

'Making Aspirations Achievable'



Our Mission, Vision and Values

We believe that children need to develop four key qualities whilst at our school:

1. Children who have **courage** and self-belief are most likely to achieve their aspirations;
2. Children who are **curious** about learning will question the world around them and always challenge themselves and others;
3. Children who have **compassion** will be, and teach others to be, better human beings;
4. Children who are **creative** will be able to solve the problems of the future.

To enable children to embody these qualities we must:

1. Nurture children as individuals and help them recognise what they have to offer as members of society;
2. Motivate and inspire children to achieve the highest standards in core skills;
3. Ensure children have the opportunity to achieve in all areas of learning and excel in those in which they have a passion or talent;
4. Provide children with memorable learning experiences.
5. Teach the children to respect the world, other cultures and beliefs.

As a result, the children will:

1. Know that they have something to offer that is valued.
2. Be excited about learning.
3. Be brimming with further questions that they want to explore.
4. Be motivated to further their learning outside of the classroom.
5. Be knowledgeable and highly skilled.

Policy Aims

This Remote Education Policy aims to:

- Ensure that remote education is provided when it is appropriate and necessary, without treating it as an equal alternative to attendance at school.
- Provide a consistent, high-quality approach to remote education for all pupils, including pupils with SEND.
- Maintain a broad, balanced and ambitious curriculum which reflects, as far as reasonably possible, the learning pupils would receive in school.

- Provide meaningful opportunities for pupils to learn new knowledge and skills, practise and reinforce prior learning, and receive appropriate feedback.
- Set clear expectations for pupils, staff and families.
- Maintain effective communication between school and families.
- Support pupils' wellbeing, safeguarding and sense of connection with the school community.
- Ensure appropriate consideration is given to accessibility, technology, data protection and online safety.

When Remote Education May Be Provided

All pupils should attend school in line with our Attendance Policy. Remote education is not viewed as an equal alternative to attendance in school. It will be considered only where in-person attendance is not possible or is not appropriate in the circumstances.

Remote education may be appropriate when:

- the school, or part of the school, cannot safely open or attendance is temporarily restricted;
- an individual pupil is unable to attend school for a very limited period but is well enough to learn, for example while recovering from an operation or injury;
- there are other exceptional circumstances in which the school agrees that remote education is appropriate.

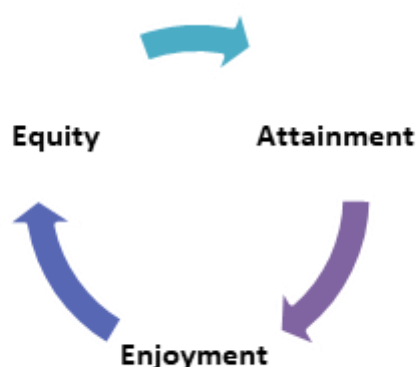
The school will consider individual circumstances on a case-by-case basis. Where remote education is agreed for an individual pupil, arrangements will be reviewed regularly, with the aim of supporting the pupil's return to in-person education at the earliest appropriate opportunity.

Remote education will not be used as a substitute for a suspension. Where a pupil is suspended, the school will follow the Behaviour Policy and statutory requirements for education during suspension.

Approaches to Learning: Our Principles

In line with our usual approach to learning and the curriculum the remote learning approach aims to:

Achieve a high level of equity, attainment and enjoyment for all children



- All children have a right to achieve and it is our duty to ensure all children have equity of opportunity.
- We presume that all children regardless of their background or genetic make-up are able to progress in all areas of the curriculum and develop key knowledge and understanding that provides solid building blocks for future learning.

- We set no ceiling on achievements for any child and promote a democratic approach to learning.
- We recognise that children may require different approaches to learning in order to succeed and we respond to the needs of the individual.

How we will ensure this happens

- Our remote learning curriculum follows our usual school curriculum, which is broad and balanced and includes the National Curriculum subjects. Remote education will, as far as reasonably possible, maintain continuity with the curriculum pupils would be learning in school.
- Key concepts are revisited and developed across a broad range of disciplines, with sufficient time for learning to be understood in depth.
- Overlearning of key knowledge and skills is encouraged and children have opportunities for repetition and practice.
- New learning is clearly explained and modelled by teaching staff or, where appropriate, through high-quality external resources reviewed by our teachers.
- Learning is scaffolded and appropriately challenging, while allowing children to follow their interests and talents.
- Learning includes opportunities to develop core skills alongside wider curriculum knowledge.
- Physical activity, practical learning and outdoor learning are encouraged wherever possible and safe.
- Learning will promote reflection, sustainability, civic responsibility and understanding of other countries, cultures and traditions.

Communication and Access to Learning

- The school website will be used as a key source of remote learning information and resources. The ReachMoreParents app will be used for communication with families, including sharing information, links and updates as appropriate.
- Families will be provided with clear information about how to access learning, what is expected, how work can be shared where required, and who to contact if support is needed.

