St George's Central CE Primary School and Nursery

Remote Education Policy

Policy updated by Mr M Grogan (Headteacher): April 2025

Policy approved by Governors: April 2025

Chair of Governors   Headteacher

'Never settle for less than your best'

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REMOTE HOME EDUCATION POLICY

Our school motto
Never settle for less than your best.

Our Vision
Following in the footsteps of Jesus, each member of our community will flourish as resilient, respectful and adaptable individuals prepared for life's journey. Along the way we will encourage and inspire each other to continue growing as beacons of light in our own lives and the wider world.

Our Mission
St George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral and educational needs of the community of which it is part.

Statement of Intent
At St. George's Central CE Primary School and Nursery, we understand the need to continually deliver high quality education, including during periods of remote education – whether for an individual child or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all children have access to online learning where required. Through the implementation of this policy, we aim to address the key concerns associated with remote education, such as systems and technology, safeguarding, conduct, and accessibility.

This policy aims to:
- Minimise the disruption to children's education and the delivery of the curriculum.
- Ensure provision is in place so that all children have access to high quality provision.
- Protect children from the risks associated with using an online learning platform through the internet.
- Ensure staff, parent/carers, and children data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote education.
- Ensure all children have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

Legal framework
This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)
- The Education (Pupil Registration) (England) Regulations 2006
- DfE (2024) 'Providing remote education'
- DfE (2022) 'Safeguarding and remote education'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2015) 'SEND code of practice: 0 to 25 years'
- DfE (2024) 'Working together to improve school attendance'
- DfE (2022) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2024) 'Children missing education'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2024) 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

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This policy operates in conjunction with the following school information:

- Data Protection Policy
- GDPR Regulations
- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Behaviour and Relationships Policy
- Accessibility Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance and Punctuality Policy
- Online Safety Policy
- Staff Code of Conduct
- Pupil Code of Conduct
- ICT Acceptable Use Agreement (in Online Safety Policy)
- Cyber-security Policy
- Marking and Feedback Policy
- Curriculum Overviews
- Children Missing Education Policy
- Home Visit Policy

Roles and responsibilities

The **Governors** are responsible for:

- Evaluating the effectiveness of the school's remote learning arrangements.
- Reviewing the effectiveness of this policy on a regular basis in conjunction with the headteacher.
- Ensuring that online safety training for staff is integrated, aligned and considered as part of the school's overarching safeguarding approach.
- Deciding whether information regarding the school's remote education offering should be published on the school's website.
- Having a clear school attendance policy on the school website which all staff, pupils and parents understand.
- Developing and maintain a whole school culture that promotes the benefits of good attendance.

The **Headteacher** is responsible for:

- Ensuring that staff, parents/carers and children 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 home education.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote education provision.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Ensuring that pupils have access to remote education as soon as reasonably practicable, where appropriate
- Reviewing the effectiveness of this policy on a regular basis and communicating any changes to staff, parents/carers, and children.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Ensuring that the remote education provision expected from staff is accessible to staff with additional needs which may be impacted by the online format, e.g. staff who are visually impaired.
- Conducting termly reviews of the remote learning arrangements to ensure children's education does not suffer.
- Considering the assignment of overarching responsibility for the quality and delivery of remote education to a member of the SLT.

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.

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- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote home learning.
- Ensuring that children 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.

The **Data Protection Officer** is responsible for:
- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents/carers and children are aware of the data protection principles outlined in the UK GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the UK GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

The **Pastoral Mentor** (alongside DSL) is responsible for:
- Attending and arranging, where necessary, any safeguarding meetings regarding remote education.
- Liaising with the ICT technician to ensure that all technology used for remote education is suitable for its purpose and will protect pupils online.
- Identifying vulnerable children who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced if vulnerable pupils take part in remote education.
- Identifying the level of support or intervention required while children take part in remote education and ensuring appropriate measures are in place.
- Assisting teachers with all remote education lesson planning to ensure the correct safeguarding measures are in place.

