The Rydal Academy
Remote Education Policy

Accepted by: Board of Directors October 2020
Approving Body: Local Governing Body
Committee: LGB
Review Cycle: annually
Last reviewed: May 2025
Date for next review: May 2026

1.1   Department for Education Providing Remote Education: Guidance for Schools (March22) states that schools should consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

1.2   This might include:

- occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government.

- occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, for example pupils with an infectious illness.

1.3   In these circumstances pupils should have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning.

2.   Aims

2.1   This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning.
- Ensure the curriculum is continuous and uninterrupted, forming a seamless process between on-site and off-site provision.

- Ensure a framework for all stakeholders within the community that outlines how remote learning is accessed, engaged with and monitored to meet the requirements of the curriculum.
- Ensure that the welfare package, including health and well-being, parental support and attendance continues when pupils are working remotely
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure that development opportunities for staff and parents/carers are available and accessed (e.g., CPD, Webinars, Briefings and communication via website / letters home)
- Protect pupils from the risks associated with using devices connected to the internet.
- 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
- Ensure that staff and parent/carer voice is utilised.
- Support pupils and parents/carers as appropriate with issues surrounding access to devices and technology
- Ensure parent/carers and pupils, are aware that any content cannot be shared without consent.

3. Protocols

3.1   Specific systems, resources and roles/responsibilities are outlined in our protocols.

3.2   Please see:
- Appendix A

4. Online safety and video communication

4.1   This section of the policy will be enacted in conjunction with Northern Arch Learning Partnership Internet Safety Policy. Where possible, all interactions will be textual and public.

4.2   All staff and pupils using video communication (hosting live sessions e.g. via Teams/Zoom or Pre- Recorded methods) must:

- Hold sessions only at the times allocated by senior leaders at the school. These times will have been shared with parents/carers via email.
- Communicate in groups – one-to-one sessions are not permitted.
- Lead the conversation to support all children in maintaining appropriate social interaction.
- 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 sessions
- Always remain aware that they are visible.
- Report any safeguarding issues arising within live online lessons or 'check ins' via CPOMS and follow guidance as appropriate.

4.3   We will risk assess the technology used for remote learning prior to use and aim to mitigate any issues linked to privacy issues or scope for inappropriate use in line with the Trust Online Safety Policy.

4.4   During the period of remote learning, the school will maintain regular contact with parents / carers to:

- Reinforce the importance of children staying safe online.
- Ensure parents/carers 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/carers to useful resources to help them keep their children safe online.

5.   Safeguarding

5.1   This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy.

- The Designating Safeguarding Lead will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- The Designating Safeguarding Lead will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- Phone calls made to vulnerable pupils will be made using school phones where possible.
- The Designating Safeguarding Lead will arrange for regular contact with vulnerable pupils once per week at a minimum. With additional contact, including home visits, arranged where appropriate.
- All contact with vulnerable pupils will be recorded and suitably stored in line with school policies.
- The Designating Safeguarding Lead will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- Vulnerable pupils will be provided with a means of contacting the Designating Safeguarding Lead, their deputy, or any other relevant member of staff – this arrangement will be set up by the Designating Safeguarding Lead prior to the period of remote learning.

- Where necessary, the Designating Safeguarding Lead 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.
- All members of staff will report any safeguarding concerns to the Designating Safeguarding Lead immediately via CPOMS.
- Pupils and their parents/carers will be encouraged to contact the Designating Safeguarding Lead 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 Retention and Destruction Policy.

- Staff members will be responsible for adhering to GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- Parents/carers and pupils up-to-date contact details will be collected prior to the period of remote learning.
- The school will not permit paper copies of contact details to be taken off the school premises.
- Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.

7. Marking and feedback

7.1 School work completed through remote learning must be:

- Returned on or before the deadline set by the class teacher.
- Completed to the best of the pupil's ability.
- The pupil's own work (or with an indication of where support has been given)
- 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.
- Pupils are accountable for the completion of their own schoolwork.
- Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

8. Communication

- The school will ensure adequate channels of communication are arranged in the event of an emergency.
- The school will communicate with parents/carers in accordance with their protocols.

