



Osborne
Co-operative Academy Trust

Self-help
Self-responsibility
Equity
Equality
Democracy
Solidarity

Remote Learning Policy

First approved by Trust Board December 2020

Review Frequency: Every Two Years

Date of last review: June 2021

Date of next review: June 2023

Version Control

Author	Date Created	Version	Notes
L. Coates	December 2020	1.0	Approved by Chair's Action
L. Coates	June 2021	1.1	Removed: Home visits, food provision and amended statement regarding mental health and wellbeing during remote learning periods.

Osborne Co-operative Academy Trust

Osborne Co-operative Academy Trust is a multi-academy trust (MAT) incorporated around the principles and values of the international co-operative movement. These are Equality, Equity, Democracy, Self-help, Self-Responsibility and Solidarity, along with the ethical values of openness, honesty, social responsibility and caring for others. These values and principles underpin all our actions.

Statement of Intent

Education activities will be created in a range of formats, so that they are accessible to all, reducing the risk of any pupil being left behind. Schools should consider the approaches that best suit the needs of their pupils and staff (DfE, 2020)

At Thameside Primary School, 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. The school will consult with parents/carers as swiftly as possible prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

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:

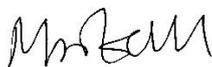
- Minimise the disruption to pupils' education and the delivery of the curriculum
- Ensure provision is in place so that all pupils have access to high quality learning resources
- Protect pupils from the risks associated with using devices connected to the internet
- Ensure staff, parent/carer, and 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 consistent expectations of staff when working remotely across our Trust

Signed by:



Headteacher

Date: 30/06/2021



Chair of Governors

Date: 30/06/2021

Legal framework

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'
- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'

This policy operates in conjunction with the following school policies:

- Accessibility Plan
- Assessment Policy
- Attendance Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Children Missing Education Policy
- Curriculum Policy
- Data Handling and Security Policy
- Data Protection Policy
- Health and Safety Policy
- ICT Acceptable Use Policy
- Marking and Feedback Policy
- Online & ICT Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Staff Code of Conduct

Roles and responsibilities

The Local Governing Body is responsible for:

- Ensuring that the school has robust risk management procedures in place
- Ensuring that the school has a business continuity plan in place, where required
- Evaluating the effectiveness of the school's remote learning arrangements in line with the Trust expectations

The Headteacher is responsible for:

- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning
- Ensuring all staff, parents/carers, and pupils are aware of the data protection principles outlined in the GDPR
- 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

- Identifying any teachers who may need additional support with delivering remote learning opportunities and establish training
- 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 every two years, unless there is a change in legislation, 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

The Health and Safety Co-ordinator is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the Headteacher
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents

The DSL is responsible for:

- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required
- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period
- Liaising with the Network 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 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
- Ensuring that all contact with vulnerable pupils is recorded on CPOMs and suitably stored in line with the Records Management Policy
- 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
- Informing all pupils, parents/carers and staff to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns

The SENCO is responsible for:

- Maintaining effective communication channels with SEND pupils and their families signposting to appropriate resources
- Liaising with the Network 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 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

The Network Managers are responsible for:

- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018
- Ensuring any equipment on loan has been Portable Appliance Tested and is in good working order
- 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 all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.
- Communicate to parents/carers via email 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

Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning
- Maintaining the agreed remote learning platform and uploading work linked to the curriculum covered in school
- Maintaining online communications in line with the school expectations during remote learning periods
- Reporting any health and safety incidents to the health and safety co-ordinator 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 a Network Manager
- Adhering to the Staff Code of Conduct at all times
- Working with the Headteacher to agree a solution focused approach when establishing remote learning.
- Participating positively in the delivery of remote learning, feedback or planning of learning as part of the teaching team, depending on the individual circumstances at home roles will be assigned across the team.

