



Blended Learning Policy

Approved by:

Chair of Governors &
Full Governing Board

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Statement of intent

Berry Hill Primary School and Nursery has always strived to be creative, innovative and to support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this. We understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Outline how school will 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.
- Provide clear expectations to members of the school community with regards to roles and responsibilities and the delivery of high quality interactive remote learning.
- Provide parents/carers with information about routes to take to get support to access blended learning and support with e-safety and well-being.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of blended learning.
- Ensure all pupils (inc. SEND) 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 blended learning.

This policy is applicable in the following circumstances:

- A child (and their siblings if they are also attending Berry Hill Primary School) who is absent because they are awaiting test results and the household is required to self-isolate. The rest of their bubble are attending school and being taught as normal.
- A child's whole bubble who are not permitted to attend school because they, or another member of their bubble has tested positive for Covid-19

1. Legal framework

- 1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - Equality Act 2010
 - Education Act 2004
 - The General Data Protection Regulation (GDPR)
 - The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
 - Data Protection Act 2018
- 1.2. This policy has due regard to national guidance including, but not limited to, the following:
 - DfE (2020) 'Keeping children safe in education'
 - DfE (2020) '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)'
 - DfE (2020) 'Adapting teaching practice for remote education'
 - DfE (2020) 'Guidance for full opening: schools'
- 1.3. This policy operates in conjunction with the following school policies:
 - Child Protection and Safeguarding Policy
 - Data Protection Policy
 - Special Educational Needs (SEND) Policy
 - Behaviour Policy
 - Accessibility Policy
 - Curriculum Design Statement and Subject Policies
 - Assessment Policy
 - Online Safety Policy
 - Health and Safety Policy
 - Attendance Policy
 - ICT Acceptable Use Policy
 - Staff Code of Conduct

2. Roles and responsibilities

2.1. The governing board 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, monitoring the school's approach to providing education that is as high quality as possible.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

2.2. The headteacher is responsible for:

- Ensuring that staff, parents 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 blended learning.
- 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 on an annual basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of blended learning.
- Conducting reviews on a weekly basis of the blended learning arrangements to ensure pupils' education does not suffer.

2.3. Senior Leaders are responsible for:

- Providing a refresher training session and induction for new staff on how to use Microsoft TEAMS
- Co-ordinating the blended learning approach across the school including daily monitoring of engagement.
- Monitoring the effectiveness of blended learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.4. The health and safety team is responsible for:

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

2.5. The Information Champion (Data Protection) 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, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

2.6. The Designated Safeguarding Lead is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the blended learning period.
- Liaising with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of blended working, ensuring all safeguarding incidents are adequately recorded and reported.

2.7. The Support Team is responsible for:

- Liaising with the IT technicians to ensure that the technology used for blended 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 blended learning period.

2.8. The Office Manager is responsible for:

- 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 the school has adequate insurance to cover all blended working arrangements.

2.9. The ICT technicians are responsible for:

- Ensuring that all school-owned devices used for blended 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 blended 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.

2.10. Staff members are responsible for:

- Adhering to this policy at all times during periods of blended 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 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 blended learning, to the headteacher.
- Reporting any defects on school-owned equipment used for blended learning to an ICT technician.
- Adhering to the Staff Code of Conduct at all times e.g. maintaining professional relationships with parents / pupils at all times i.e. use of teacher names, divide from teacher home environment, appropriate sign off of emails Mr Smith not Joe Smith, maintaining use of appropriately formal language on TEAMS chat.

2.11. Parents are responsible for:

- Adhering to this policy at all times during periods of blended learning.
- Ensuring their child is available to learn remotely at the times set out in paragraphs [9.1](#) and [9.2](#) 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 blended learning material during the times set out in paragraphs [9.1](#) and [9.2](#).
- Reporting any absence in line with the terms set out in paragraph [9.6](#).
- Ensuring their child uses the equipment and technology used for blended learning as intended.
- Adhering to the Blended Learning Home School Agreements at all times.
- Seeking help from the school if they need it via the school office: office@berryhill.notts.sch.uk for general enquiries and class emails e.g. class6@berryhill.notts.sch.uk for learning related questions.

2.12. Pupils are responsible for:

- Adhering to this policy at all times during periods of blended learning.
- Ensuring they are available to learn remotely at the times set out in paragraphs [9.1](#) and [9.2](#) of this policy, and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to blended 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 blended learning as intended.
- Adhering to the Blended Learning Home School Agreements at all times.
- Seek help from school if they need it via the TEAMS class pages.

