



## **Remote Learning During the Coronavirus (COVID-19) Pandemic Updated February 2021**

In line with the recent government announcement, the school will be closed to all pupils until the period of national lockdown ends on 8 March, excluding vulnerable pupils and the children of critical workers. The school will re-open to all pupils on 8 March. The school will continue to implement provision for remote learning until then and where necessary afterwards to ensure pupils and year groups never miss out on education during this troubling time. We will ensure that our curriculum is inclusive and accessible to all and will endeavour to support our pupils and staff at any period where individuals or year groups are required to work from home. This policy annex outlines additional measures that will be implemented for delivering remote learning during the pandemic.

### **1. Legal framework**

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

- Coronavirus Act 2020
- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) 'Adapting teaching practice for remote education'
- DfE (2021) 'Schools coronavirus (COVID-19) operational guidance'
- DfE (2020) 'Get help with remote education'
- DfE (2021) 'Restricting attendance during the national lockdown: schools'
- DfE (2021) 'Get help with technology during coronavirus (COVID-19)'
- DfE (2021) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)'
- DfE (2021) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'
- Department of Health & Social Care (2020) 'COVID-19 contain framework: a guide for local decision makers'
- DfE (2020) 'Remote education good practice'
- DfE (2020) The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction
- DfE (2021) 'Contingency framework: education and childcare settings'

1.2 The headteacher, in collaboration with the governing body, will ensure the school follows the legal obligations regarding remote education, as outlined in The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction. This includes:

- Providing remote education to all pupils of compulsory school age where their attendance on-site would be contrary to government guidance or legislation around coronavirus.
- Providing remote education to pupils below compulsory school age who would usually be taught in a class with pupils of compulsory school age, e.g. Reception children.



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- Providing remote education where it would be unlawful, or contrary to guidance issued from public authorities, for a pupil to travel to or attend the school.
- Having regard to government guidance issued regarding the delivery of remote education, e.g. the DfE's 'Restricting attendance during the national lockdown: schools'.

### **2. Contingency planning**

- 2.1 The school will work closely with the LA to ensure the premises is COVID-secure and will complete all necessary risk assessments – results of the full opening risk assessment will be published on the school's website and are communicated to all staff.
- 2.2 Any changes to the school's processes are clearly communicated to all parents.
- 2.3 The school will work closely with the local health protection team (HPT) and the DfE when the 'Contingency framework' applies and implement the provisions set within the Coronavirus (COVID-19): Contingency Plan.
- 2.4 The school will communicate its contingency plans to parents, including to which pupils it will remain open under the DfE's contingency framework and which pupils will receive remote education.
- 2.5 The school will ensure that remote learning training is regularly refreshed for teachers, and that appropriate trouble-shooting support is available when needed, so the transition from in-person to remote teaching can be as seamless as possible if required.
- 2.6 If the contingency framework is not applied, but a 'bubble' needs to self-isolate, the school will immediately implement remote learning for that group as required.
- 2.7 Where the contingency framework applies, priority for face-to-face education will continue to be given to vulnerable pupils and those whose parents are critical workers – all other pupils whose attendance is restricted will be provided with remote education.
- 2.8 Where attendance needs to be limited, the school will follow DfE advice – this may include that only vulnerable pupils and those whose parents are critical workers attend, in addition to reception, Year 1 and Year 2.
- 2.9 The school will follow DfE advice about prioritising the return of groups for face-to-face education in circumstances where attendance has been restricted.
- 2.10 In the event of restrictions to attendance, the DSL will ensure that they are vigilant and responsive to all possible safeguarding threats due to pupils learning remotely.



### 3. Teaching and learning

- 3.1 The school will ensure staff and pupils follow the school's Online Safety Policy when working and learning remotely.
- 3.2 The school will ensure that remote education is available for pupils as soon as is reasonably practicable, i.e. the next school day after they are sent home to self-isolate or after the contingency framework is applied.
- 3.3 All pupils will have access to high-quality education when learning remotely.
- 3.4 The DSL will ensure that procedures are in place to check that vulnerable pupils are able to access remote education support, with support provided as far as possible and regular checks to ensure remote education is being accessed.
- 3.5 The school will prioritise factors that have been found to increase the effectiveness of remote education. These include, but are not limited to:
  - Ensuring pupils receive clear explanations.
  - Supporting growth in confidence with new material through scaffolded practice.
  - Application of new knowledge or skills.
  - Enabling pupils to receive feedback on how to progress.
- 3.6 In line with DfE guidance, the school will:
  - Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum.
  - Use one digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback.
  - Work to overcome barriers to digital access for by:
    - Distributing school-owned laptops accompanied by a user agreement or contract.
    - Providing printed resources, e.g. textbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.
  - Ensure staff are adequately trained and confident in its use.
  - Check whether pupils are engaging with their work daily, and work with families to identify effective solutions where engagement is a concern.
  - Ensure that there is a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectation for remote education
  - Publish information for pupils, parents and carers about remote education provision on their website by 25 January 2021.



