

Remote Learning Policy

Ensuring continuous & safe provision of education away from school

Cidari | All Academies | Public

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Statement of intent

At Cidari, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, 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.
- Ensure remote learning does not place additional burden or workload on staff and contextualised in the operational climate in which it is being used.

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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)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018

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

- DfE (2019) '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'
- [New] DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'

This policy operates in conjunction with the following Trust and Academy policies:

- Child Protection and Safeguarding Policy
 - Data Protection Policy
 - Special Educational Needs and Disabilities (SEND) Policy
 - Behavioural Policy
 - Accessibility Policy
 - Marking and Feedback Policy
 - Curriculum Policy
 - Assessment Policy
 - Online Safety Policy
 - Health and Safety Policy
 - Attendance and Truancy Policy
 - ICT Acceptable Use Policy
 - Staff Code of Conduct
 - Data and E-Security Breach Prevention and Management Plan
 - Children Missing Education Policy
 - Staff wellbeing policy
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2. Roles and responsibilities

2.1. The Trust executive 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 Trusts 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 all required consents are in place.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the Academy has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, 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.

2.3. The health and safety officer is responsible for:

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

2.4. The DPO (working with the COO) is responsible for:

- Overseeing that all Trust-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.
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2.5. The DSL is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the COO and 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.


2.6. The SENCO is responsible for:

- Liaising with the COO 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.
- 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.

2.7. The SBM (Supported by the COO) is responsible for:

- Arranging (via the agreed ICT purchase processes) 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 Academy has adequate insurance to cover all remote working arrangements.

2.8. The ICT technicians are responsible for:

- Ensuring that all Trust-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.
 - Ensure that the Trust Google ecosystem is administered appropriately meeting the requirements of all Academies and users.
 - 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.
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- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.


2.9. All staff are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to work during their normal agreed contractual hours, or as agreed by local agreement with their Headteacher during periods of prolonged closure. This may include working rota's or other more flexible approaches to ensure the health and wellbeing of staff and pupils.
- Reporting any health and safety incidents including near misses to the health and safety officer and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.
- Reporting any defects on Trust-owned equipment used for remote learning to an ICT technician.
- Adhering to the Staff Code of Conduct at all times.

2.10. Parents 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 [appendix 1](#) 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 [appendix 1](#).
- 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 Code of Conduct at all times.
- Informing the Academy should they choose to withdraw consent for live remote learning.
- Ensuring any live lessons are not recorded, screengrabbed, copied or shared without the express permission of the teacher.


2.11. Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
 - Ensuring they are available to learn remotely at the times set out in paragraphs [appendix 1](#) 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.
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- 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.
- Ensuring any live lessons are not recorded, screengrabbed, copied or shared without the express permission of the teacher.

3. Resources

Learning materials

- 3.1. The Trust provides access to the Google for Education platform allowing safe and secure access from any internet enabled web browser. Google Classroom is the core delivery method for remote learning however academies may also make use of other platforms including (but not restricted to) Class Dojo, Purple Mash & Tapestry. Any such platforms will be agreed and approved for use by the Trust CEO/ COO.
 - 3.2. For the purpose of providing remote learning, academies may make use of:
 - Work booklets
 - Email
 - Past and mock exam papers
 - Online learning portals eg My Maths
 - Educational websites eg Oak National Academy, BBC Bitesize
 - Reading tasks
 - Live webinars via Google Meet
 - Pre-recorded video or audio lessons
 - 3.3. Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.
 - 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 via remote learning, where practical – where this is not practical, the Academy will ensure pupils can catch up on these areas of the curriculum when they return to Academy.
 - 3.6. Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.
 - 3.7. Any defects or issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
 - 3.8. Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the Trust/ Academy agrees to provide or loan equipment, e.g. laptops.
 - 3.9. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.
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- 3.10. 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.
- 3.11. The arrangements for any 'live' classes, e.g. webinars, will be communicated via email or other Academy applications or learning platforms no later than one day before the allotted time and kept to a reasonable length of no more than one hour per session.
- 3.12. The ICT technicians are not responsible for providing technical support for equipment that is not owned by the Trust.

Food provision

- 3.13. The Academy will signpost parents via letter towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.
- 3.14. Where applicable, the Trust may provide the following provision for pupils who receive FSM:
 - Making food hampers available for delivery or collection
 - Providing vouchers to families

Costs and expenses

- 3.15. The Trust will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.
- 3.16. The Trust will not reimburse any costs for travel between pupils' homes and Trust premises.
- 3.17. The Trust will not reimburse any costs for childcare.
- 3.18. If a pupil is provided with Trust-owned equipment, the pupil and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.


4. Online safety

This section of the policy will be enacted in conjunction with the academies Online Safety Policy.

Where possible, all interactions will be textual and public.