3. Resources

Learning materials

3.1. The school will accept a range of different teaching methods during blended learning to help explain concepts and address misconceptions easily. For the purpose of providing blended learning, the school may make use of:

- Work booklets
- Email
- Microsoft 365 Notebook
- Current online learning portals – Microsoft TEAMS
- Educational websites
- Reading tasks

- Live lessons
 - Pre-recorded video or audio lessons
- 3.2. Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.
 - 3.3. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective blended learning.
 - 3.4. 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.
 - 3.5. Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via blended learning.
 - 3.6. The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.
 - 3.7. Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school.
 - 3.8. 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 blended learning period.
 - 3.9. The SENCO will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls/emails.
 - 3.10. Any issues with blended learning resources will be reported as soon as possible to the relevant member of staff.
 - 3.11. Pupils 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/iPads.
 - 3.12. For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their LA.
 - 3.13. Pupils and parents will be required to maintain the upkeep of any equipment they use to access blended learning resources.
 - 3.14. Teaching staff will oversee academic progression for the duration of the blended learning period and will mark and provide feedback on work in line with [section 7](#) of this policy.
 - 3.15. The arrangements for any 'live' classes, e.g. webinars, class chats will be communicated before the allotted time on the class timetable and kept to an age appropriate length of time. Notification reminders will be posted on TEAMS chat.

- 3.16. The ICT technicians are not responsible for providing technical support for equipment that is not owned by the school.

Food provision

- 3.17. The school will signpost parents via parent mail towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.
- 3.18. Where applicable, the school may provide the following provision for pupils who receive FSM:
- Making packed lunches available for collection
 - Providing vouchers to families (if this scheme is renewed by the government)

Costs and expenses

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

4. Online safety

- 4.1. This section of the policy will be enacted in conjunction with the school's E-Safety Policy.
- 4.2. Where possible, all interactions will be textual and / or public.
- 4.3. 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.

4.4. All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

4.5. 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.

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

4.7. The school will risk assess the technology used for blended learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

4.8. The school will consult with parents about what methods of delivering blended teaching are most suitable – alternate arrangements will be made where necessary.

4.9. The school will ensure that all school-owned equipment and technology used for blended learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

4.10. The school will communicate to parents via email, school website and text messages about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

4.11. During the period of blended learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

- 4.12. 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.

5. Safeguarding

- 5.1. This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to blended working.
- 5.2. The DSL, Headteacher and Support Team will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of blended learning.
- 5.3. The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of blended learning.
- 5.4. Phone calls made to vulnerable pupils will be made using school phones where possible and caller ID will be withheld when using personal phones.
- 5.5. The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.
- 5.6. All contact with vulnerable pupils will be recorded on CPOMS and suitably stored in line with the Data Protection Policy.
- 5.7. The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of blended working, as required.
- 5.8. All home visits **must**:
- Have at least one suitably trained DSL present.
 - Be undertaken by no fewer than two members of staff.
 - Be suitably recorded on CPOMS and the records stored so that the DSL has access to them.
 - Actively involve the pupil.
- 5.9. Vulnerable families will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of blended learning.
- 5.10. The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
- 5.11. All members of staff will report any safeguarding concerns to the DSL immediately.

- 5.12. Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

The school is doing all it reasonably can to keep all children safe online. Staff will continue to look out for signs that a child may be at risk, including peer on peer abuse. These will be dealt with in accordance with this policy. Online e-safety links are available via the Berry Hill Primary School website, both for parents and children. E-safety messages are also communicated in regular letters / newsletters.

Parents should also be aware of the following support materials:

- [Keeping children happy and safe online during COVID-19](#)
- [Internet matters - for support for parents and carers to keep their children safe online](#)
- [London Grid for Learning - for support for parents and carers to keep their children safe online](#)
- [Net-aware - for support for parents and carers from the NSPCC](#)
- [Parent info - for support for parents and carers to keep their children safe online](#)
- [Thinkuknow - for advice from the National Crime Agency to stay safe online](#)
- [UK Safer Internet Centre - advice for parents and carers](#)

6. Data protection

Staff members may need to collect and/or share personal data such as email addresses, telephone numbers and addresses as part of the blended learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online and to ensure that data is adequately protected.

Staff are able to access personal data on our IT network that's accessible through a virtual private network (VPN), so they are not keeping any data on their devices. Devices are provided by school, so that appropriate security arrangements are in place. Bring Your Own Device: If using a phone to reply to TEAMS chat, this should be kept protected by the need of a sign in via a pin code or thumb print. The Office 365 App can be locked remotely if a phone is stolen or lost and the data flow is thus removed from the device.

- 6.1. This section of the policy will be enacted in conjunction with the school's Data Protection Policy.
- 6.2. Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- 6.3. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of blended learning and teaching.

- 6.4. Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- 6.5. Parents' and pupils' up-to-date contact details will be collected prior to the period of blended learning.
- 6.6. All contact details will be stored in line with the Data Protection Policy.
- 6.7. The school will not permit paper copies of contact details to be taken off the school premises.
- 6.8. Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.
- 6.9. Any breach of confidentiality will be dealt with in accordance with the school's Data Protection Policy.
- 6.10. Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Disciplinary Policy and Procedure and / or the Data Protection Policy.

