

Newbridge Learning Community



Remote Learning Policy

Statement of intent

At Newbridge Learning Community, we understand the need to continually deliver high quality education, including during periods of remote learning - whether that is set up for an individual pupil on home tuition, a pupil or groups working on placement or for pupils who have to self-isolate . 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 and responding swiftly when pupils and staff self-isolate.

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 General Data Protection Regulation (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'
 - DfE (2020) 'Help with accessing and buying resources for remote education'
 - DfE (2020) 'Get help with remote education'
 - Coronavirus Act 2020
 - DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
 - DfE (2020) 'Adapting teaching practice for remote education'
 - DfE (2020) 'Guidance for full opening: special schools and other specialist settings'
 - DfE (2020) 'Get help with remote education'
 - DfE (2020) 'Get help with technology during coronavirus (COVID-19)'
 - DfE (2020) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)'

- DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'
- Department of Health & Social Care (2020) 'COVID-19 contain framework: a guide for local decision makers'
- DfE (2020) 'Remote education good practice'
- DfE (2020) The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction
- DfE (2020) 'Contingency framework: education and childcare settings (excluding universities)'
- DfE (2021) 'Restricting attendance during the national lockdown: schools'

1.3. The **Headteacher**, in collaboration with the **governing body**, will ensure the school follows the legal obligations regarding remote education, as outlined in The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction.

1. Legal framework

1.4. 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 and Agreement](#)
- [Staff Code of Conduct](#)
- [Data and E-Security Breach Prevention and Management Plan](#)
- [Children Missing Education Policy](#)
- [Home/School Agreement](#)

2. Roles and responsibilities

2.1. The **governing body** 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. Our **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 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 with contact being made on a fortnightly basis.

2.3. Our health and safety officer is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the Headteacher.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

2.4. Our SBM is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- 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.
- 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.

2.5. Our **PFP manager** is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- 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.
- 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.
- 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. Our SENCOs and **Senior teachers** are responsible for:

- Liaising with the **ICT technician** to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made.
- 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.
- Ensuring that the provision put in place for pupils with is monitored for effectiveness throughout the duration of the remote learning period.

2.7. The **SBM** 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's and Senior teachers** 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 in conjunction with our Acceptable Usage and Data Protection Policy at all times during periods of remote learning.
- Reporting any health and safety incidents to our **health and safety officer** and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the **Designated Safeguarding Lead** 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.

2.10. Parents are responsible for:

- Adhering to this policy in conjunction with the Acceptable Usage Policy and Home/School agreement at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the times 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 .
- Ensuring their child uses the equipment and technology used for remote learning as intended.

2.11. Pupils are responsible for:

- Adhering to this policy in conjunction with the Acceptable Usage Policy and Home/school Agreement at all times during periods of remote learning.
- Ensuring they are available to learn remotely at the times 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 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** at all times.

3. Teaching and learning

- 3.1. The school will ensure staff and pupils follow the school's **Online Safety Policy** when working and learning remotely.
- 3.2. The school will ensure that remote education is available for pupils immediately, i.e. the next school day after they are sent home to self-isolate or after the contingency framework is applied.
- 3.3. All pupils will have access to high-quality education when learning remotely.
- 3.4. The school will prioritise factors that have been found to increase the effectiveness of remote education. These include, but are not limited to:
 - Ensuring pupils receive clear explanations.
 - Supporting growth in confidence with new material through scaffolded practice.
 - Application of new knowledge or skills.
 - Enabling pupils to receive feedback on how to progress.
 - Allowing pupils to work using their preferred learning styles.

3. Teaching and learning

3.5. In line with DfE's 'Restricting attendance during the national lockdown: schools', the school will:

- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum.
- Use a range of digital platforms for remote education provision that will be used consistently across the school in order to ensure maximum engagement and access.
- Work to overcome barriers to digital access for by:
 - Distributing school-owned laptops accompanied by a user agreement or contract.
 - Providing printed resources, e.g. textbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.
- Ensure staff are adequately trained and confident in its use.
- Check whether pupils are engaging with their work daily, and work with families to identify effective solutions where engagement is a concern.
- Ensure that there is a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectation for remote education.