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- 3.7 The school will use a range of teaching methods to cater for all different learning styles, including:
- Comprehension questions
  - Quizzes
  - Online lessons
  - Interactive lesson
- 3.8 Teachers will ensure that a portion of their lessons are designed to promote interactivity amongst pupils and between pupils and staff, e.g. live lessons or use of the 'chat' function on meeting software, to lessen feelings of isolation and to promote pupil progress and motivation.
- 3.9 Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.
- 3.10 When teaching pupils who are working remotely, teachers will:
- Set assignments so that pupils have meaningful and ambitious work each day in an appropriate range of subjects.
  - **KS1** Set work that is of equivalent length to the core teaching pupils would receive in school and, as a minimum, three hours a day, on average, across the school cohort, with less for younger children.
  - **KS2** Set work that is of equivalent length to the core teaching pupils would receive in school and, as a minimum, four hours a day.
  - Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
  - Provide opportunities for interactivity, including questioning, eliciting and reflective discussion.
  - Provide scaffolded practice and opportunities to apply new knowledge.
  - Enable pupils to receive timely and frequent feedback on how to progress using digitally facilitated or whole-class feedback, where appropriate.
  - Use assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge.
  - Avoid an over-reliance on long-term projects or internet research activities.
  - Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- 3.11 All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.
- 3.12 In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the headteacher will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.
- 3.13 Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.



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- 3.14 The school recognises that certain subjects are more difficult to teach remotely, e.g. music, sciences and physical education. Teachers will provide effective substitutes for in-person teaching such as video demonstrations.
- 3.15 Pupils will be encouraged to take regular physical exercise to maintain fitness, and time will be allocated within the school week for pupils to focus on this.

#### **4. Access to technology**

- 4.1 The school will remain cognisant of families who do not have access to the resources required for remote education, and will ensure that an up-to-date record of which pupils do not have appropriate devices or internet access is maintained.
- 4.2 The school will utilise the support available through the DfE's 'Get help with technology during coronavirus (COVID-19)' scheme.
- 4.3 Under the scheme, the school can order laptops, tablets and 4G wireless routers to support the following groups of pupils if they do not have access to a digital device or the internet through other means:
- Pupils in Years 3 to 11
  - Clinically extremely vulnerable pupils across all year groups who are shielding or self-isolating in line with government advice
  - Pupils in all year groups who are unable to access remote education whilst attending school on a hospital site
- 4.4 Before distributing devices, the school will ensure:
- The devices are set up to access remote education.
  - Appropriate safeguarding controls and support are in place to help pupils use the devices safely.
- 4.5 Once devices are ready for collection, the school will either arrange for them to be collected by pupils or their parents from school, or delivered to pupils' homes, ensuring infection control measures are adhered to as part of this process.
- 4.6 The school will endeavour to ensure internet access for disadvantaged pupils is provided, including where pupils rely on mobile data connection to access the internet.
- 4.7 The school will work with disadvantaged families to provide access to this scheme.
- 4.8 The school will ensure that it remains informed of developments to DfE technology schemes, and will order sufficient amounts of technology to ensure that disadvantaged pupils can adequately access remote education at home.



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- 4.9 The school will approach remote learning in a flexible manner where necessary, e.g. ensuring that lessons, live or otherwise, are recorded to accommodate contexts where pupils have to share a single device within the home.
- 4.10 Where live lessons are recorded, the school will ensure all recording procedures have due regard for the relevant data protection legislation, including the Data Protection Act 2018 and the UK GDPR.
- 4.11 The school will maintain good communication with parents to ensure that parents are aided in supporting their child's remote education.

## **5. Returning to school**

- 5.1 The school will remain in contact with pupils who are remote learning to ensure that, when the period of national lockdown ends on 8 March, all pupils are supported to return to school as and when it is safe for them to do so.
- 5.2 Pupils not attending on-site provision due to government or clinical advice, e.g. they are classed as clinically extremely vulnerable, will be provided with remote education until they are able to attend on-site.
- 5.3 The headteacher will ensure that pupils who are permitted to attend face-to-face learning at school, but are required to self-isolate, will only return to school when it is safe to do so.
- 5.4 If a pupil who is attending face-to-face learning at school is required to self-isolate with symptoms of coronavirus, the school will agree with the parent or social worker of the pupil the best way to maintain contact and offer support.
- 5.5 The headteacher will listen to all concerns that parents may have about their child returning to school after a period of self-isolation and will advise them of the measures in place to ensure the safety of their child.

## **6. Monitoring and review**

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