Swift Academies
Swift Academies
Remote Education

Accepted by: Board of Directors October 2020
Approving Body: Board of Directors
Committee: Standards
Review Cycle: 1 year Last
reviewed: June 2023
Date for next review: June 2024

1. Statement of School Philosophy

Swift Academies provide a broad, balanced and challenging curriculum that ignites' pupils love of learning and successfully unlocks the true potential of each individual. Our strategy for remote learning issynonymous with this philosophy.

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 attendanceis either not possible or contrary to government guidance.

This might include:

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

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

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

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning within each Academy in the Trust
- Ensure the curriculum is continuous and uninterrupted, forming a seamless process between on-siteand off-site provision.
- Ensures each school provides a framework for all stakeholders within their community that outlines how remote learning is accessed, engaged with and monitored to meet the requirements of the curriculum.
- Ensure through individual systems within Swift Academies 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, andto remain happy, healthy, and supported during periods of Remote Learning
- Ensure that staff and parent/carer voice is utilised when planning the Individual Protocols for

each school.

- 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. Academy Protocols

Efforts have been made to ensure that wherever possible there is consistency across the Trust in line with our Remote Learning Philosophy. However, it is recognised that the protocols and systems within each Academy must be bespoke and fit for purpose for that Academy, taking into account systems already embedded within each school, pupil and parent/carer voice and Key Stages. Specific systems, resources and roles/responsibilities are outlined in each Academy's protocols.

Please see Appendix A Hurworth School; Appendix B Longfield Academy; Appendix C The RydalAcademy

4. Online safety and video communication

This section of the policy will be enacted in conjunction with Swift Academies Internet Safety Policy.Where possible, all interactions will be textual and public.

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 beenshared 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.

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

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 havebeen asked to use and staff they will interact with
- Encourage them to set age-appropriate parental controls on devices and internet filters to blockmalicious websites.

- Direct parents/carers to useful resources to help them keep their children safe online.

5. Safeguarding

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 bevulnerable 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 vulnerablepupils, 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 forvulnerable 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 ifthey wish to report safeguarding concerns. e.g., regarding harmful or upsetting content or incidentsof online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

6. Data protection

This section of the policy will be enacted in conjunction with the school's Data Retention and DestructionPolicy.

- 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 ofremote learning and teaching.
- Any data that is transferred between devices will be suitably encrypted or have other data protectionmeasures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safeuntil 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

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)
- Checked by the class teacher and marked in line with school policy.
- 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 – each school will follow their own protocols for contacting parents/carers regarding work.
- 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 anemergency.
- 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 learningarrangements.
- Members of staff involved in remote teaching will ensure they are able to take emails and phonecalls 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 withinschool hours.
- Parents/carers and pupils will inform the relevant member of staff as soon as possible if schoolworkcannot be completed.
- Issues with remote learning or data protection will be communicated to the pupils' teacher as soonas possible so they can investigate and resolve the issue.
- The Academy will review the effectiveness of communication and ensure measures are put in placeto address gaps or weaknesses in communication.

9. Monitoring and review

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

Hurworth School Protocols

A) **If a pupil is, for a limited duration, unable to physically attend their school but are able to continue learning:**

Teachers will:

- Work closely with home and provide appropriate work in the form of textbook or paper.
- Record work set on Class Charts
- If appropriate post work on Microsoft Teams by 8.00am on the day their lessons are due to take place. The work willfollow the pupils' normal curriculum content as closely as possible.
- Where possible / appropriate, ensure any pupil work is stuck into books and marked in line with schoolpolicy on pupils' return to school.

Pupils will:

- Complete all work set and return for marking on their return.
- Ensure they do not share content to external platforms/people.

SLT / Student Support team will:

- Keep a record of pupils who are absent and their return to school dates.
- Support parents / carers and pupils who may not have access to a device.
- Ensure contact is made with identified vulnerable pupils.

Parents / Carers will:

- Adhere to the school contract when loaning a device.
- Where possible, monitor pupil's engagement with remote learning and ensure that no content is shared to external platforms/people.

B) **If the school is closed:**

Teachers will:

- Post work on Microsoft Teams for the lesson – using a pre-recorded or live lesson. Where pupils do not have access to ICT devices, school will provide a laptop on loan for the duration of the school closure.
- Engage with pupils on Teams to provide support during the lesson.
- Complete the Remote Learning Log to 'register' pupil's engagement and work submission.
- Print any typed work upon returning to school and remind pupils to bring in any handwritten work ontheir return to school.
- Use positive praise on Teams and record rewards on ClassCharts, ensure any comments are appropriateand report anything concerning on CPOMS.
- Where possible, ensure any pupil work is stuck into books and marked in line with school policy onpupils' return to school.

