Laceyfields Academy
Remote Learning Protocol

Context

There are times when pupils are unable to attend on site but are able to continue to engage with learning. This protocol sets our expectations for remote learning, where and why this might be appropriate and how it will be implemented.

Remote learning may be employed for the following reasons:

- School or class closure which might be due to strike action, building failure, widespread illness/pandemic
- Where an individual pupil is not able to attend on site but is well enough to continue learning, in agreement with school and parents. This will not be used in place of full attendance at school where this is an option. It is still the school's priority for children to regularly attend school in person in order to benefit fully from all aspects of the school curriculum and offer.

Initial response

Remote learning will be in place from the first day of absence from school where the school and parents agree that the child is well enough to participate. The one-two days might look different from longer term solutions as provision is put in place and properly matched to individual pupil need.

Teachers will communicate with parents and pupils in order to ensure that they are fully clear on what remote provision will be in place and how this will work to benefit the pupil and reduce any potential learning loss.

Established response

- Pupils will be taught the same curriculum remotely as they would be in school as far as resources allow.
- There may be some adaptations for some subjects, particularly where the subject matter requires a more practical approach such as science, music etc
- Remote education provided will match equivalent core learning time in school as far as is practicable, being mindful of the individual needs and age of the pupil/s concerned
- A range of options will be adopted as age and context appropriate, these may include:
    - paper based tasks
    - online learning resources from vetted providers
    - remote teaching from known staff using Microsoft Teams
    - pre-recorded videos by school staff
    - pre-recorded videos from external education providers such as Oak Academy, Little Wandle etc
    - Text books, reading books which may be distributed from the school
- Pupils with individual SEND or emotional needs will have individual plans which best match their needs as per their existing SEND support plan and/or EHCP
- The responsibility for delivering effective remote learning sits with the pupil's class teacher, but may be delivered by other known teachers of teaching assistants in the school.
- School leaders will monitor remote learning, where it is required, to ensure consistency of quality and impact. Pupils will continue to be expected to make good progress in knowing and remembering more.

- Where a child does not have access to a digital device effort will be made to provide them with an appropriate device and internet access where this is not readily available.
- Appropriate breaks in screen time will be in place for both pupil and teacher
- Teachers will work with parents to engage them in supporting their child's learning, particularly where the age or needs of the pupil require additional support.

Parental Engagement

The school acknowledge that parental engagement is key in ensuring that remote learning is impactful. Staff will regularly liaise with parents to ensure that they have the resources and capacity to support their child's learning. Where there are concerns that they don't have capacity, for whatever reason, the school will consider other options to ensure no detriment to the pupil.

Safeguarding

The school is fully aware of the need to keep children safe online. Any external digital content will be carefully scrutinised and any necessary data sharing agreements in place. School will only recommend carefully vetted sites which are already in regular use in the school.

The school will continue to ensure that its safeguarding policy and the statutory requirements set out in Keeping Children Safe in Education are adhered to.