



The Federation of Spixworth Schools

Pupil Remote Learning Policy

From September 2021, schools must provide remote education for pupils whose attendance would be contrary to government guidance or legislation around Covid-19. Schools should therefore maintain their capabilities to deliver high quality remote education for next academic year. More details can be found in Appendix B.

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Group Responsible: SLT

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Statement of intent

At The Federation of Spixworth Schools, we understand the need to continually deliver high quality education, including during periods of remote learning – 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 learning, 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.

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 UK General Data Protection Regulation (UK GDPR)
 - 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 (2019) 'School attendance'
 - DfE (2018) 'Health and safety: responsibilities and duties for schools'
 - DfE (2018) 'Health and safety for school children'
 - DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
 - DfE (2016) 'Children missing education'
- 1.3. This policy operates in conjunction with the following school policies:
 - Child Protection and Safeguarding Policy
 - Data Protection Policy
 - Special Educational Needs and Disabilities (SEND) Policy
 - Behavioural Policy
 - Accessibility Policy
 - Marking and Feedback Policy
 - Curriculum Policy
 - Assessment Policy
 - Online Safety Policy
 - Health and Safety Policy
 - Attendance and Absence Policy
 - ICT Acceptable Use Policy
 - Staff Code of Conduct
 - Data and E-Security Breach Prevention and Management Plan
 - Children Missing Education Policy

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.
- 2.2. The Executive Head teacher is responsible for:

- Ensuring that the Heads of School, 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.

The Head of School is responsible for

- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer. Findings should be shared with the Executive Head Teacher and relevant staff

2.3. 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 Executive Head teacher.
- 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.

2.4. The DPO 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 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.

2.5. The DSL is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the ICT technician 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 alternate DSLs 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.

2.6. The SENCO is responsible for:

- Liaising with the ICT technicians to ensure 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 Head of School, Executive Head teacher 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 remote learning period.

2.7. The Finance 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 remote working arrangements.

2.8. 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 SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

2.9. 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 via CPOMs 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 Head of School / Executive Head teacher.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician and the school office.
- Adhering to the Staff Code of Conduct at all times.

2.10. Parents are responsible for:

- Adhering to this policy at all times during periods of remote 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 remote 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 remote learning as intended.
- Adhering to the Home/School agreement at all times.

2.11. Pupils are responsible for:

- Adhering to this policy at all times during periods of remote 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 or the parents so the issue can be passed to the school office 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 equipment and technology for remote learning as intended.
- Adhering to the Behavioural Policy and ICT Acceptable Use Policy at all times.

3. Resources

Learning materials

- 3.1. The school will accept 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:

- Work booklets
 - Tapestry (EYFS and KS1)
 - Google Classroom (KS2)
 - Online learning portals which children already use to support their learning
 - Other educational websites
 - Online quiz/forms
 - PDF formats of slides
 - 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 remote 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. The school recognises that interactive lessons are most effective in aiding pupils' motivation and academic progression and, to this effect, teachers will ensure they regularly recreate aspects of in-person interactivity by pre-recording a minimum of 3 lessons per week to the best of their ability. In the event of a job share this will be shared between both members of staff.
 - 3.6. Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
 - 3.7. 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.
 - 3.8. In the event of whole school closure, work packs will be made available for pupils who do not have access to a printer – these packs can be ordered and collected from the school entrance by a parent/carer.
 - 3.9. 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.
 - 3.10. 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.
 - 3.11. Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
 - 3.12. 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.

- 3.13. For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their LA
- 3.14. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.
- 3.15. 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 [section Z](#) of this policy.
- 3.16. The arrangements for any 'live' classes, e.g. webinars, will be communicated via email no later than one day before the allotted time and kept to a reasonable length of no more than one hour per session.
- 3.17. The ICT technician is not responsible for providing technical support for equipment that is not owned by the school.

Food provision

- 3.18. The school will signpost parents via letter and/or website towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.
- 3.19. Where applicable, the school may provide the following provision for pupils who receive FSM:
 - Making food hampers available for delivery or collection
 - Providing vouchers to families

Costs and expenses

- 3.20. The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.
- 3.21. The school will not reimburse any costs for travel between pupils' homes and the school premises.
- 3.22. The school will not reimburse any costs for childcare.
- 3.23. 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

- 4.1. This section of the policy will be enacted in conjunction with the school's Online Safety Policy.
- 4.2. Where possible, all interactions will be textual and 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. If such sessions take place an adult must be in the household room with their child,

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

4.7. 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.

4.8. The school will consult with parents 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.

4.9. 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.

4.10. The school will communicate to parents 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.

4.11. 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 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 remote working.
- 5.2. The DSLs and Executive 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.
- 5.3. The DSLs will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- 5.4. Phone calls made to vulnerable pupils will be made using school phones where possible.
- 5.5. The DSLs 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 and suitably stored in line with the Records Management Policy using CPOMs.
- 5.7. The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- 5.8. All home visits will:
- Have at least one suitably trained individual present.
 - Be undertaken by no fewer than two members of staff.
 - Be suitably recorded on paper and the records stored so that the DSL has access to them via CPOMs
 - Actively involve the pupil.
- 5.9. Vulnerable pupils 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.

- 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.

6. Data protection

- 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 UK 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 remote 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 remote learning.
- 6.6. All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management 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 and E-Security Breach Prevention Management Plan.
- 6.10. Any intentional breach of confidentiality will be dealt with in accordance with the school's Behavioural Policy or the Disciplinary Policy and Procedure.