Parents/Carers are responsible for:

- Adhering to this policy at all times during periods of remote learning
- Ensuring their child is available to learn remotely at the times set out in 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 school as soon as possible
- Ensuring that their child always has access to remote learning material during the times set out in this policy
- Reporting any absence in line with school policy
- Ensuring their child uses the equipment and technology used for remote learning as intended

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 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 Behaviour Policy at all times, pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy

Mental Health & Well-being of Staff and Pupils during periods of remote working/learning

Staff are responsible for:

- Taking reasonable care of their own health, safety and well-being
- Maintaining a healthy workstation
- Taking regular breaks away from the computer or iPad to engage in other professional duties such as online training i.e. listening to a webinar
- Participating in frequent interaction either in person or via face to face technology in order to avoid feelings of isolation and loneliness
- Advising their manager if they are concerned about issues relating to their workload, working pattern or health and safety risks
- Replying to messages, setting work and giving feedback on activities during the normal teaching hours, 9.00am-2.55pm

Parents/Carers are responsible for:

- Ensuring that children take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities
- Ensuring that their children only send messages and queries that are in relation to tasks set by the teacher or in response to questions that the teacher may ask them directly
- Adhering to the Acceptable Use Policy and refrain from taking screenshots or copying any information, messages or posts to share on social media

Resources

Learning materials

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

- Work booklets
- Email
- Past and mock exam papers
- Online learning portals
- Educational websites
- Reading tasks
- Live webinars
- Pre-recorded video or audio lessons

Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

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

Marking and feedback

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
- Returned to the pupil, once marked, by an agreed date

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

Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via school telephone if their child is not completing their schoolwork or their standard of work has noticeably decreased.

Work that cannot be completed for genuine reasons will be completed when the pupil returns to school.

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.

Costs and expenses

- The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax
- The school will not reimburse any costs for childcare
- If a pupil is provided with school-owned equipment, the pupil and their parent/carer will sign and adhere to the ICT Acceptable Use Agreement prior to commencing remote learning
- The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school

Online safety

This section of the policy will be enacted in conjunction with the school's Online Safety & ICT Policy and The Acceptable use Policy. The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted
- 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

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

Data protection

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

- 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
- Sensitive data will only be transferred between devices using the onedrive links
- Parents'/Carers' up-to-date contact details will be collected prior to the period of remote learning
- All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy
- The school will not permit paper copies of contact details to be taken off the school premises
- Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data
- Any breach of confidentiality will be dealt with in accordance with the Trust Code of Conduct Policy
- Any intentional breach of confidentiality will be dealt with in accordance with the Trust Disciplinary Policy

School day and absence

Pupils will be present for remote learning by 9:00am and cease their remote learning at 2:55pm from Monday to Friday, with the exception of breaks and lunchtimes, as outlined below 9.2.

Breaks and lunchtimes will take place at the following times each day:

- Morning break will take place at **10.20am** until **10.40am**
- Lunchtime will take place between **12.15pm** and **1.05pm**

Pupils are not expected to do schoolwork during break times.

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.

Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.

Parents/carers will inform the school no later than 8.30am if their child is unwell via the usual reporting procedure. The school may monitor absence and lateness in line with the **Attendance Policy** and guidance from the DfE.

Health and safety

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

- Teaching staff will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning
- If using electronic devices during remote learning, pupils will be encouraged to take a five minute screen break every hour

Monitoring and review

This policy will be reviewed on an annual basis by the Headteacher or following a significant school closure such as during a pandemic.

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

Pupil Equipment Loan

The laptop computer or tablet will be loaned to you while you are a pupil is at this school.