The **SENDCo** is responsible for:
- Liaising with the ICT technician to ensure that the technology used for remote education is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that children with EHC plans continue to have their needs met during periods of home education and liaising with the headteacher and other organisations to make any alternate arrangements for children with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND receive remote education.
- Ensuring that the remote education provision put in place for children with SEND is monitored for effectiveness.
- Liaising with the headteacher and LA in circumstances where delivering remote education to pupils with EHC plans proves to be challenging or impossible in order to find other ways to provide education.

The **School Business Manager** is responsible for:
- Arranging the procurement of any equipment or technology required for staff to teach remotely and for children to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

The **ICT technician** is responsible for:
- 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 SENDCo to ensure that the equipment and technology used for learning remotely is accessible to all children and staff.

Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the Pastoral Mentor 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 concerns they may have about remote learning, to the headteacher.
- Reporting any defects on school-owned equipment used for remote learning to the ICT technician.
- Adhering to the Staff Code of Conduct at all times.

Class teachers will:

- Log on to Seesaw and provide work by 8.50am each day (if requested, have paper copies at the school office for a 9:30am 'drop off').
- Produce daily work, in line with the class timetable (on the school website) so that children have meaningful and ambitious work.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked and acknowledged.
- 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 children's understanding.
- Ensure that all provisions for remote home learning will be subject to the class group's age, ability and/or any SEND.

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 between specific times set out in paragraph 9.1 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 school as soon as possible.
- Ensuring that their child always has access to remote learning materials between 8:50am and 3:20pm.
- Reporting any absence in line with the terms set out in the school's Attendance and Punctuality Policy.
- Ensuring their child uses the school based equipment and technology for remote learning as intended.
- Adhering to the Home School Agreement at all times.
- Ensuring they have access to Seesaw and emails from school to receive regular updates.

Children are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely between 8:50am and 3:20pm and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues and any safeguarding concerns or incidents 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 school based equipment and technology for remote home learning as intended
- Adhering to the Behaviour and Relationships Policy at all times.

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Attendance and absence

The school understands that daily on-site attendance is essential for children to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances.

The school will not view remote education as an equal alternative to on-site attendance, and will only consider remote education as a last resort when the alternative would be no education, and only after it has been established that the child is, or will be, absent from school. In such cases the school will work proactively with children, parents/carers and any other relevant partners, such as the LA, to remove any barriers to attendance.

Circumstances where remote education will be considered will fit into the following two categories:
- School closures or restrictions on attendance, where school access for children is restricted.
- Individual cases where a pupil is unable to attend school but is able to learn.

School closures and attendance restrictions

The school will ensure that every effort is made to ensure children can be taught in person where possible.

The school will explore all options to ensure the school can remain open to all children; however, in circumstances where it is not possible to safely remain open or where remaining open would contradict local or central government guidance, the school will consider providing remote education.

The school will ensure that it has a plan in place outlining remote education procedures for teachers, parents/carers and children. The DfE's emergency planning guidance will be consulted in the event of school closures or attendance restrictions.

Individual cases where a pupil is unable to attend school but is able to learn

The school is aware that there should only be limited circumstances where a child is unable to attend school but is able and well enough to continue their education remotely. These circumstances should only involve a short-term absence and might include children:
- Recovering from short- term infectious illnesses.
- Preparing for or recovering from some operations.
- Recovering from injuries where attendance might inhibit recovery.
- Whose attendance has been affected by a SEND or a mental health issue.

Where these circumstances arise, and after the pupil's absence from school has been established, the school will consider providing remote education on a case-by-case basis, as part of a plan to reintegrate back to school.

The provision of remote education will be made as a short-term solution allowing absent pupils to keep on track with their education and stay connected to their teachers and peers. It will only be provided in circumstances where it is judged that providing remote education would not adversely affect the pupil's return to school.