7. Marking and feedback

- 7.1. All schoolwork completed through remote 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 pupil's ability.
 - The pupil's own work.
 - Acknowledged by the class teacher.
 - Given feedback in line with our Blended Learning Marking and Feedback Policy.
 - Returned to the pupil, once marked, by an agreed date.
- 7.2. The school expects pupils and staff to maintain a good work ethic during the period of blended learning.
- 7.3. Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via the class email if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- 7.4. Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the headteacher as soon as possible.
- 7.5. Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

- 7.6. 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 learning where possible.

8. Health and safety

- 8.1. This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.
- 8.2. Teaching staff will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of blended learning.
- 8.3. If using electronic devices during remote learning, pupils will be encouraged to take regular screen breaks.

9. School day and absence

- 9.1. Pupils will be present for blended learning by 9:00am and cease their blended learning at approximately 2:30pm from Monday to Friday, with the exception of breaks and lunchtimes, as outlined in paragraph 9.2.
- 9.2. Timetables for the school day will be shared as soon as possible after the need for blended learning is identified. Teachers will share a timetable detailing when live lessons will take place and when screen breaks and lunchtimes will take place.
- 9.3. Pupils are not expected to do schoolwork during screen break times and lunchtimes.
- 9.4. Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.
- 9.5. Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.
- 9.6. Parents will inform their child's teacher no later than 8:30am if their child is unwell via class emails e.g. class6@berryhill.notts.sch.uk
- 9.7. The school will monitor absence and lateness in line with the Attendance Policy.

10. Communication

Berry Hill Primary School is committed to working in close partnership with families and recognises each family is unique and because of this blended learning will look different for different families in order to suit their individual needs. We will provide online training sessions and induction for parents on how to use Microsoft TEAMS as appropriate and where possible provide personalised resources. Every effort will be made by staff to ensure

that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-by-case basis.

- 10.1. The school will ensure adequate channels of communication are arranged in the event of an emergency.
- 10.2. The school will communicate with parents via email, text message and the school website about blended learning arrangements as soon as possible.
- 10.3. The headteacher will communicate with staff as soon as possible via email about any blended learning arrangements.
- 10.4. Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours (for school staff to contact them on).
- 10.5. The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.
- 10.6. Members of staff will have contact with their line manager once per week.
- 10.7. As much as possible, all communication with pupils and their parents will take place within the school hours outlined in [section 9](#).
- 10.8. Pupils will have verbal contact with a member of teaching staff at least once per week via TEAMS or live lessons.
- 10.9. Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- 10.10. Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.
- 10.11. The pupils' teacher will keep parents and pupils informed of any changes to the blended learning arrangements or the schoolwork set.
- 10.12. The headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

11. Monitoring and review

- 11.1. This policy will be reviewed on a bi-annual basis by the headteacher.
- 11.2. Any changes to this policy will be communicated to all members of staff and other stakeholders.
- 11.3. The next scheduled review date for this policy is the Autumn term 2022.

Appendix A

Remote Learning During the Coronavirus (COVID-19) Pandemic

Within the ever-changing circumstances we are currently living through, we have to be prepared for local lockdowns. In the event of a local lockdown, the school will implement provision for remote learning, so pupils never miss out on education. We will ensure that our curriculum is inclusive and accessible to all. This policy annex outlines how we will deliver remote education during the pandemic.

1. Contingency planning

- 1.1 The school will open to all pupils at the start of the Autumn term, in line with national and local guidance.
- 1.2 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 opening risk assessment will be published on the school's website.
- 1.3 The school will work closely with the local health protection team when entering into a local lockdown and implement the provisions set within their contingency plan.
- 1.4 The school will communicate its plan for a local lockdown with parents, including whether it will remain open to vulnerable pupils and children of critical workers, or if remote working will be applicable for all.
- 1.5 If there **is not** a local lockdown, but a single class or 'bubble' needs to self-isolate, the school will implement remote learning immediately for that group.

2. Teaching and learning

- 2.1 All pupils will have access to high quality education when remote working.
- 2.2 The school will use a range of teaching methods to cater for all different learning styles, this includes:
 - Current online learning portals – Microsoft TEAMS
 - Quizzes
 - Online materials
 - Educational Websites
 - Live webinars
 - Pre-recorded video or audio lessons
 - Various reading tasks – e.g. comprehension, inference and prediction
 - Daily challenges
 - Times Table Rock Stars

- Mental Health/ Well-being activities/Jigsaw
- 2.3 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.
- 2.4 When teaching pupils who are working remotely, teachers will:
- Set assignments so that pupils have meaningful and ambitious work each day.
 - 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.
 - 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.
 - Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.
- 2.5 All provisions for remote learning will be subject to the class group's age and ability.
- 2.6 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 make the decision lightly.
- 2.7 Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.

3. Returning to school

- 3.1 The headteacher will work with the LA Health Protection Team to ensure pupils only return to school when it is safe for them to do so.
- 3.2 After a period of self-isolation, or the lessening of local lockdown rules, the headteacher will inform parents when their child will return to school.
- 3.3 The headteacher will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

4. Monitoring and review

- 4.1 This policy annex will be reviewed in line with any updated to government guidance.
- 4.2 All changes to the policy will be communicated to the relevant members of the school community.