3. Teaching and learning

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

- Interactive programs with opportunities to repeat and improve in order to consolidate learning.
- Multiple choice activities.
- Scaffolded activities with modelling at each step of the process followed by a task to show application of learning.
- Visually rich programs which provide instant and constructive feedback
- Programs which provide in-built feedback and adapt to level.

3.7. When teaching pupils who are working remotely, teachers will:

- Set work so that pupils have meaningful and ambitious work each day in an appropriate range of subjects.
- Set work that is of equivalent length to the core teaching pupils would receive in school and, as a minimum, five hours a day, with support for pupils working towards formal qualifications this year.
- Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
- 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.

3. Teaching and learning

- Avoid an over-reliance on long-term projects or internet research activities.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.

3.8. In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload - the **headteacher** will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly. (see guidelines)

3.9. Teachers will continue to make use of formative assessments throughout the academic year.

3.10. The school recognises that certain subjects are more difficult to teach remotely, e.g. music, sciences and physical education. Teachers will provide effective substitutes for in-person teaching such as videos.

3.11. Pupils will be encouraged to take regular physical exercise to maintain fitness.

Learning materials

- 3.12. 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
 - Email
 - Past and mock exam papers
 - Current online learning portals
 - Educational websites
 - Reading tasks
 - Pre-recorded video or audio lessons
- 3.13. The school will review the DfE's guidance on where schools can source educational resources to assist with the delivery of remote education, and utilise these as appropriate.
- 3.14. Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.
- 3.15. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.
- 3.16. The school recognises that interactive lessons are most effective in aiding pupils' motivation and academic progression and attending school is the best way for pupils to engage in learning.
- 3.17. Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
- 3.18. 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.

- 3.19. 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. Learning materials

- 3.20. 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.
- 3.21. Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
- 3.22. Pupils will use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.
- 3.23. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.
- 3.24. Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work.
- 3.25. 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.
- 3.26. Our **ICT technician** is not responsible for providing technical support for equipment that is not owned by the school.

4. Food provision

- 4.1. The school will signpost parents via **letter** or **phone call** towards additional support for ensuring their children continue to receive the food they need, e.g. **food banks, free school meal vouchers** and/or **food hampers**.
- 4.2. Where applicable, the school may provide the following provision for pupils who receive FSM:
 - Keeping the school canteen open during lunchtimes
 - Making food hampers available for delivery or collection
 - Providing vouchers to families

Costs and expenses

- 4.3. The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.
- 4.4. The school will not reimburse any costs for travel between pupils' homes and the school premises.
- 4.5. The school will not reimburse any costs for childcare.
- 4.6. 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.

5. Access to technology

- 5.1. The school will remain cognisant of families who do not have access to the resources required for remote education, and will ensure that an up-to-date record of which pupils do not have appropriate devices or internet access is maintained.
- 5.2. The school will utilise the support available through the DfE's 'Get help with technology during coronavirus (COVID-19)' scheme.
- 5.3. Under the scheme, the school can order laptops, tablets and 4G wireless routers to support the following groups of pupils if they do not have access to a digital device or the internet through other means:
 - Pupils in Years 7 to 11
 - Clinically extremely vulnerable pupils across all year groups who are shielding or self-isolating in line with government advice
 - Pupils in all year groups who are unable to access remote education whilst attending school on a hospital site
- 5.4. Before distributing devices, the school will ensure:
 - The devices are set up to access remote education.
 - Appropriate safeguarding controls and support are in place to help pupils use the devices safely.
- 5.5. Once devices are ready for collection, the school will either arrange for them to be collected by pupils or their parents from school, or delivered to pupils' homes, ensuring infection control measures are adhered to as part of this process.
- 5.6. The school will endeavour to ensure internet access for disadvantaged pupils is provided, including where pupils rely on mobile data connection to access the internet.
- 5.7. The school will work with families to provide access to this scheme.

- 5.8. The school will ensure that it remains abreast of developments to DfE technology schemes, and will order sufficient amounts of technology to ensure that disadvantaged pupils can adequately access remote education at home.