- The Head Teacher will communicate with staff as soon as possible regarding any remote learning arrangements.
- Members of staff involved in remote teaching will ensure they are able to take emails and phone calls from the school during their agreed working hours.
- Members of staff will have contact with their line manager at least once per week.
- As much as possible, all communication with pupils and their parents/carers will take place within school hours.
- Parents/carers and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.
- The Academy will review the effectiveness of communication and ensure measures are put in place to address gaps or weaknesses in communication.

9. Monitoring and review

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

The Rydal Academy Protocols

A) To continue learning:

Teachers will:

- Share the Remote Learning grid for the week. (Appendix B)
- Send out communication to parents/carers via email and/or the school App.
- Make themselves available for contact with pupils and parents/carers.
- Provide ongoing support and feedback for pupils through email.
- Print any work for pupils who do not have access to technology and remind pupils to bring in any handwritten work on their return to school.
- Set tasks on Mathletics, Times Table Rock Stars, Reading Eggs/Spelling Shed and/or Developing Experts as appropriate.
- Use positive praise on the school App. and/or Teams, ensure any comments are appropriate and report anything concerning on CPOMS
- Ensure any pupil work is stuck into books and marked in line with school policy on pupils' return to school.
- Phonics lessons, inputs, stories and key messages to be recorded.
- Teachers to set up daily supervised Teams playtimes to support pupils with wellbeing.

Pupils will:

- Follow instructions for Remote Learning which are detailed in the Remote Learning weekly grid.
- Ensure that they return completed paper copies of work to school upon their return.

Senior Leadership Team/ Welfare team will:

- Monitor engagement and work rate of pupils and contact parents/carers as necessary.
- Support parents and carers/pupils who may not have access to a device.
- Ensure relevant Remote Learning CPD and training is available to staff.
- Consider staff workload when planning for Remote Learning
- Ensure contact is made with identified vulnerable pupils.
- Pastoral team continue to provide individual support.

Parents/ Carers will:

- Support their child/children in accessing Remote Learning.

B)   If the school is closed:

Teachers will:

- Share the Remote Learning grid for the week. (Appendix B)
- Send out communication to parents/carers via email and/or the school App.
- Make themselves available for contact with pupils and parents/carers via email, Reach More Parents or phone at least weekly.
- Provide ongoing support and feedback for pupils through email.

- Print any work for pupils who do not have access to technology and remind pupils to bring in any handwritten work on their return to school.
- Set tasks on Mathletics, Times Table Rock Stars, Reading Eggs/ Spelling Shed and/or Developing Experts as appropriate.
- Use positive praise on the school App and/or Teams, ensure any comments are appropriate and report anything concerning on CPOMS.
- Ensure any pupil work is stuck into books and marked in line with school policy on pupils' return to school.
- Phonics lessons, inputs, stories and key messages to be recorded.
- Teachers to set up daily supervised Teams playtimes to support pupils with wellbeing.

Pupils will:

- Follow instructions for Remote Learning which are detailed in the Remote Learning weekly grid.
- Ensure that they return completed paper copies of work to school upon their return.

Senior Leadership Team/Pastoral team will:

- Monitor engagement and work rate of pupils and contact parents/carers as necessary.
- Support parents and carers/pupils who may not have access to a device.
- Ensure relevant Remote Learning CPD and training is available to staff.
- Consider staff workload when planning for Remote Learning
- Ensure contact is made with identified vulnerable pupils.
- Vulnerable families to be contacted by DSL, SENCO, AO, Pastoral team as appropriate and at least weekly.
- Pastoral Team will provide mental health and well-being resources and activities for pupils and staff.

Parents/ Carers will:

- Support their child/children in accessing Remote Learning

Reception - Home Learning Tasks *Week beginning:*

The Rydal Academy

We appreciate the support that you are giving your child during this time. We can be contacted Monday - Friday via our emails at the bottom of this page or you can phone the school office and leave a message for us to phone you back.

We have set a week's worth of Maths and English tasks on the following online learning platforms:

Ma thseeds - **5 activities (1 per day)** - to recap mathematic and calculation skills. · Reading Eggs - **5 activities (1 per**

Reading **day)** - to practise reading, vocabulary and spelling skills.