Video Communication

4.1. All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted.
 - Consider carefully whether sharing video of all participants is necessary.
 - 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.
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- Ensure they have a stable connection to avoid disruption to lessons.
- Dress as they would when in school.
- Always remain aware that they are visible.


Audio Communication

- 4.2. **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.
- 4.3. The Academy 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 SLT, in collaboration with the SENCO.
- 4.4. Pupils not using devices or software as intended will be disciplined in line with the Behavioural Policy.
- 4.5. 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.
- 4.6. The Academy will consult with parents at least two weeks prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.
- 4.7. 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.
- 4.8. The Academy will communicate to parents via letter about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.
- 4.9. **During the period of remote learning, the Academy 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.
 - Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
 - Direct parents to useful resources to help them keep their children safe online.
- 4.10. The Trust will not be responsible for providing access to the internet off its premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the Trust.
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5. Safeguarding


- 5.1. This section of the policy will be enacted in conjunction with the academies Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.
- 5.2. The DSL and headteacher will identify 'vulnerable' pupils (pupils who are deemed 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 vulnerable pupils will be made using Academy phones where possible.
- 5.5. The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.
- 5.6. All contact with vulnerable pupils will be recorded and suitably stored in line with the Records Management Policy.
- 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.
 - Be undertaken by no fewer than two members of staff.
 - Be suitably recorded on paper and the records stored so that the DSL has access to them.
 - 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 will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The Academy will also signpost families to the practical support that is available for reporting these concerns.

6. Data protection

- 6.1. This section of the policy will be enacted in conjunction with the Trust 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.
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- 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.
- 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 Trust 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 Data and E-Security Breach Prevention Management Plan.
- 6.10. Any intentional breach of confidentiality will be dealt with in accordance with the academies Behavioural Policy or the Disciplinary Policy and Procedure.

7. Marking and feedback

- 7.1. **All schoolwork set through remote learning must be:**
 - Complete when returned to the relevant member of teaching staff.
 - Returned 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 feedback arrangements set out in [appendix 1](#)
 - Returned to the pupil with feedback within a reasonable timescale (as set out in [appendix 1](#))
 - 7.2. The Trust expects pupils and staff to maintain a good work ethic and a high quality of work during the period of remote learning.
 - 7.3. Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email or telephone call if their child is not completing their schoolwork or their standard of work has noticeably decreased.
 - 7.4. Work that cannot be completed for genuine reasons will be reviewed by the class teacher and a decision made regarding any completion required when the pupil returns to school.
 - 7.5. 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.
 - 7.6. Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.
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8. Health and safety

- 8.1. This section of the policy will be enacted in conjunction with the Trust 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 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 are required to report these to the health and safety officer or other relevant member of staff immediately so that appropriate action can be taken.

9. School day and absence


- 9.1. The timing of the remote learning and expectations is outlined in [Appendix 1](#)
- 9.2. Breaks and lunchtimes will be agreed by the Academy. Pupils are not expected to do schoolwork during these times.
- 9.3. Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.
- 9.4. Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.
- 9.5. If their child is unwell, parents will inform their child's teacher as set out in appendix 1.
- 9.6. The Academy will monitor absence and lateness in line with the Attendance and Truancy Policy unless specified in appendix 1.

10. Communication

- 10.1. The Academy will ensure adequate channels of communication are arranged in the event of an emergency.
 - 10.2. The Academy will communicate with parents via letter, the academy website, and other usual communications channels 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. 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 and its academies understand 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.
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- 10.6. Members of staff will have contact with their line manager once per week. This may be one to one, or as part of a virtual team meeting via Google Meet or telephone.
- 10.7. As much as possible, all communication with pupils and their parents will take place within the school hours outlined in section 9.
- 10.8. The Academy will be clear on how parents can contact them with queries. This may include specific contacts/ methods for specific requests. Parents are expected to follow the instructions set out by each Academy when raising queries.
- 10.9. Teachers and staff will endeavor to respond in a timely manner but they will prioritise delivering learning both in person in school and supporting their remote learning. Most queries will be responded to within 24 hours.
- 10.10. Pupils will have verbal contact with a member of teaching staff at least once per week.
- 10.11. Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- 10.12. 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.
- 10.13. The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.
- 10.14. The headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

11. Parental Involvement and Expectations

- 11.1. Having the support of a parent/carer in setting up the lesson is often needed. And being within earshot is important for safety as well as for practical help. Parents are expected to be present at the start and finish of lessons wherever possible.
 - 11.2. The level of involvement of the adult during the lesson will depend on the age of the pupil. Younger children may need a person in the room to help keep them focused and safe, particularly if it's a new activity. But too much parental involvement can also be distracting or cause shyness with older students. In general, it is recommended that after the first few lessons, the parent/carer is within earshot but not "in the lesson", particularly with older students wherever possible.
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Remote Learning Policy Appendix 1

Local arrangements for Darwen St James' CEP Academy in respect to remote learning.