5. Access to technology

- 5.9. The school will approach remote learning in a flexible manner where necessary, e.g. ensuring that lessons, live or otherwise, are recorded to accommodate contexts where pupils have to share a single device within the home.
- 5.10. The school will maintain good communication with parents to ensure that parents are aided in supporting their child's remote education.

6. Online safety

- 6.1. This section of the policy will be enacted in conjunction with the school's **Online Safety and Safeguarding Policy**.
- 6.2. Where possible, all interactions will be textual and public.
- 6.3. 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.

6. Online safety

6.4. 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.

6.5. 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.

6.6. 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.

6.7. The school will consult with parents as soon as possible prior to the period of remote learning about what methods of delivering remote teaching are most suitable - alternate arrangements will be made where necessary. Support for this will be available through the 'Get Help with Tech' scheme.

6.8. 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.

6. Online safety

- 6.9. The school will communicate to parents via **letter or phone call** 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.
- 6.10. 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.
- 6.11. 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. Support for this would be available through the 'Get Help with Tech scheme'.

7. Safeguarding

- 7.1. This section of the policy will be enacted in conjunction with the school's Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.
- 7.2. 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.
- 7.3. The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning and the PFP team will make regular welfare checks.
- 7.4. Phone calls made to vulnerable pupils will be made using school phones where possible.
- 7.5. The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.
- 7.6. All contact with vulnerable pupils will be recorded and suitably stored on Sleuth.
- 7.7. The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- 7.8. All home visits will:
 - Be suitably recorded and the records stored so that the DSL has access to them.
 - Actively involve the pupil.

- 7.9. Vulnerable pupils will be provided with a means of contacting the DSL or any other relevant member of staff - this arrangement will be set up by the DSL prior to the period of remote learning.

7. Safeguarding

- 7.10. The PFP team 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.
- 7.11. All members of staff will report any safeguarding concerns to the DSL immediately.
- 7.12. 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.

8. Data protection

- 8.1. This section of the policy will be enacted in conjunction with the school's Data Protection Policy.
- 8.2. 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.
- 8.3. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- 8.4. 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.

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

8. Data protection

- 8.6. All contact details will be stored in line with the **Data Protection Policy** and retained in line with the **Records Management Policy**.
- 8.7. The school will not permit paper copies of contact details to be taken off the school premises.
- 8.8. Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.
- 8.9. Any intentional breach of confidentiality will be dealt with in accordance with the school's **Behavioural Policy** or the **Disciplinary Policy and Procedure**.
- 8.10 Work packs will be made available for pupils who do not have access to a printer.

9. Support

- 9.1 Members of our PFP team will call learners to offer support and to explain the new timetable and routines. This will help manage any anxiety (including that of parents) and answer their questions.
- 9.2 PFPs will monitor and adapt the support in response to learners needs. They will plan and/or provide therapeutic support if needed. If any issues arise linked specifically to learning, **PFPs** will pass on this information to the **TAs**.
- 9.3 **TAs** - Our form TAs will make fortnightly contact with pupils in order to catch up, provide subject specific feedback and praise, challenge and/or encouragement.
- 9.4 **Teachers** - Teachers will Teachers/HLTAs will plan, set, monitor, mark and provide feedback on any online learning or work packs completed by their classes. Teachers will make contact via email or call pupils weekly in order to give constructive feedback, praise, and encouragement and clarify any issues.
- 9.5 The Remote Learning Team will produce packs for each subject for each pupil.
- 9.6 PFP will plan delivery of packs by area ready for weekend delivery/ collection and the remote learning log will be updated.
- 9.7 Returned packs to be quarantined for 72 hours.
- 9.8 Teachers to inform class TA of any pupils who have not completed the previous two week cycle of work (work packs and/or online learning) so that they can make calls.

9.9 Form TAs to make first calls to pupils to see if they are having issues with remote learning, work packs and/or catch up on displays.

9. Support

9.10 Form TAs to collect work packs from the previous weekend after 72 hours of quarantine and distribute work to teachers for marking and feedback, either written or verbal.