Both websites also have a wide range of other activities which are tailored to your child's ability. Please ensure your child spends between 30 minutes to an hour of learning time per day on each website. Teachers are able to see how children are progressing and set further tasks. If you do not have the internet or devices needed for using learning websites, we will make contact with you via phone and post out relevant learning tasks. Please continue to read the rest of this document as there are other tasks that your child can complete offline.

Additional daily tasks:

- **Spend at least 30 minutes per day reading your book(s) sent home from school.**
- **Take part in at least 30 minutes of exercise per day. There are lots of different home exercise videos for children available online.**
- **Talk to an adult at home for at least 20 minutes about what you have been learning today.**

Below are the specific learning activities for this week. Please choose **2 activities per day from the grid to complete**. Please use email or Tapestry to send any work or pictures to your child's class teacher. If you do not have internet access, please keep the work and children can bring this to school with them when they return.

1- **Literacy (word reading)**	2 – **Literacy (comprehension)**	3 – **Literacy (writing)**	4 – **Mathematics**	5 – **Understanding the world**
We have practised our phase 2 sounds (please refer to sound mat sent home). We are practising cvc words with these sounds. Follow the link https://www.youtube.com/watch?v=8rejiMU6a44 for word ideas.	We are reading the story 'Funny Bones'. Please read/ watch the story and ask questions such as 'who is awake?' 'what are they doing?' 'why are they doing that?' 'When did they do that?' https://www.youtube.com/watch?v=gweOq4OT-H0	We will be labelling different pictures from the story with words that are phonetically decodable. This will include words such as 'cat' 'bat' 'hat 'hed' 'leg' 'dog' 'fut'	We are investigating different weights. We will be using lots of language such as 'heavy' 'light' 'heavier' 'lighter' 'heaviest' 'lightest'. Can you go on a hunt for things around the house comparing which is lighter/heaver and order them from heaviest to lightest.	We are looking for signs of Autumn. Can you look out of your window and play 'i-spy' with different signs of Autumn. You could also make your own binoculars (see Expressive arts and design activity) to help with this activity and compare to other seasons.

6 – **Understanding the world**	7 – **Expressive arts and design**	8 – **Personal, social & emotional development**	9 – **Physical development**	10 – **Communication and language**
Draw a picture of your favourite things about Autumn. Think about the different colours used and label the different pictures.	Make some binoculars to help you spot signs of Autumn. You can decorate them however you would like! Here's a video as to how to make some. https://www.youtube.com/watch?v=iM-oM8fPduo	Play a game of bingo. Draw a 3x3 grid and fill it with different numbers up to 10. Call different numbers for your child to find. Make it more interactive by adding some playdough to ,splat, on the numbers	Play a game a hopscotch. Mark some space outside with chalk, or inside with some masking tape. Have different things in the squares to keep the game interesting (numbers, letters, shapes etc.)	Continue a rhyming string. Start with a word and see how many rhyming words you can come up with together.

Class Teacher emails:

Miss ----

Mrs ---

Mr ----

Year 2 - Home Learning Tasks
Week beginning: 05.10.20

We appreciate the support that you are giving your child during this time. We can be contacted Monday - Friday via our emails at the bottom of this page or you can phone the school office and leave a message for us.

We have set a week's worth of Maths and English tasks on the following online learning platforms:

· **Mathletics - 10 activities (2 per day) - to recap mathematic and calculation skills.**

· **Reading Eggs - 5 activities (1 per day) - to practise reading, vocabulary and spelling skills.**

Both websites also have a wide range of other activities which are tailored to your child's ability. Please ensure your child spends an hour of learning time per day on each website. Teachers are able to see how children are progressing and set further tasks. If you do not have the internet or devices needed for using learning websites, we will make contact with you via phone and post out relevant learning tasks. Please continue to read the rest of this document as there are other tasks that your child can complete offline.