Pupils will:

- Follow instructions for Remote Education which are on Teams.
- Ensure they do not share content to external platforms/people.

SLT / Student Support Team will:

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

Parents / Carers will:

- Adhere to the school contract when loaning a device.
- Where possible, monitor pupil's engagement with remote learning and ensure that no content is sharedto external platforms/people.
- Refer to the school website for to support your child remotely and email your child's form tutor if further advice is required.

Longfield Academy Protocols

A) **If a pupil is, for a limited duration, unable to physically attend their school but are able to continue learning:**

Teachers will:

- Work closely with the family and provide appropriate work in paper form / text book.
- Where appropriate, upload work to Microsoft Teams and 'tag' the pupil in the post
- Where possible / appropriate, ensure any pupil work is stuck into books and marked in line with schoolpolicy on pupils' return to school.

Pupils will:

- Complete all work set and return for marking
- Ensure they do not share content to external platforms/people.

SLT / Welfare team will:

- Alert the teachers via email/CPOMS
- Keep a record of pupils and their return to school dates.
- Support parents/carers and pupils who may not have access to a device.
- Ensure contact is made with identified vulnerable pupils.

Parents / Carers will:

- Adhere to the school contract when loaning a device.
- Where possible, monitor pupil's engagement with remote learning and ensure that no content is sharedto external platforms/people.

B) **If the school is closed:**

Teachers will:

- Post work to Microsoft Teams for the lesson – preferably using a Live or Pre-Recorded Lesson
- Go to their timetabled room and engage with pupils on Teams, answering any questions.
- Complete the SIMS mark sheet to 'register' pupil's engagement and work submission.
- Print any typed work and remind pupils to bring in any handwritten work on their return to school.
- Use positive praise via ClassCharts, ensure any comments are appropriate and report anything concerningon CPOMS.
- Ensure any pupil work is stuck into books and marked in line with school policy on pupils' return toschool.

Pupils will:

- Follow instructions for Remote Learning via the following link
  www.longfield.swiftacademies.org.uk/remote-learning-guidance
- Ensure they do not share content to external platforms/people.

SLT/Welfare Team will:

- Monitor engagement and work rate of pupils and contact parents / carers as necessary.
- Support parents / carers and pupils who may not have access to a device, ensuring contracts for devicesare signed.
- Ensure relevant Remote and Blending Learning CPD and training is available to staff.
- Consider staff workload when planning for Remote and Blended Learning
- Ensure contact is made with identified vulnerable pupils

Parents / Carers will:

- Adhere to the school contract when loaning a device
- Where possible, monitor pupil's engagement with remote learning and ensure that no content is shared to external platforms
- Refer to the school website for to support your child remotely and email your child's form tutor if further advice is required.

The Rydal Academy Protocols

A) **If a pupil is, for a limited duration, unable to physically attend their school but are able to continue learning:**

Teachers will:

- Share the Remote Learning grid for the week. (Appendix D)
- 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 anyhandwritten work on their return to school.
- Set tasks on Mathletics, 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 reportanything concerning on CPOMS
- Ensure any pupil work is stuck into books and marked in line with school policy on pupils' return toschool.
- 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 D)
- 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, Marvellous Me,Tapestry 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 anyhandwritten work on their return to school.
- Set tasks on Mathletics, 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 toschool.
- 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 leastweekly.
- 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:

Mathseeds **thseeds - 5 activities (1 per day) - to recap mathematic and calculation skills.**

Reading eggs **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 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)** 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.	2 – **Literacy (comprehension)** 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	3 – **Literacy (writing)** 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'	4 – **Mathematics** 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.	5 – **Understanding the world** 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** Draw a picture of your favourite things about Autumn. Think about the different colours used and label the different pictures.	7 – **Expressive arts and design** 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	8 – **Personal, social & emotional development** 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	9 – **Physical development** 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.)	10 – **Communication and language** 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 ----

after every storm comes a RAINBOW

Year 2 - Home Learning Tasks
Week beginning: 05.10.20

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.

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

Mathletics · 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.com/watch?v=vvd4zDW5VA4) . Retell the story to someone at home. Can you remember the order of the story? Answer the questions I 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.thenational.academy/lessons/representing-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.youtube.com/watch?v=k4UDf3tF_O4 Log on to https://www.developingexperts.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/watch?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**	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!	Access Scratch: https://scratch.mit.edu/projects/editor/?tutorial=getStarted 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/watch?v=1O3PR_DzivA 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/programmes/p0193b73 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

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after every storm comes a RAINBOW

Legal framework

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/398815/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 SWIFT Academies 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