While the laptop/tablet is in your care, the following should be noted:

1. The laptop/tablet remains the property of School and is only for the use of the pupil to whom it is loaned.
2. The laptop/tablet will only be used for schoolwork, and not for any private work.
3. If used at home, insurance cover is the responsibility of the individual to whom the laptop/tablet is loaned. You will need to ensure that your home insurance covers the replacement of the computer if necessary, noting the interest of School as the owner. It is recommended that this is obtained in writing.
4. Only software licensed to the school, authorised by the Headteacher and installed by the school ICT staff may be used.
5. Should any faults occur, the school ICT staff must be advised as soon as possible so they may undertake any necessary repairs. Under no circumstances should you attempt to fix suspected faults.
6. Training on the use of the laptop/tablet and how to access the Internet, email and installed programs may be provided, as necessary, by the ICT staff. ICT staff remain your first point of contact should you have any concerns or queries about the use or function of the laptop/tablet.
7. Any telephone charges incurred by you accessing the internet from home (where possible) are not chargeable to the school.
8. If the laptop/tablet is damaged through negligence whilst in your care, you will be required to pay the costs of replacement. This would include but is not limited to, damage caused by liquid spillage or screens being shut whilst there are objects on the keyboard.
9. All users of the laptop/tablet must adhere to LA and school policies regarding appropriate use, data protection, computer misuse and health and safety.
10. It is the responsibility of the parent/carer to ensure that the school device is linked to the filtering system in the home wifi (if present) and all children are supervised during use.

I agree to the terms and conditions above.

Signed _____ Date:

Laptop/tablet Make:

Model:

Serial Number:

Network name:

Loaned to:

Authorised by:

Rules for using the computers and the Internet

You are responsible for good behaviour while using the computers and the internet just as you are when in a classroom or in a school corridor. General school rules still apply.

The internet is provided for you to carry out research, type documents or to communicate with others. Remember that using the computers is a privilege, not a right.

When using the Internet and computers, you are responsible for your own behaviour and any communications or contact with other people you make over the network.

Your teachers may look at any files you have saved on the network and any communications you may have made to insure that you are using the computers responsibly. You should not expect your files stored on the network to be private.

As well as the general rules above, the following also apply:

You must not:

1. Send or display offensive messages or pictures.
2. Deliberately access unsuitable material, or show your friends any such material which you might have found by accident.
3. Use any chat rooms except those which your teacher has told you to use.
4. Interfere with or damage any of the computers, keyboards, mice or any other computer equipment or cables.
5. Break any copyright laws
6. Log on to the network using any username except you own, unless told to by your teacher.
7. Look at any other persons' files or folders if you find that they have left themselves logged on.
8. Waste resources such as paper or printer toner etc.

Sanctions you may receive if you break any of these rules:

1. You may be banned from using the computers or the internet for a set period of time or even permanently.
2. Additional punishments may be given in line with existing school rules on inappropriate language or behaviour.
3. If necessary, the police or local authorities may be involved.

I have read these rules and agree not to break them. I will use the school network and the internet in a responsible way and observe all the rules above, and any other rules that my teachers tell me.

Thameside Primary School - Remote education provision: information for parents

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

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

The remote curriculum: what is taught to pupils at home

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

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

Your child should be able to immediately access their class' Google Classroom. All children have been issued with login and password details. The teachers regularly upload links to classroom learning such as Powerpoints and learning materials and these will be available for your child to access. If you need your child's login and password, you should email the class teacher on the year group email address.

nursery.tps@osborne.coop
reception.tps@osborne.coop
year1.tps@osborne.coop
year2.tps@osborne.coop
year3.tps@osborne.coop
year4.tps@osborne.coop
year5.tps@osborne.coop
year6.tps@osborn.coop

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

We teach the same curriculum remotely as we do in school. Teachers will either pre-record or find teaching videos (such as Oak National or White Rose) that will go through the learning to be covered whilst the child is not in school. Resources prepared for classroom teaching are uploaded daily into the Google Classroom to be used by the children. In addition, there will be a daily Google Meet session where the children can talk to their teachers and discuss any problems that they may be having.

We may need to make some adaptations in some subjects. For example, for practical subjects such as art or design technology, the teacher may adapt the lesson to include resources that should be freely available at home so that the learning can continue to be accessed.

