

Elveden Church of England Primary Academy



Pupil Remote Learning Policy

Reviewed: October 2021

New Review Date: October 2022

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Resources
4. Online safety
5. Safeguarding
6. Data protection
7. Marking and feedback
8. Health and safety
9. School day and absence
10. Communication
11. Monitoring and review

Appendix

a. Remote Learning During the Coronavirus (COVID-19) Pandemic –Information for Parents

Statement of intent

At Elveden Church of England Primary Academy, 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:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

Following the partial closure of the school in the summer term, we consulted with parents/carers and staff to design a flexible blended approach to remote learning. Our model is based on a mixture of synchronous and asynchronous teaching and learning. This is to allow families to access the activities at a time convenient to them, fitting in breaks as needed. We are also providing regular live sessions, at staggered times, to enable the children to have face to face contact with their peers and the Class teacher. These sessions provide teaching inputs and post teaching opportunities as appropriate. The balance of synchronous/asynchronous will change over time as we encourage more children to engage with the live sessions. We have thought carefully about our provision to ensure no child is disadvantaged.

Signed by:

Headteacher Date: October 2021

Chair of Governors Date: October 2021

1. Legal framework

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

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018
- This policy has due regard to national guidance including, but not limited to, the following:
 - DfE (2020) 'Keeping children safe in education'
 - DfE (2019) 'School attendance'
 - DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
 - DfE (2018) 'Health and safety: responsibilities and duties for schools'
 - DfE (2018) 'Health and safety for school children'
 - DfE (2016) 'Children missing education'
 - DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
 - DfE (2020) 'Adapting teaching practice for remote education'
 - DfE (2020) 'Guidance for full opening: schools'

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
- Online Safety Policy
- Health and Safety Policy
- Attendance Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct

2. Roles and responsibilities

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.

The Headteachers are 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 remote 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 remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.

The health and safety officer (Headteachers) are responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote 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.

The Data Protection Officer is responsible for:

- 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 pupils understand the importance of saving work, e.g. on the correct area within Purple Mash to allow the teacher to provide feedback.

The Designated Safeguarding Lead is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote 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 remote working.
- Ensuring all safeguarding incidents are adequately recorded and reported.

The SENCO is responsible for:

- Ensuring that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Headteachers and other organisations to make any alternate arrangements for pupils with EHC plans and ISPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

The Finance Officer 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 remote working arrangements.

The ICT technician and Computing Lead are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

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 DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.
- Adhering to the Staff Code of Conduct at all times.

Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child engages with home learning remotely, and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material, this may be online or as a hard copy pack
- Reporting any absence in line with normal school procedures.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to the Parent Code of Conduct at all times.

Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they engage in the set home learning remotely, 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 e.g. by asking a parent/carer to phone or email the school.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access so that it can be provided.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behaviour Policy at all times.

3. Resources

Learning materials

The school has consulted with parents/carers to inform us how best to provide accessible learning opportunities. Based on the outcomes, we will use a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:

- Google classroom
- Purple Mash
- Lexia
- Tapestry (EYFS/SEN)
- My Maths/White Rose Maths Premium resources
- Work booklets (For those unable to access online provision)
- Collective Worship online sessions
- Educational websites, e.g. BBC Bitesize, Faith at home
- Reading/phonic books
- Pre-recorded video or audio lessons
- Oak National Academy Lessons

- Live lessons
- Tutoring
- Wellbeing resources

Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.

We recognise that some children are disadvantaged and not all families have the same resources to support their child's learning. We will use Pupil Premium funding to support families who require additional resources e.g. tablets, stationery. We will also use the DfE funded allocation of devices to support families along with free wifi vouchers for those in need.

Reasonable adjustments will be made to ensure that all pupils 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, Clicker, Nessy etc. 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 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.

Work packs will be made available for pupils who do not have access to the internet – these packs can be collected from school.

Teaching staff will liaise with the SENCO, Safeguarding and Welfare Officer, 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 which will be unique to the individual's needs, e.g. via weekly phone calls/emails.

Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

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.

For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their LA.

Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on learning which has been returned (whether physically or via [Google classroom](#)).

Food provision

The school will signpost parents via **Pupil Asset** towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

Where applicable, the school **will** provide the following provision for pupils who receive FSM:

- Providing vouchers to families
- Providing food hampers

Costs and expenses

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

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

The school will not reimburse any costs for childcare.