Children with long-term medical conditions or any other physical or mental health needs which affect attendance will be given more support to continue their education.

The school day

Children will be present for remote learning by 8:50am and cease their remote learning at 3:20pm from Monday to Friday, with the exception of breaks and lunchtimes.Breaks and lunchtimes will take place at the following times each day:

- Morning break will take place at 10:30am until 10:45am.
- Lunchtime will take place between 12:00pm and 12:45pm.
- Afternoon break will take place at 2:00pm until 2:15pm.

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Children with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

Children who are unwell are not expected to be present for remote learning until they are well enough to do so. Parents/carers will inform their child's teacher no later than 8:30am if their child is unwell.

Remote education will be provided for three hours a day on average across the cohort for KS1, with less for younger children, and four hours for KS2.

Registering non attendance in school

Whenever a child is absent from school and receiving remote education, staff will mark the pupil as absent in the attendance register. The school will continue to record pupil attendance and absence in the register in line with the education regulations and attendance guidance, using the most appropriate code, and in line with the school's Attendance and Punctuality Policy.

Principles and practice

When providing remote education the school will ensure the following overarching principles and practices are adhered to:

- Remote education plans will be kept under review in consultation with staff and will demonstrate a consideration of any additional burdens that providing remote education may place on staff and families.
- Work provided during periods of remote education will be high quality, meaningful, ambitious, and cover an appropriate range of subjects to enable children to keep on track with their education.
- Provision will be ready for children to access as soon as reasonably practicable, though in proportion to the length of absence and expected disruption to education.
- Remote education will be provided that is equivalent in length to the core teaching time children would receive in school where possible, being mindful of the individual needs and circumstances of the child and their families. This may include, but is not limited to considering the following:
    - A child's age, stage of development, and independent study skills.
    - The existence of any SEND or other additional needs the pupils might have.
    - The child's home environment, e.g. having a suitable place and opportunity to study.
    - Screen time, making reasonable allowances for adequate breaks for pupils and staff during digital remote education.
    - Any significant demands on parents' or carers' help or support.
    - Understanding that younger children might require high levels of adult involvement to support their engagement with remote education.
- The school will work to overcome barriers to digital access where possible for children by:
    - Auditing access to devices and connectivity across the school as part of wider emergency planning.
    - Distributing school-owned devices accompanied by a user agreement or contract if and where necessary and possible.
    - Supporting families to find appropriate internet connectivity solutions if and where necessary and possible.
- Where required, the school will ensure equal access through the provision of printed resources, supplemented with other appropriate forms of communication between the school and children.
- Staff will plan opportunities for regular feedback and interaction with teachers and peers during the school day.
- A senior leader with overarching responsibility for the quality and delivery of remote education will be identified and in place.
- Staff understand that children can be at risk of harm inside and outside of the school, inside and outside of home and online.
- There will be systems for checking, daily, whether children are safe at home and engaging with their remote education.

Communication

The school will ensure adequate channels of communication are arranged in the event of an emergency. The school will communicate with parents/carers via email and the school website about remote learning arrangements as soon as possible.

All communication that takes place via email between staff and pupils will be done via school email addresses.

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The headteacher will communicate with staff as soon as possible via email about any remote learning arrangements. 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.

The school understands that children 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.

Members of staff will have contact with their line manager once per week.

As much as possible, all communication with pupils and their parents will take place within the school hours outlined in the 'Attendance and Punctuality' section.

Children will have verbal contact with a member of teaching staff at least once per week via a phone call.

Parents/carers and children will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

Issues with remote learning or data protection will be communicated to the child's teacher as soon as possible so they can investigate and resolve the issue.

The child's teacher will keep parents/carers and children informed of any changes to the remote learning arrangements or the schoolwork set.

The headteacher will review the effectiveness of communication on a termly basis and ensure measures are put in place to address gaps or weaknesses in communication.