10. Guidance on structure of school day when on remote learning

- 10.1 In order to ensure our pupils do not miss any learning time over this period and ensure pupils can login to all platforms, we have sent personalised login details for all pupils on remote learning for all platforms.
- 10.2 As a school, we understand the challenges of keeping children motivated and maintaining a routine can be difficult. With this in mind, we have provided a guide (*see Appendix 2*) to estimate **the minimum** amount of work your child should complete in order to build up to a full school day:
- 10.3 Our pupils will require more regular breaks, e.g. sensory breaks.
- 10.4 Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.

11. Contingency planning

- 11.1. 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 full opening risk assessment will be published on the school's website.
- 11.2. The school will work closely with the LA and the DfE when the 'Contingency framework' applies and implement the provisions set within the **Coronavirus (COVID-19): Contingency Plan**.
- 11.3. The school will communicate its contingency plans to parents, including to which pupils it will remain open under the DfE's contingency framework and which pupils will receive remote education.
- 11.4. The school will ensure that remote learning training is regularly refreshed for teachers, and that appropriate trouble-shooting support is available when needed, so the transition from in-person to remote teaching can be as seamless as possible if required.
- 11.5. If pupils need needs to self-isolate, the school will immediately implement remote learning for that group as required.

12. Returning to school

- 12.1. The school will remain in contact with pupils who are remote learning to ensure that, when the period of national lockdown ends, pupils are supported to return to school as and when it is safe for them to do so.
- 12.2. The headteacher will ensure that pupils who are permitted to attend face-to-face learning at school, but is required to self-isolate, will only return to school when it is safe to do so.
- 12.3. If a pupil who is attending face-to-face learning at school is required to self-isolate with symptoms of coronavirus, the school will agree with the parent or social worker of the pupil the best way to maintain contact and offer support.
- 12.4. The headteacher will listen to all concerns that parents may have about their child returning to school after a period of self-isolation and will advise them of the measures in place to ensure the safety of their child.

13. Monitoring and review

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

Appendix 1

Remote education provision: information for parents

This information is intended to provide clarity to learners and parents or carers about what to expect from remote education if local restrictions require pupils to remain at home.

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

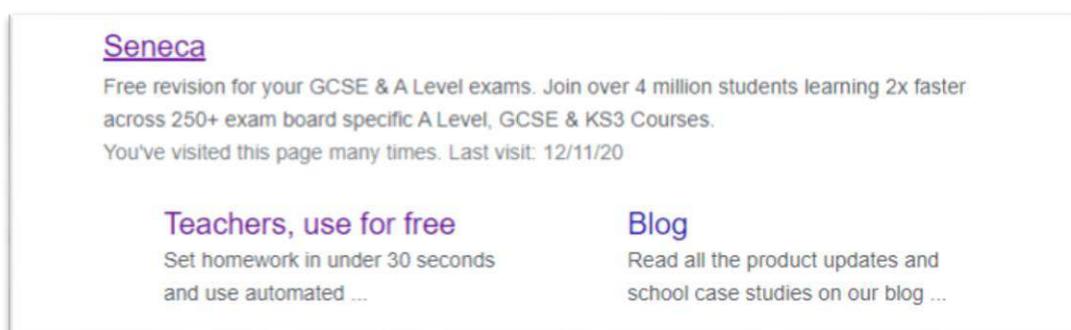
- A learner's first day or two of being educated remotely will either be a work pack or an online pathway or a combination of both depending on the pupils' preferred method of learning working on a tablet, phone and/or a laptop (these may be supplied by Newbridge), while we take all necessary actions to prepare for a longer period of remote teaching.

