Dunstable Icknield Lower School

Learn, Believe, Achieve

Remote Learning Policy

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Dunstable Icknield Lower School is committed to safeguarding and promoting the welfare of children and young people.

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Pupil Remote Learning Policy: Remote Learning During the Coronavirus (COVID-19) Pandemic

Statement of intent

The school is committed to maintaining our capacity to deliver high-quality remote education that is equivalent in length to the core teaching pupils would receive in school for the 2021/2022 academic year for pupils who are unable to attend for coronavirus related reasons, including travel restrictions for pupils who are abroad. 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.

Legal framework

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

- Coronavirus Act 202
- Coronavirus Act 2020
- DfE (2021) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) 'Adapting teaching practice for remote education'
- DfE (2021) 'Schools COVID-19 operational guidance'
- DfE (2020) 'Get help with remote education'
- DfE (2021) 'Get help with technology during coronavirus (COVID-19)'
- Department of Health & Social Care (2021) 'COVID-19 contain framework: a guide for local decision makers'
- DfE (2021) 'Remote education good practice'
- DfE (2021) The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction (No.2) Direction
- DfE (2021) 'Contingency framework: education and childcare settings'

The policy is implemented in conjunction with the following school policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy

The headteacher, in collaboration with the governing board, 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 (No.2) 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.
- 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 'Schools COVID-19 operational guidance'.

1. Contingency planning

The school has carried out a risk assessment specific to the provision of first aid during the coronavirus pandemic, taking into account factors such as the needs of clinically vulnerable individuals. The school has also undertaken a needs assessment to inform any changes to first aid provision, including the number of first aiders needed on site.

These risk assessments are periodically reviewed and kept up to date in line with changes to government guidance.

The school ensures that additional first aid procedures are communicated effectively to all pupils. Staff are informed about their legal responsibilities regarding first aid and the additional procedures in place. The school informs parents of any changes to provision outlined in this policy.

The school acknowledges that where conflicts between the relevant legislation and government guidance on managing the coronavirus pandemic arise, the legislation outlined in section 1 of the First Aid Policy must be followed.

All first aiders shall be informed of the results of the risk assessment to ensure that they are confident with providing the right assistance, including knowing what equipment they can use to minimise the risk of infection transmission.

2. Teaching and learning

The school will ensure staff and pupils follow the school's Online Safety Policy when working and learning remotely.

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.

All pupils will have access to high-quality education when learning remotely.

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.

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.

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 by distributing school-owned laptops accompanied by a user agreement or contract.
- Provide 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 the school website.

The school will use a range of teaching methods to cater for all different learning styles, including:

- live teaching (online lessons through Google Classrooms)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers and the school YouTube channel)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- reading books pupils have at home
- online teaching and learning websites with individual child access (e.g. Spelling shed, TT Rockstars, Discovery Education)
- other commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- signposting to educational TV programmes and broadcasts through BBC platforms

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.

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.

When teaching pupils who are working remotely, teachers will:

- Set assignments and activities so that pupils have meaningful and ambitious work each day in an appropriate range of subjects.
- For Key Stage 1 (Year 1 and Year 2) - 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.
- For Key Stage 2 (Year 3 and Year 4) - 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 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.

All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.

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.

Teachers will make use of quizzes or tests on core content regularly, asking pupils to complete these in a specified time and email them back, or create regular pre- and post-lesson quizzes using the remote platform. Alternative options for pupils without ready online access will be considered to ensure availability, e.g. distributing hard-copy versions.

Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.

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, e.g. via video demonstrations for practical work, accompanied by teacher explanation, commentary and a text book or electronic resource.

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

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.

Where the school needs additional devices in order to support disadvantaged pupils in years 3 and 4, the school will contact the DfE's service team via email at covid.technology@gov.uk. Pupils in need of devices will be supported to come into school to use school resources within any rules in force at the time.

The school will utilise the support available through the DfE's 'Get help with technology during coronavirus (COVID-19)' scheme. The school will work with disadvantaged families to provide access to this scheme.

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

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.

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.

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.

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.

The school will approach remote learning in a flexible manner where necessary, e.g. ensuring that lessons, live or otherwise, are recorded and can be accessed by pupils later to accommodate contexts where pupils have to share a single device within the home.

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.

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

Pupils not attending on-site provision due to government or clinical advice will be provided with remote education until they are able to attend on-site.

The headteacher will ensure that pupils who are required to self-isolate will only return to school when it is safe to do so, in line with government guidelines.

If a vulnerable pupil is required to self-isolate with symptoms of coronavirus, the school will agree with the parent or social worker the best way to maintain contact and offer support.

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

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