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.
 - Marked in line with the Marking and Feedback Policy – Covid Addendum.
 - 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 remote learning.
- 7.3. Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email or phone call 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 Head of school 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.
- 7.7. The school will log participation and pupil engagement with remote education, as well as motivation levels and progress, and this will be reported to parents via formal regular reports or, if there is a concern, individually via telephone. Parents will be contacted if there is a concern and good news will be shared in the usual way using Tapestry or Marvellous Me.
- 7.8. The school will consider ways to use feedback to secure consistent engagement with remote material, e.g. virtual achievement assembly for parents and pupils which displays exemplary work and rewards engagement or outcomes.

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 remote learning.
- 8.3. If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every two hours.

- 8.4. 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.
- 8.5. If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the health and safety officer or other relevant member of staff immediately so that appropriate action can be taken.

9. School day and absence

- 9.1. Pupils will be present for remote learning by 9:00am and cease their remote learning at 3:00pm from Monday to Friday, with the exception of breaks and lunchtimes, as outlined in paragraph 9.2.
- 9.2. 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:
 - Spixworth Infant School 12pm and 1pm
 - Woodland View Junior School 12:15pm and 1pm.
 - Afternoon break for Spixworth Infant School pupils will take place at 2:00pm until 2:15pm.
 - A daily fitness session of at least 10 minutes should be included for all pupils to be taken at an appropriate time during the day to best aid pupil's concentration and motivation
- 9.3. Pupils are not expected to do schoolwork during the times outlined in paragraph [9.2](#).
- 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 the School Office no later than 8:45 am if their child is unwell.
- 9.7. The school will monitor absence and lateness in line with the Attendance and Absence Policy.

10. Communication

- 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 letter and the school website about remote learning arrangements as soon as possible.

- 10.3. The Head of School will communicate with staff as soon as possible via email about any remote 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.
- 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 written contact with a member of teaching staff at least once per week and will be given opportunities for verbal contact via group video calls.
- 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 remote learning arrangements or the schoolwork set.
- 10.12. The Executive 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 an annual basis by the Executive 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 September 2022.

Appendix A

Government Guidance on Remote Learning July 2021

- Attendance is mandatory for all pupils of compulsory school age.
- Schools subject to the **remote education temporary continuity direction** are required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around COVID-19. This includes, for example, where such guidance means that a class, group or a small number of pupils need to self-isolate.
- All pupils not physically unwell should have access to remote education as soon as reasonably practicable, which may be the next school day.
- Where needed, the remote education provided should be equivalent in length to the core teaching pupils would receive in school and should include recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently. As a minimum you should provide:
 - Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
 - Key Stage 2: 4 hours a day
- Schools must publish information about their remote education provision on their websites and this should be kept up to date. An optional template is available to support schools in doing this.
- Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. Solely digital means should not therefore be used to teach these pupils remotely.
- Online video lessons do not necessarily need to be recorded by teaching staff at the school. High quality lessons developed by external providers can be provided in lieu of school led video content.

In developing remote education, schools are expected to:

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally
- have a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum
- select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make

sure staff are trained and confident in its use. If schools do not have an education platform in place, they can access free support at [get help with technology](#)

- overcome barriers to digital access for pupils by, for example:
- distribute school-owned laptops accompanied by a user agreement or contract
- secure appropriate internet connectivity solutions
- provide printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern
- identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education

When teaching pupils remotely schools are expected to:

- set meaningful and ambitious work each day in an appropriate range of subjects
- consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
- provide opportunities for interactivity, including questioning, eliciting and reflective discussion
- provide scaffolded practice and opportunities to apply new knowledge
- enable pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
- use assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
- avoid an over-reliance on long-term projects or internet research activities

The above expectations should be considered in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.

Supporting children with SEND

- If pupils with special educational needs or disabilities (SEND) are not able to be in school their teachers are best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress.
- Some pupils with SEND may not be able to access remote education without adult support and so school should work with families to deliver an ambitious curriculum appropriate for their level of need.
- The requirement for schools within the **2014 Children and Families Act** to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.
- Schools must work collaboratively with families and put in place reasonable adjustments so that pupils with SEND can successfully access remote education. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including the types of services that the pupil can access remotely.

Delivering Remote Education Safely

- Keeping children safe online is essential. The statutory guidance **keeping children safe in education** provides the information on what you should be doing to protect your pupils online. The guidance includes a collection of resources which includes support for:
 - safe remote education
 - virtual lessons
 - live streaming
 - information to share with parents and carers to support them in keeping their children safe online
- **Safeguarding and remote education during coronavirus (COVID-19)** provides guidance to help schools and teachers support pupils' remote education during COVID-19.

For schools delivering their remote education through live and recorded lessons, the following support is available through third-party resources:

- information portals to help schools, parents and staff deliver safe remote education:
- **Safe Remote Learning knowledge base** by SGwFL
- **Safeguarding during remote learning and lockdowns** by LGfL
- live remote lessons – SGwFL article answering questions asked of the Professional Online Safety Helpline addressing key concerns from teachers the National Cyber

Security Centre, which includes information on which video conference service is right for you and using video conferencing services securely

Recording in the attendance register

- Schools must continue to complete the attendance register for pupils who are receiving remote education.
- Schools should keep a record of, and monitor pupils' and students' engagement with remote education, but this does not need to be tracked in the attendance register.
- Where a child is required to self-isolate or quarantine because of COVID-19 in accordance with relevant legislation or guidance published by PHE or the DHSC they should be recorded as code X (not attending in circumstances related to coronavirus). Where they are unable to attend because they have a confirmed case of COVID-19 they should be recorded as code I (illness).
- For pupils abroad who are unable to return, code X is unlikely to apply. In some specific cases, code Y (unable to attend due to exceptional circumstances) will apply. Further guidance about the use of codes is provided in the [school attendance guidance](#).
- Further information can be found in the addendum on [recording attendance in relation to coronavirus \(COVID-19\)](#). Where there is a different reason for absence, read the [school attendance guidance](#)