2. How will my child Access Seneca Online for English and foundation subjects :

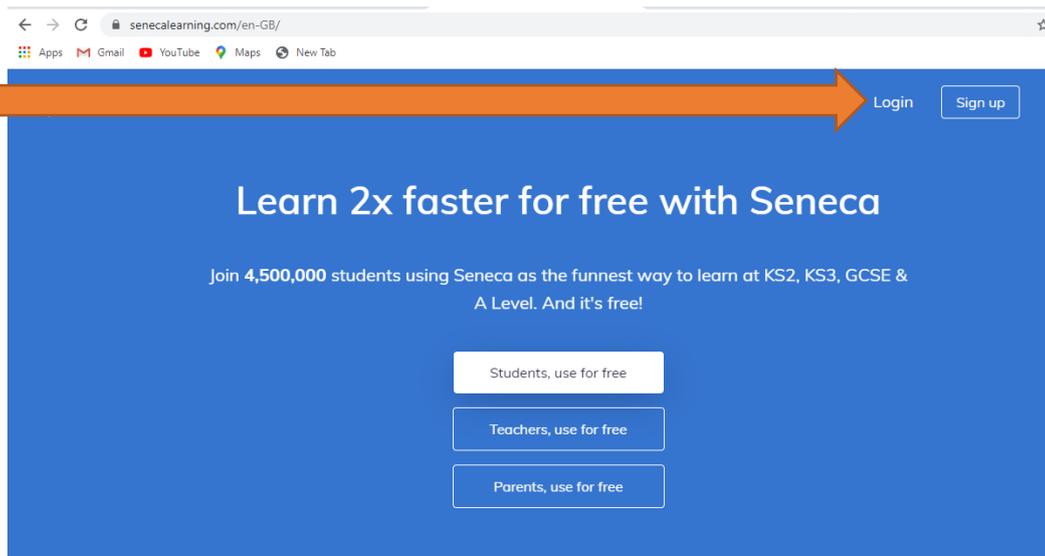
1. Type Seneca into google.



2. Click on Seneca.

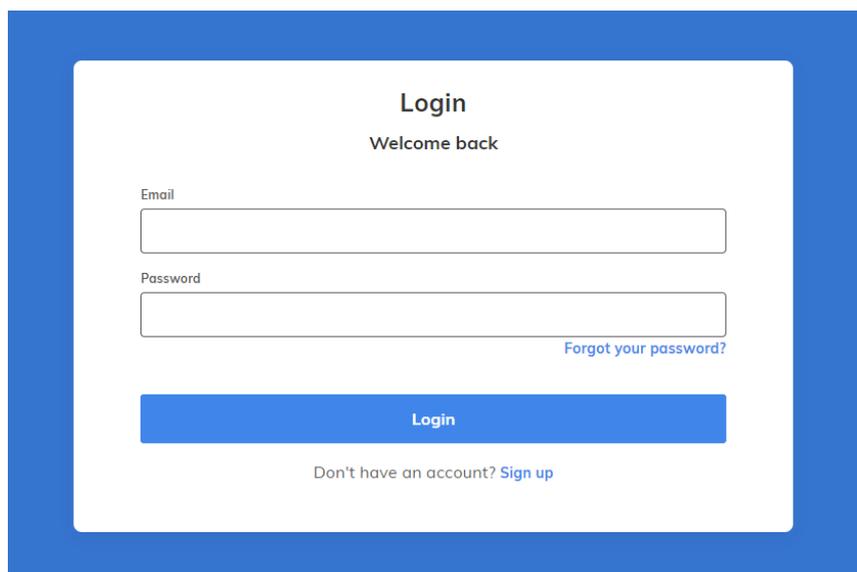


3. You will see the following screen :



How to Access Seneca Online for English and foundation subjects

4. Click on Login and you will see the following screen:



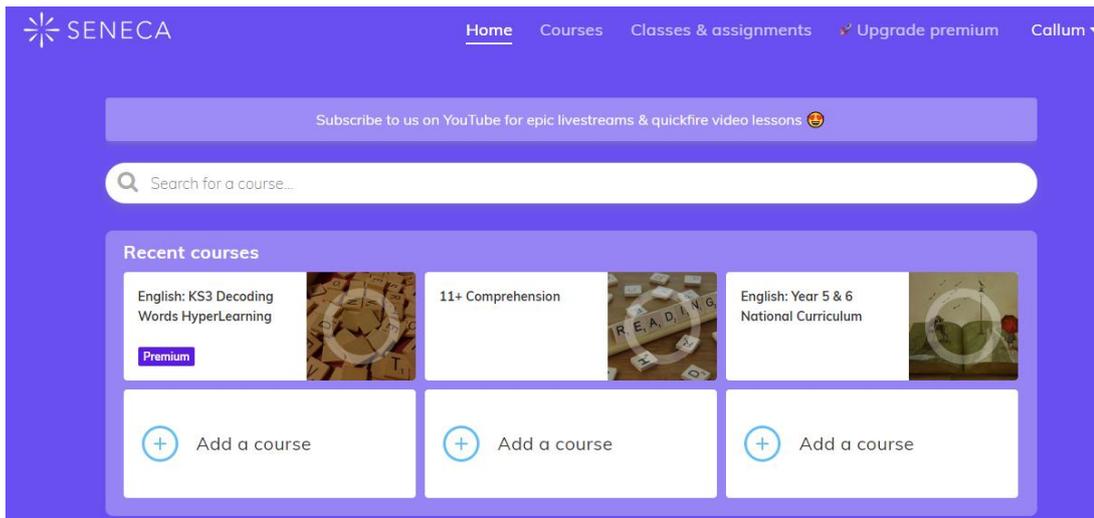
5. Type in the following:

