or check-ins; and feedback at the beginning of future lessons.

Teachers will use their observations and marking to inform assessment of learning, as they would do in classroom learning.

All children's work will be acknowledged and pupils should receive feedback daily.

Health and Safety

When using electronic devices, children will be encouraged to take a 10-minute break every hour. Breaks will be increased in length and frequency for younger children or children with additional needs. Any incidents or near misses should be reported to the SBM or Headteacher.

School Day, Attendance and Engagement

Reflecting our ethos and strong belief that relationships are the foundations for all learning, we see remote learning as a partnership with parents. We ask parents to support remote learning by helping children develop



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routines for remote learning and by supporting the high expectations we have of all of our pupils. We encourage parents to talk to us if they are experiencing challenges and share successes and celebrations with us.

We expect our pupils to engage with all remote learning, unless they are physically unwell. Where children are finding this difficult, we ask that parents and children communicate with class teachers in the first instance so that we can offer support.

A timetable for learning will be agreed with the class teacher and will broadly be in line with the school day. Breaks and lunchtimes will be communicated clearly and consideration will be given to siblings across the school who may share technology. Children with additional needs may need additional breaks.

If pupils are unwell, they will not be expected to access remote learning. Parents should inform the class teacher or school in the usual way e.g. using ParentApp. Attendance and absence will be monitored in the usual way in line with the school attendance policy.

Communication

The Academy will communicate with parents using ParentApp, Showbie, email or phone. Information will also be added to the school website.

If a member of staff is required to isolate but is well enough to work, they will work from home and will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.

We recognise the need for a definition between school and home lives and will not encourage communication at unreasonable hours and aim for all communication to be between 8:30am and 5:00pm on weekdays. Staff who are at home will have contact with a member of the SLT weekly. Children will have daily contact with staff.

Monitoring and Review

This policy will be reviewed annually. Any changes will be communicated to all stakeholders.

The next date for review is September 2022.