Resources

Learning materials

The school will utilise a range of different teaching methods when delivering remote education. For the purpose of providing remote learning, the school may make use of the following:

- Printed resources, e.g. workbooks and textbooks
- Email
- Past and mock exam papers
- Current online learning portals
- Educational websites (BBC, Reading Plus, TT Rockstars)
- Reading tasks
- Pre-recorded video or audio lessons
- White Rose Maths resources and videos

The school will review the DfE's guidance on where schools can source educational resources to assist with the delivery of remote education, and utilise these as appropriate. 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 children have access to the resources needed for effective remote learning. Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning. The school will review the resources pupils have access to and adapt learning to account for this.

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Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from the school office. Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

Children will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops. For children who cannot access digital devices at home, the school will, where possible, apply for technology support through their LA. Children and parents/carers will be required to maintain the upkeep of any equipment they use to access remote learning resources.

The ICT technician will not be responsible for providing technical support for equipment that is not owned by the school. 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 'marking and feedback' section of this policy.

Food provision

The school will signpost parents/carers via Seesaw or via email towards additional support for ensuring their children continue to receive the food they need e.g. food banks..

The school will work with our school cook to ensure good quality lunch parcels are provided to pupils eligible for FSM who are accessing remote education until they are able to attend school.

Costs and expenses

The school will not contribute to any household expenses incurred while children learn remotely, e.g. heating, lighting, or council tax.

The school will not reimburse any costs for travel between pupils' homes and the school premises or childcare costs.

If a child is provided with school-owned equipment, the child and their parent/carer will sign and adhere to the ICT Acceptable Use Agreement prior to commencing remote learning.

Children with SEND

The school is aware of its duty under the Children and Families Act 2014 to use its 'best endeavours' to secure the special educational provision called for by a pupil's SEND and will continue to apply this when remote education is in place.

If a child has an EHCP the school will work with the LA to ensure all the relevant duties under the 2014 Act continue to be met.

The school is aware of its equality duties as set out in the Equality Act 2010 relating to disability and will ensure that, when providing on-site and off-site education to pupils, it:

• Makes reasonable adjustments.
• Does not discriminate.
• Has due regard to the statutory objectives in the public sector equality duty (PSED).

Where pupils with SEND are not able to attend school and require remote education, the school will put in place an appropriate curriculum, with appropriate teaching and support that will enable the pupil to continue learning effectively.

The school is aware that some pupils with SEND may not be able to access remote education without adult support. In these cases the school will work collaboratively with families and put arrangements in place that allow pupils with SEND to access remote education successfully. In doing so, decisions on how provision can be delivered will be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely.

The SLT, SENCO and relevant teacher will consider whether one-to-one lessons are appropriate in some circumstances for pupils with SEND.

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The school will work collaboratively with families to put arrangements in place that allow pupils with SEND to successfully access remote education when necessary.

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. The SENCO will arrange additional support for pupils with SEND in line with the individual's needs.

Teaching staff will implement more individualised planning, in liaison with the SENCO, for pupils with SEND where appropriate – the SENCO will also contact the pupil's parents to see how the pupil can be supported by adults while learning remotely.

Remote education during a suspension or permanent exclusion

In situations where a pupil is suspended or permanently excluded, the school will take steps to ensure that work is set and marked for pupils during the first five school days in accordance with the guidance outlined in the DfE's Suspension and Permanent Exclusion Document.

Remote education will not be used as a justification for sending children home due to their misbehaviour. Any time a child is sent home due to disciplinary reasons, this will be considered as a suspension and will be done in line with the law on disciplinary suspensions. This guidance will continue to be followed even if a pupil has been asked to log on or access online education while suspended. After a period of off-site direction or suspension, the pupil will be expected to attend full-time.

Safeguarding

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

All teaching staff will be made aware that the procedures set out in the school's Staff Code of Conduct apply at all times during the delivery of remote education. Staff will always have due regard for the school's Child Protection and Safeguarding Policy during remote education.