Username : fullname@newbridge.wigan.sch.uk

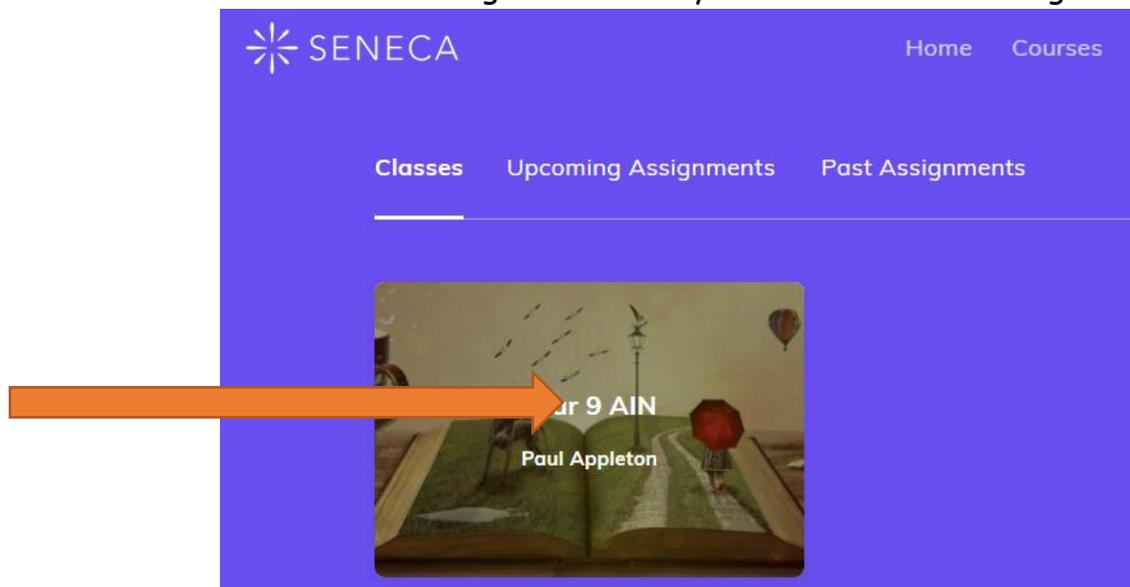
Password : seneca2020 (unless you have changed it personally)

6. You will then see the following screen :





7. Click on classes and assignments. And you will see the following screen :



8. Click on the subject you are studying. It may just say your class group and the name of the teacher rather than the subject.

9. Scroll to the bottom of your screen and you will see the assignments set.

The screenshot shows a user interface for a learning community. At the top, it says 'Year 9 AIN' and 'Class code: 1zgtwlu89'. Below this, there are three course cards: 'English: Year 5 & 6 National Curriculum', '11+ Comprehension', and 'English: KS3 Decoding Words HyperLearning' (marked as 'Premium'). A navigation bar includes 'Assignments', 'Leaderboards', and 'Settings'. Under 'Assignments', there is a dropdown menu set to 'Upcoming assignments'. The main content area shows a 'Grammar school assessment' with a 'Start learning' button. A large orange arrow points from the 'Start learning' button towards the text below. The assessment details include a due date 'in 14 days' and a list of tasks: '1.1.1 Vocabulary Questions - Bones', '1.1.2 Vocabulary Questions - Great Expectations', and '2.1.1 Retrieval Questions - Bones'.