General expectations and principles

Mission Statement :

Nurturing ambition through a living faith.

Vision Statement:

Our Academy delivers a purposeful curriculum through its living Christian faith. We nurture ambition in all our learners in order for them to become positive citizens of Tomorrow.

Bible Verse:

“Let us not love with words or speech alone but with actions and truth” **John 3:18**

As our Vision statement says, we aim to give a purposeful curriculum to **all** of our learners. At the moment that is being delivered through a blended learning approach so that all of our learners either at home or physically attending our academy access not only the same content but also the same quality of education. Through using our academy's Google infrastructure, work will be uploaded onto Google Classroom alongside access to live lessons from the class teacher and also high quality videos and powerpoints with written instructions and tasks. Through live lessons the children at home will be a part of the lesson, be able to ask and answer questions as well as seek support and clarification as needed. The children at home will also be able to touch base with their peers on a frequent basis. Teachers will mark work and give feedback either written or verbal to ensure all learners are making progress.

Worship is an important part of our daily lives at Darwen St James' and something we do daily through either class worship or whole school worship. Worship resources will be available to all learners, including our twice weekly whole school worships that will be live for all learners to join.

Our weekly Celebration assembly will not be able to take place as it normally would, so we have created a celebration board to celebrate the children both at home and in the academy who have been recognised that week for something outstanding. This can be anything from a successful piece of work, to doing something that lives out our academy values and anything in between. The Celebration board will be



posted every Friday on Clasdojo for everyone to see and join in the celebration. Class teachers have e certificates that they will post on their year group class dojo page too.

We understand that remote learning at home can be difficult due to a number of reasons from devices, connectivity, work, having more than 1 child at home and many more. As an academy we are committed to supporting in any way we can. We have given out Chromebooks to families who do not have devices at home and we hope to give out more as soon as our allocation from the DfE arrives, we have data dongles that have been and can continue to be given to families who do not have internet access, we have recorded live lessons to ensure flexibility to learning so that it can work around parents working or families sharing devices, we have produced and given out weekly paper packs and resources and furnished resources such as paper, pencils, pens, maths equipment and art resources as and when needed. We are at the end of the phone or a dojo message to help with any queries, technical issues or welfare concerns. Our priority is to engage with as many of our learners as possible so that their entitlement to high quality education is continued and that the routine and social interactions of school are maintained as much as possible to look after everyone's wellbeing.

All remote learning is delivered under the principles outlined in [Section 1 - Legal Framework](#). Related local policies are available on the Academy website or copies can be requested. Policies relating to data protection can be found on the Trust website.

Applications and software used to support remote learning.

The list includes but is not limited to the following:

Google Classroom

Google Meet

Purplemash

LBQ

Collins Ebooks

Phonics Play

Letters and Sounds

White Rose Maths

BBC Bitesize

Cbeebies

Picture News

Times table Rockstars

Remote learning times



Each year group has its own Google Classroom page on this is the timetable of lessons and which ones will be live. Joining instructions will be given for each one of those so that the children can remotely join the lesson.

How remote learning will be delivered

Remote learning will consist of live lessons that will be recorded and added to Google Classroom to enable learning at home to be flexible around working parents and families sharing devices. Activities will be added to Google Classroom for children to work on at home following the live lessons. Where live lessons are not used pre-recorded teaching videos and/or high quality powerpoints with written instructions for parents will be used alongside uploaded activities for the children to complete. Whole school Worship will be live to all learners as well as live daily phonic sessions in the appropriate year groups. EYFS will deliver live group sessions in English, maths and phonics as well as in other areas of the curriculum across the week. If particular resources are needed for lessons these will be sent home prior to the lesson being delivered.

Paper packs of work are also available for any learners that can not access the online offer. Digital devices and data dongles have been given out to help families access online learning.

Marking and Feedback arrangements

The class teacher will mark and give feedback daily on Maths and English work and weekly feedback on all other curriculum areas where this is appropriate. The marking and feedback policy will be followed. Feedback may be written or verbal.

Specific Attendance Arrangements

During Covid-19 contingencies, normal attendance monitoring and processes are suspended. Teachers will be making weekly calls on a Thursday to all families at home. The Pupil Wellbeing team will follow up any calls that are not answered from the Thursday calls, plus vulnerable children and welfare calls too.

If your child is unwell please contact school that day and every day that they are unwell by phoning the school office on 01254 703260.

Key contact information to support remote learning

Classdojo - message the class teacher/office/headteacher/Pupil Wellbeing

Phone - The school office on 01254 703260

Email - dsjoffice@cidari.co.uk