Additional daily tasks:

1. **Spend at least 30 minutes per day reading your book(s) sent home from school.**
2. **Take part in at least 30 minutes of exercise per day. There are lots of different home exercise videos for children available online.**
3. **Talk to an adult at home for at least 20 minutes about what you have been learning today.**

Below are the specific learning activities for this week. Please choose **2 activities per day from the grid to complete**. Please email work completed to your child's class teacher or send an email update of how your child is progressing. If you do not have internet access, please keep the work and children can bring this to school with them when they return.

More information about what children are learning this term in each of their subjects (and extra learning activities and links) can also be found on the curriculum section of our website - **https://rydal.Swiftacademies.org.uk/curriculum/subjects/**

1- **Reading**	2 – **Writing**	3 – **Maths**	4 – **Science**	5 – **History**
Watch 'The Royal Rabbits of London' being read (https://www.youtube.co m/watch?v=vvd4zDW 5V A4) . Retell the story to someone at home. Can you remember the order of the tory? Answer the questions have sent you on the quiz! I will be checking your answers and send feedback.	This week we are reading a character profile of Shylo from **The Royal Rabbits of London.** Use the copy of the text I have sent you or re-watch the video for reading to help you identify details about his appearance, his occupation and his mission. Look at the example I have sent to help you. Send me a photo of your writing! Will you be in the writing hall of fame? Will you achieve the Rydal Star?	This week we will learn to collect and record data using tally marks. Then we will present the information in a pictogram! Follow the lesson and complete your task on Mathletics! https://classroom.th enation al.academy/lessons/ repres enting-data- in-a-tally-chart- and- pictogram- cmwk6r?from_query =tally+	This week's focus is the basic needs of an animal. Listen to this song: https://www.yout ube.com/w atch?v=k4UDf3t F_O4 Log on to https://www.dev elopingexp erts.com/ and complete the lessons and the quiz set. I will check your score!	Travel back to 1666 with Magic Grandad to the time of the Great Fire of London. https://www.youtube.com/wat ch?v=VarSSAwiimU Here you will meet Samuel Pepys who wrote an important diary. Write down some questions you would like to ask him.
6 – **Geography**	7 – **Computing** Access Scratch:	8 – **Art**	9 – **RE**	10 – **PE**
Complete a poster to show me your learning about Mombasa, using the template I have sent you. Consider if all coastal places and complete the section about this. 10 points for the best posters!	https://scratch.mit.edu/proj ects/editor/?tutorial=getSt ar ted This week we are going to learn how to make a dog bark! Follow the steps on the worksheet I have sent you.	This week I'd like you to follow the video to help you practice drawing matchstick men like those in Lowry's paintings. https://www.youtube .com/w atch?v=1O3PR_Dzi vA Send me a photo of your work!	This week we are going to learn about the Sukkot. It is a Jewish festival: https://www.bbc. co.uk/prog rammes/p0193b 73 Design your own Sukkot and send me a picture of your work!	Can you practise dribbling the football around objects in your outdoor area? Remember to keep tap the ball gently with the insides of your feet and control the ball by stopping it with your foot on top!

Class Teacher emails:

Mrs

Miss

Mr

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

This policy has due regard to national guidance including, but not limited to, the following:

DfE (2023) 'Keeping children safe in education'
Keeping children safe in education - GOV.UK (www.gov.uk)

DfE (2022) 'School attendance'
Working together to improve school attendance (publishing.service.gov.uk)

DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file /3988 15/SEND_Code_of_Practice_January_2015.pdf

DfE (2022) 'Health and safety: responsibilities and duties for schools'
Health and safety: responsibilities and duties for schools - GOV.UK (www.gov.uk)

DfE (2016) 'Children missing education'
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/ 5504 16/Children_Missing_Education_-_statutory_guidance.pdf

DfE (2023) 'Providing Remote Education: Non-statutory guidance for Schools'
Providing remote education: non-statutory guidance for schools (publishing.service.gov.uk)

This policy operates in conjunction with the following policies which can be found on Northern Arch Learning Partnership and the Longfield Academy/Hurworth School/The Rydal Academy websites:

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour and Self-Regulation Policy
- Marking Policy
- Teaching and Learning Policy
- Assessment Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance Policy

IT Acceptable Use Policy
- Staff Code of Conduct
- Trust Online Safety Policy