Remote teaching and study time each day

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

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

Reception Approx 90 minutes formal learning.	Daily phonics session Reading Eggs White Rose Maths session Story time Ideas on how to develop learning at home (updated at least three times a week)
Year 1 Approx 3 hours	Daily phonics session English Reading Eggs White Rose Maths session Story time Daily foundation subject lessons
Year 2 Approx 3 hours	Daily reading session English Reading Eggs English White Rose Maths session/ My Maths Story time Daily foundation subject lessons
Year 3 Approx 4 hours	Guided reading session Reading Eggs English White Rose Maths session/ Maths lesson My Maths practise session Times Table Rock Stars Story time Daily foundation subject lessons
Year 4 Approx 4 hours	Guided reading session Reading Eggs English White Rose Maths session/ Maths lesson My Maths practise session Times Table Rock Stars Story time Daily foundation subject lessons
Year 5 Approx 4 hours	Guided reading session Reading Eggs English White Rose Maths session/ Maths lesson My Maths practise session Times Table Rock Stars Story time Daily foundation subject lessons
Year 6 Approx 4 hours	Guided reading session Reading Eggs English

White Rose Maths session/ Maths lesson My Maths practise session Times Table Rock Stars Daily foundation subject lessons Story Time

Google Meet Timetable

Year Group	Time slot
Reception	3:00 – 3:30
Year 1	2:30 – 3:00
Year 2	2:00 – 2:30
Year 3	1:30 – 2:00
Year 4	1:00 – 1:30
Year 5	11:00 – 11:30
Year 6	10:30 – 11:00
Footsteps 1& 2	10:00 – 10:30

Accessing remote education

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

Your child will be accessing remote learning through Google Classrooms via RM Unify.

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

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

If your child does not have access to a suitable device and/or internet access, please let the school office know via admin.tps@osborne.coop We will be able to loan you a school device to use at home (subject to you signing a loan agreement) or a free card with a month's worth of data.

In exceptional circumstances, we may be able to provide you with paper copies of the online learning, however, parent should be aware that this will not mirror the quality of the learning available online.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- live teaching (online lessons)
- pre-recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- online powerpoints and lesson resources
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences such as Reading Eggs and MyMaths
- limited long-term project work and/or internet research activities

Engagement and feedback

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

We expect pupils to:

- engage daily with the learning provided by their teachers for the allotted time.
- upload their learning
- interact respectfully with their teachers sharing their learning or asking for support

We expect parents to:

- support their child's learning by setting routines to ensure that the child accesses the work provided
- encourage their child to interact with their teacher particularly if help and support are needed
- be interested in their child's learning

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

If teachers are in school teaching, they will check on pupils' engagement with remote education at least three times a week.

If the teachers are working from home, they will check daily.

If teachers find that children are failing to engage with online learning, they will contact the parent, initially, by email stating their concerns. If, after a day or two, there is no response, or pupils continue not to engage, parents will be called to see if there are any problems.

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

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

Teachers will provide feedback on the learning uploaded to the platform by commenting on the pupils work when it is uploaded. If teachers are in school teaching, they will provide feedback at least three times a week. If the teachers are working from home, they will provide feedback daily.

Additional support for pupils with particular needs

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

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

For families of pupils with SEND, teachers will ensure that the learning provided matches the needs of the child. For example, if your child attends a Footsteps group, the teachers will provide learning that is accessible by the child e.g. songs, videos, phonics and worksheets. They may also provide ideas to support learning at home.

For our younger pupils, teachers will continue to use Google Classroom to provide remote learning videos, songs and learning ideas whilst encouraging parents/ carers to upload photos and videos of the children's learning onto Tapestry so that they can be added to the child's learning journal.

Remote education for self-isolating pupils

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

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

The main difference in this circumstance will be that teachers will not be able to provide daily feedback. Work will continue to be provided via Google Classroom but is more likely to be through videos from Oak National Academy rather than being led by teachers in the school. Someone from the year group will endeavour to check the platform daily to give help and support as a minimum this will happen three times a week.