



Barrowford

Primary School

Learn to Love, Love to Learn

**Remote Learning
Policy**

Barrowford School Remote Learning Policy

Attendance is essential for pupils to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances. Remote education should not be viewed as an equal alternative to attendance in school. But remote learning will be considered, as a last resort, when the alternative is no schooling at all.

As a school we will work closely with pupils, parents, carers and other relevant parties to ensure that any barriers to attendance are removed.

Pupils receiving a remote education will still be marked as absent on the register in line with Education (Pupil Registration) (England) Regulations 2006 and attendance guidance, using the most appropriate code.

Scenarios where remote education should be considered

Circumstances where it might not be possible for pupils to receive in person education fit into two broad categories:

- School closures or restrictions on attendance, where school access for pupils is restricted
- Individual cases where a pupil is unable to attend school but is able to learn

School closures or restrictions on attendance

At Barrowford School every effort will be made to ensure pupils can be taught in person by attending school in person, or if appropriate and possible, attending a safe alternative site. After exploring all options to ensure the school remains open to all pupils, there may still be some exceptional occasions when school leaders or the local authority decide that it is not possible to open safely, or where opening would contradict guidance from local or central government. If restricting attendance for pupils is the only viable option, we will consider providing remote education to help pupils stay on track with the education they would normally receive.

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

There should only be limited circumstances where a pupil is unable to attend school but is able and well enough to continue their education remotely.

These circumstances should only involve a short-term absence and might include: pupils recovering from short-term infectious illnesses, pupils preparing for or recovering from some operations, or pupils recovering from injuries where attendance might inhibit recovery.

In some exceptional cases, these circumstances might also include pupils whose attendance has been affected by a special educational need or disability (SEND) or a mental health issue. In these circumstances, and after the pupil's absence from school has been established, we will consider providing pupils with remote education on a case-by-case basis.

This will be part of a plan to reintegrate back to school, and only when it is judged that providing remote education would not adversely affect the pupil's return to school. The decision to provide remote education will be made as a short-term solution allowing absent pupils to keep on track with their education and stay connected to their teachers and peers. Pupils with long-term medical conditions or any other physical or mental health needs affecting attendance may require additional support to continue their education.

What to consider when providing remote education to individual pupils

When a pupil is absent, we will always seek to overcome the barriers to attendance and provide support for the pupil to attend, regularly reviewing any barriers in conjunction with the pupil, parents or carers, and if appropriate, a relevant medical professional.

In the limited circumstances when we decide to use remote education for individual pupils when they are absent, we will consider the following:

- Ensuring mutual agreement of remote education by the school, parents or carers, potentially pupils, and if appropriate a relevant medical professional. If the pupil has an Education, Health and Care plan or has a social worker, the local authority will also be involved in the decision.
- Where remote education is being used as part of a plan to reintegrate back to school, putting a formal arrangement in place to review its efficacy regularly, alongside identifying what other support and flexibilities can be put in place to help ease the pupil back to school at the earliest opportunity.
- Setting a time limit within which the period of remote education provision will be reviewed, with the aim that the pupil returns to in person education with the required support in place to meet their needs.

Good Practice

A remote education plan will be kept under review in consultation with staff and will demonstrate a consideration of any additional burdens that providing remote education may place on staff and families.

Learning provided during periods of remote education will be high quality, meaningful, ambitious, and cover an appropriate range of subjects to enable pupils to keep on track with their education.

Where pupils have access to appropriate devices, remote education might include recorded and / or live direct teaching time, as well as time for pupils to complete tasks, reading, and assignments independently, depending on their age and stage of development. Online video lessons do not necessarily need to be recorded by teaching staff

at school. If preferred, high quality lessons developed by external providers such as Oak National Academy may be provided instead of school led video content.

When providing a remote education we will consider

Provision being ready for pupils to access as soon as reasonably practicable, though in proportion to the length of absence and expected disruption to education.

- Providing remote education that is equivalent in length to the core teaching time pupils would receive in school where possible, being mindful of the individual needs and circumstances of the pupil and their families. These include, but are not limited to:

- Consideration of age, stage of development, and independent study skills.
- Any SEND or other additional needs the pupils might have.
- The pupils' home environment, which includes having a suitable place and opportunity to study.
- Screen time, making reasonable allowances for adequate breaks for pupils and staff during digital remote education.
- Any significant demands on parents' or carers' help or support. Younger children, and some children with SEND, who might require high levels of adult involvement to support their engagement with remote education, which can make it a particular challenge.

Working to overcome barriers to digital access where possible for pupils by, for example:

- Auditing access to devices and connectivity across the school as part of wider emergency planning.
- Distributing school-owned devices accompanied by the reading and signing of our Remote Learning Home School Agreement.
- Supporting families to find appropriate internet connectivity solutions if and where necessary and possible.

If required, ensuring equal access through the provision of printed resources, supplemented with other appropriate forms of communication between school and pupils.

- Planning opportunities for regular feedback and interaction with teachers and peers during the school day.
- Karl Cross as a senior leader has overarching responsibility for the provision of a remote learning education.
- Having an understanding that children can be at risk of harm inside and outside of the school, inside and outside of home and online, and having systems for checking, daily, whether pupils are safe at home and engaging with their remote education. To this end please read school's Online Safety Policy.

Digital Education Platforms

In the event of a pupil learning remotely school will use a range of safe and secure platforms to enable pupils to remain on track with their learning. This may include the use of password protected accounts on platforms such as Century Tech & SeeSaw, where:

- Age and developmentally appropriate learning will be set.
- A range of subjects will be covered through a mixture of live lessons, recorded lessons and high quality video content from the platforms themselves.
- The platforms will allow for teachers to provide regular and timely feedback to the pupils so that they are able to remain on track with the progress and attainment.

Free School Meals and Remote Education

If pupils eligible for benefits-related free school meals are receiving remote education, we will work with the catering team to provide good quality lunch parcels or to issue a food voucher if available. This will ensure that eligible pupils continue to be supported for the period they are unable to attend school.

Provision for pupils with SEN

If pupils with SEND are not able to attend school and require remote education, their teacher will ensure that they continue to access the curriculum.

As a school we will put in place an appropriate curriculum, teaching and support that will enable the pupil to continue learning effectively. Some pupils with SEND may not be able to access remote education without adult support. We will work collaboratively with families and put arrangements in place that allow pupils with SEND to access remote education successfully.

In this situation, decisions on how provision can be delivered will be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely. The duty under the Children and Families Act 2014 for mainstream schools to use their 'best endeavours' to secure the special educational provision called for by a pupil's special educational needs continues to apply when remote education is in place.

In addition, if a pupil has an Education, Health and Care plan, whether they are in a mainstream or special school, we must work with the local authority to ensure that all the relevant duties under the 2014 Act continue to be met. The duties under the Equality Act 2010 relating to disability (and more broadly) also continue to apply, such as to

make reasonable adjustments, not to discriminate and to have due regard to the statutory objectives in the public sector equality duty. It may be challenging or impossible for us as a school to deliver remotely the kind of approach that we do in the classroom, for example the provision of certain differentiated resources and the support of a Teaching Assistant. If this is the case, we will instead consider, in cooperation with the local authority (if the child has an EHC plan), other ways in which it and the local authority can meet its statutory duties, working closely with the parents or carers.

Delivering remote education safely

Keeping children safe online is essential. School's online safety policy outlines school's vision for online safety, how we manage data, use of digital media across school and how any content created is stored, how we use social media platforms and other platforms such as Microsoft Teams, children's access to technology both in terms of software and hardware, monitoring and filtering, as well as online safety across the curriculum including staff training around the subject of online safety.