10. Click on Start Learning and try to spend 30 minutes on a subject at a time.

3. How will my child access the Maths platforms online?

Maths - Logging into online learning

MyMaths

1. For mymaths, log in to www.mymaths.co.uk using Google Chrome.
2. The school username is **newbridge1c** and the password is **corner**.
3. Use your personal login and passwords to access your allocated tasks.

TT Rockstars

1. For TT Rockstars, again use Google chrome, select to login as a student and type our school name into the bar to access our school area.
2. At this point they need their own personal login details to get access to their area

If you have any issues do not hesitate to contact us and we will respond via email or a phone call. Take care and we will see you soon!

Best wishes from all the staff at Newbridge Learning Community

4. How will my child access the Science platforms online?

Science - Logging into online learning

1. Use Seneca as previously shown or log into the following:

<https://www.footprints-science.co.uk/>

2. Password and username will be emailed.

In addition, all pupils will receive labels for all their passwords and usernames for every platform.

5. 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?

At Newbridge Learning Community, we will deliver the same curriculum remotely as is delivered in school wherever possible and appropriate either through a work pack or online. However, we have had to make some adaptations for some subjects. For example, practical lessons such as Food Technology and Art have been adapted for home learning. Where pupils are not receiving face to face teaching, there will be phone calls and digital guidance.

Appendix 2

Engagement and feedback

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

As a school, we understand the challenges of engaging pupils, keeping children motivated and maintaining a routine can be difficult. Pupils may need breaks every 15-20 minutes in order to sustain their concentration and motivation. With this in mind, have provided the guide below to estimate **the minimum** amount of work your child should complete over a given week in order to build up to a full school day:

Key stage 3

- **Initially, for pupils who haven't been in school for a considerable amount of time, there been there will be a minimum expectation that pupils complete 3 slots of 20 minutes of work a week in English and Science in that subject building up gradually up to a full 4 hours a week in each subject.**
- Likewise, in Maths, for pupils who have been out of school for a considerable amount of time, initially, there are 3 activities to complete over a full week in order to engage and as pupil stamina increases this time will be built up **gradually to 4 hours a week.**
- Wherever it is realistic, pupils will complete 1 activity for any foundation subject (History, Geography, IT, PE, Art) **building up to one hour a week.**
- Pupils to read a minimum, whether that's a book or online, for 15 minutes a day. Reading is fundamental to the children's development and parents will be made aware that they can request books from our library in order to ensure your child sustains their progress in their reading speed and comprehension skills. **Pupils cannot read enough!**

Key stage 4

- **Initially, for pupils who haven't been in school for a considerable amount of time, there been there will be a minimum expectation that pupils complete 3 slots of 20 minutes of work a week in English and Science building up gradually to a full 4 hours a week in each subject.**
- In Maths, for pupils who have been out of school for a considerable amount of time, initially, there are 3 activities to complete over a given week **building up gradually to 4 hours a week.**
- For foundation GCSE subjects (History, Geography, PE, IT, Art), in the first instance, for pupils who have missed a considerable amount of time in school, there will be a minimum

expectation that they access 2 slots of 20 minutes **building up gradually to 3 hours a week.**

- Pupils to read for a **minimum of 15 minutes** a day whether that a book or online articles. **Pupils cannot read enough!**

7. If my child does not have digital or online access at home and/or prefers to work on paper, how will you support them to access remote education?

We take the following approaches to support those learners to access remote education:

- All pupils who require a laptop have been identified and will have the opportunity to borrow one.
- All learners who do not have access to the internet or a laptop at home have been identified and will be loaned a dongle and a laptop
- Learners who require any printed materials are identified will receive work packs which will be collected on a fortnightly basis.

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

- Class teachers monitor the completion of online work.
- If learners do not complete the work set, this information is passed on to TAs and contact will be made to support the remote learning.
- PFPs will make weekly contact with all learners weekly during an isolation period.

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

Teachers will mark work packs and monitor online progress and provide feedback through :

- Written comments - Any work returned physically will be marked after a quarantine period.
- Emails.
- Phone calls.
- Monitoring of online results which will inform feedback.