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

4. Online safety

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

During the period of remote 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.
- 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, e.g. the regular Wake Up Wednesday Facebook post.

All staff and pupils using audio/phone communication must:

- Speak to the parent/carer first, and then speak with the pupil with the parent present, e.g. Safe and Well calls. These are logged on CPOMS.
- 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.

The school will consult with parents prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary (see Appendix A).

The school will use Zoom to deliver some remote teaching/provide support and feedback to learners.

At the beginning of each Zoom session, pupils will be reminded of Zoom etiquette e.g. finding a quiet place free from distractions, having sound on mute, raising your hand when you have something to say, listening when others are talking, eating before, after but not during, being respectful and kind – in speaking, writing and appearance.

Parents will be advised that all Zoom sessions will be recorded and that these recordings may be shared.

Recording sessions is important to protect staff from allegations, as well as children, should a safeguarding concern arise during the session. **These sessions will be stored on the google drive.**

Parents are asked to consider their camera settings and should they not wish for their child(ren) to be recorded, that they can still participate in the session using their microphone only. By choosing to use the camera in live sessions, they are consenting to this being recorded and potentially shared within the school community.

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND, intervention, wellbeing. This will be decided and approved by the SLT, in collaboration with the SENCO e.g. this could include Language Link interventions, work with outside agencies such as speech therapists over Zoom.

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

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

The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed.

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

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 remote working.

The DSL and headteacher 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 remote learning.

The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.

Phone calls made to vulnerable pupils will be made using school phones where possible.

The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.

All contact with vulnerable pupils will be recorded on CPOMS.

The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

All home visits must:

- Have at least one suitably trained individual present.
- Be suitably recorded on CPOMS and the records stored so that the DSL has access to them.
- Provide the opportunity for staff to see the child is well, e.g. an informal chat on the doorstep with parent present.

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 remote learning.

The DSL will communicate with the relevant members of staff promptly to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely. This may be through discussion, CPOMS or email.

All members of staff will report any safeguarding concerns to the DSL immediately using CPOMS.

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. Parents/carers can use the CEOPS button on the school website if at the weekend, out of school hours and holidays.

6. 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' and pupils' up-to-date contact details will be collected prior to the period of remote learning.

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

The school will not permit paper copies of contact details to be taken off the school premises.

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

Any breach of confidentiality will be dealt with in accordance with the school's Data and E-Security Breach Prevention Management Plan.

Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Disciplinary Policy and Procedure.

7. Marking and feedback

All schoolwork completed through remote learning must be:

- Completed when returned to the relevant member of teaching staff.
- Completed 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 or if parental support is needed this must be made clear.
- Marked with a positive comment and feedback, this included online feedback e.g. through Purple Mash.

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

- Remote provision for Reception children will include maths, literacy, phonics and activities covering other areas of learning each day, for up to 3 hours a day. Play based activities are encouraged.
- Remote provision for KS1 and KS2 pupils **will be equivalent to the school day and will be reviewed in line with most recent guidance.** The expectation is that the child will complete a range of activities over the day, with breaks as appropriate to the age of the child and the home situation. Where possible, the learning activities are parallel to those being taught in school.

Staff will contact parents via the email or telephone if their child is not completing their schoolwork or their standard of work has noticeably decreased.

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.

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

8. Health and safety

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

Teaching staff and ICT technicians will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every hour or more frequently for younger children of those with medical conditions who require more frequent screen breaks.

9. School day and absence

Pupils will be expected to access learning for a period of time every school day.

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

Pupils who are unwell are asked to complete some learning activities if possible e.g. reading, Maths, Tapestry activities. We recognise that if a child is very poorly, this may not be possible.

Parents will inform the school on the child's first day of absence to enable the teacher to provide home learning by the end of the day.

The school will monitor absence and lateness in line with the Attendance Policy and if we do not hear from the parents, we will make contact to establish what learning needs to be provided.

10. Communication

The school will ensure adequate channels of communication are arranged in the event of an emergency.

The school will communicate with parents via email, Facebook, phone calls and the school website about remote learning arrangements as soon as possible.

The office will communicate with staff as soon as possible via Pattr about any remote learning arrangements.

Members of staff will have contact with their line manager at all times; this may be through email, face to face or phone call.

As much as possible, all communication with pupils and their parents will take place within the school hours, 9am-6pm recognising that staff have class responsibility and meetings throughout the day.

Parents and pupils 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 pupils' teacher as soon as possible so they can investigate and resolve the issue.