Regular communications with parents/carers will be used to reinforce the importance of keeping pupils safe online. Parents/carers will be made aware of the systems the school uses to filter and monitor online use, as well as what their children are being asked to do during remote education, including:
• The sites that they will be accessing.

The Pastoral Mentor will arrange for regular contact to be made with vulnerable children, prior to the period of remote learning.

The Pastoral Mentor will arrange for regular contact with vulnerable children once per week at a minimum, with additional contact, including home visits, arranged where required.

All contact with vulnerable children will be recorded on CPOMS and suitably stored in line with the Data Protection Policy.

The Pastoral Mentor will keep in contact with vulnerable children's social workers or other care professionals during the period of remote education, as required.

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 CPOMS and the records stored so that the Learning Mentor has access to them.
• Actively involve the children, wherever possible.

Vulnerable children are able to contact their class teacher through Seesaw.

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The Pastoral Mentor will meet (in person or remotely) with the relevant members of staff to discuss new and current safeguarding arrangements for vulnerable children learning remotely.

All members of staff will report any safeguarding concerns to the Pastoral Mentor/DSL immediately.

Children and their parents/carers will be encouraged to contact the Pastoral Mentor or their class teacher 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.

Online safety

The school 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.

Pupils not using devices or software as intended will be disciplined in line with the Behaviour and Relationships Policy.

The school will consult with parents/caers 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.

The school will 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.

The school will ensure that all school-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. 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.

During the period of remote learning, the school will maintain regular contact with parents/carers to:
• Reinforce the importance of children staying safe online.
• Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
• Direct parents/carers to useful resources to help them keep their children safe online.

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.

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 if it is necessary to do so for the purpose of remote learning and teaching.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.

Parents'/carers' and children's up-to-date contact details will be collected prior to the period of remote home learning.

All contact details will be stored in line with the Data Protection Policy.

Staff/children are not permitted to let their family members or friends use any school-owned equipment which contains personal data.

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Any breach of confidentiality will be dealt with in accordance with the school's GDPR Policy.

Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour and Relationships Policy or the Disciplinary Policy and Procedure as per the Staff Code of Conduct.

Marking and feedback

All schoolwork completed through remote home learning must be:

- Finished when returned to the relevant member of teaching staff.
- Returned on or before the deadline set by the relevant member of teaching staff.
- Completed to the best of the child's ability.
- The child's own work.
- Marked in line with the Marking and Feedback Policy.

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

If there are problems submitting work on the school's remote platform or the work is not able to be submitted on the platform, pupils will use email to send work to teachers for review and feedback and screenshots can be taken and emailed as attachments. The school will also consider alternative options where appropriate, e.g. drop-off points at the school.

Children are accountable for the completion of their own schoolwork on daily basis. Each day, teaching staff will monitor engagement and completion of remote home learning activities and will contact parents/carers via phone call/email if their child is not completing their schoolwork or their standard of work or engagement levels are not adequate or have noticeably decreased. This will also be reported to the headteacher.

Teaching staff will monitor the academic progress of children with and without access to the online learning resources and discuss additional support or provision with the headteacher/deputy as soon as possible.

Teaching staff will monitor the academic progress of children with SEND and discuss additional support or provision with the SENDCo as soon as possible.

The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote home learning where possible.

The school will log participation and pupil engagement with remote education, as well as motivation levels and progress and this will be shared with parents via formal regular reports or, if there is a concern, individually via telephone.

The school will consider ways to use feedback to secure consistent engagement with remote material, e.g. introducing a newsletter sent to parents and pupils which displays exemplary work and rewards engagement or outcomes.

Health and safety

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

Teaching staff and the ICT technician 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 two hours. 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.

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Monitoring and review

Senior leaders will review the measures outlined in this policy termly to ensure it reflects the most up-to-date circumstances of the school's online learning provision.

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

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