The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.

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

This policy will be reviewed on an annual basis by the headteacher.

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

The next scheduled review date for this policy is October 2022.

Appendix A

Remote Learning During the Coronavirus (COVID-19) Pandemic: Information for parents

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

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

The remote curriculum: what is taught to pupils at home

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

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

In the event that your child is sent home with Covid related symptoms, they will be provided with work in line with what they are being taught in school at the time. This will be via Google Classroom or a hard copy pack if requested.

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

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, P.E. will be taught using resources from the Suffolk School's Partnership. We are aware that families may not have the same resources that we have in school so will support them to adapt activities as appropriate.

Remote teaching and study time each day

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

We expect that remote education (including remote teaching and independent work) will take pupils broadly the same number of hours as the school day.

Accessing remote education

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

At Elveden C of E Primary academy, we currently use Google Classroom as our online digital platform and set work tailored to our curriculum. Work can be uploaded to this platform for assessment and feedback.

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

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

- We issue laptops or tablets to pupils for those families struggling to access online learning either due to lack of devices or due to siblings sharing devices at the same time. Families can contact the school office if they would like support with this:
office@elvedenacademy.co.uk or 01842 890258 (Elveden Academy)
- We also have access to free wifi vouchers provided by BT that will allow families to have internet access. These are available by contacting the school office.
- If families do not have access to a printer then they can request paper packs to be provided. Families can contact the school offices and these will be ready for collection.
- Once work is complete, children can contact the office to request a new pack and return the previous pack for marking and feedback.

How will my child be taught remotely?

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

- Google classroom is used as an online platform to set work.
- live teaching (online lessons) via Zoom
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers such as shared reading, Maths Input)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home (Elveden Essential reads and phonic reading books matched to ability)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (BBC Bitesize, Faith at Home, White Rose Premium Maths videos, Little Wandle Letters and Sounds, Charanga-Music)
- Wellbeing resources: Children's Mental Health week, Young Minds, ELSA sessions (Via zoom), wellbeing workshops (via zoom).
- Suffolk School's Partnership for PE: weekly challenges, competitions and events.

Engagement and feedback

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

We expect all children to engage with remote learning and we work hard to ensure we can overcome any barriers to this. We make weekly safe and well calls to check in with families and we monitor and record engagement of remote learning weekly, identifying any trends and contact parents to discuss this.

We work with parents to help them set clear routines for their children by providing weekly timetables to help them structure their day. We are increasing the number of live sessions we are delivering and send these out to parents weekly, so they can structure learning around these.

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

We monitor children's engagement continuously throughout the week and this is recorded on Google Classroom. If we are concerned about the level of engagement, we will discuss this with families during a phone call/email and look for ways to improve this together.

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

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

Children are asked to upload their work to Google Classroom into their folder. Staff then provide individual feedback on pieces of work. This may be via written feedback, blogs or audio recordings.

The expectation is that all work will receive feedback during the same week, however, the level of feedback will depend on the task set so that this is appropriate.

Additional support for pupils with particular needs

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

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

- For pupils with SEND, we work with families to ensure that the work set is matched to their individual targets on their ISP or in line with their one page profile. All children on the SEND register have a Tapestry account and parents are encouraged to upload activities completed at home to show how they are working towards their targets. Those children in school will be supported in the same way to meet their individual goals.
- On our school website under home learning, we have a SEN tab which provides additional resources to support SEN children working at home: Dyslexia resources, sensory circuits, social stories etc.
- Children with SEN are provided with Clicker and Nessy log ins if they usually use these in school. This allows them to access the work set and remove the barrier of recording their ideas.
- In reception and Y1, all children have tapestry accounts which are used to set and record activities that have been completed.
- Teachers send recorded inputs to children and messages for parents to support them with activities set.
- In EYFS and KS1, if the whole class are working remotely, we teach live phonic sessions to support families with the pronunciation of sounds, this is in addition to the pre-recorded Little Wandle Letters and sounds parent videos.

Remote education for self-isolating pupils

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

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

If a child is required to self-isolate whilst their peer group remain in school, we will set work on Google Classroom or send out a hard copy pack in line with what children are being taught in school. If needed, they will be loaned a device and they may be invited to zoom into sessions in school so they have the opportunity to engage with the input that the teacher provides. Regular contact will be made with the family to ensure this is effective.

If the self-isolation occurs during partial school closures, they will be set work that is the same as the other children at home and this will be via the methods described in this appendix.