Provision During Whole-School, Class or Year-Group Closure

- Where a whole class, year group or the school is unable to attend in person, the school will provide a structured programme of remote education appropriate to pupils' age and stage.
- Learning will be provided through the school website and communicated through ReachMoreParents.
- New learning will be modelled through appropriate resources and, where useful and safe, live online sessions.
- Learning will cover English, Mathematics and a suitable range of foundation subjects, with reading prioritised.
- Activities will include a suitable balance of online, written, practical, creative and physical learning rather than relying exclusively on screen time.
- Where possible, learning will be shared in advance so that families can plan and pupils can work with increasing independence.
- Where a pupil misses significant learning, the school will consider how best to support catch-up when the pupil returns.

- As a guide, pupils in KS1 will generally have access to around three hours of learning per day, with less for younger children where appropriate, and pupils in KS2 around four hours. The exact amount and structure will take account of pupils' age, needs, the nature of the closure and the support available at home.

Individual Pupil Absence

- In the exceptional circumstance where an individual pupil is absent but is well enough to learn, the school will consider whether any remote education is appropriate. This will normally be proportionate to the length and circumstances of the absence and will not necessarily replicate every aspect of the school day.
- Where appropriate, learning will broadly reflect the current curriculum being taught by the pupil's class.
- Resources and instructions will be shared via email and / or through the school website / ReachMoreParents.
- The school will consider the pupil's age, independence, SEND, access to resources and the support available at home.
- Remote education will not be expected where a child is unwell and needs to rest and recover.
- Where an absence is likely to be prolonged, the school will agree appropriate arrangements and review them regularly.

Reading

- Reading remains a priority during periods of remote education. Pupils will be encouraged to read regularly using books available at home and, where appropriate, school-provided or approved digital reading resources. Teachers may direct pupils towards particular texts or reading activities and provide appropriate follow-up activities.

Equity of Provision and SEND

- SEND should not be a barrier to accessing remote education. The school will work in partnership with families to make reasonable adjustments and provide appropriate support.
- Tasks will be differentiated and adapted where appropriate.
- Instructions may be provided in alternative formats, including audio or visual support.
- Pupils requiring additional adaptations or personalised provision may receive additional contact or tailored activities.
- Where appropriate and feasible, intervention or targeted support may be provided remotely in small groups or individually.
- For pupils with an EHCP, the SENCO will liaise with the class teacher, family and relevant professionals as appropriate to determine how provision can be delivered or adapted during the period of remote education.
- Where a child's needs mean that remote education is not appropriate, the school will consider what alternative arrangements or support are required.

Access to Devices and Resources

- The school will consider whether pupils have sufficient access to an appropriate device and internet connection when remote education is required for a significant period. Where possible, the school will seek to reduce barriers to access, including through the loan of school devices where available.
- Priority for available devices may be given to families who have no suitable device or internet access, families whose only suitable device is a phone, and families who do not have sufficient devices for the number of children requiring access.
- Remote education will not rely entirely on digital technology. Offline learning, printed resources or alternative arrangements may be provided where appropriate.

Online Learning and Safeguarding

- The school's safeguarding responsibilities continue when pupils are learning remotely. The Child Protection and Safeguarding Policy, Online Safety Policy, Behaviour Policy and Acceptable Use arrangements continue to apply.
- Staff will use school-approved platforms and official school communication channels.
- Any live online sessions will follow the school's online safety and risk assessment arrangements.
- Pupils will be expected to behave respectfully and appropriately, as they would in school.
- Pupils must not record, photograph or share lessons, staff or other pupils without permission.
- Parents and carers should support children to use technology safely and appropriately.
- Any safeguarding concern arising during remote education must be reported immediately through the school's normal safeguarding procedures.

Assessment, Feedback and Monitoring

- Providing timely and helpful feedback is an important part of teaching and learning. During remote education, teachers will use appropriate methods to assess understanding and provide feedback. Not every piece of work will require individual marking.
- Teachers will monitor pupil engagement and the quality of submitted work.
- Teachers will identify misconceptions and adapt subsequent learning where appropriate.
- Feedback may be individual or whole-class and may be written, verbal, audio or provided through the learning platform used.
- Senior leaders will monitor the quality, breadth and effectiveness of remote education and its impact on pupil engagement and wellbeing.
- Staff workload will be considered when reviewing the effectiveness and sustainability of remote education.

Expectations of Pupils

- Where they are well enough, pupils are expected to engage with remote education as fully as possible.
- Pupils should complete learning activities to the best of their ability.
- Pupils should follow instructions and communicate respectfully with staff and other pupils.

- Pupils should attend agreed live sessions where they have access to the required technology.
- Pupils should tell an adult if they are finding the work difficult, overwhelming or inaccessible.

Expectations of Parents and Carers

- Support children to establish a suitable routine for learning where possible.
- Encourage children to engage with learning and read regularly.
- Support children to use online resources safely.
- Contact the school if there are difficulties accessing learning, technology or resources.
- Communicate any concerns about a child's wellbeing or ability to engage with remote education.
- Parents and carers are not expected to recreate the school day or provide formal teaching at home. The school will take account of different family circumstances and the level of adult support available.

Expectations of Staff

- Plan and provide appropriate remote learning for individuals, classes or groups as required.
- Ensure tasks are clear, purposeful, appropriately challenging and accessible.
- Provide a suitable range of online and offline activities.
- Provide constructive feedback where appropriate and monitor pupil engagement.
- Maintain communication with families through official school channels during normal working hours.
- Follow safeguarding, data protection, online safety and professional conduct expectations.
- Raise concerns about workload, accessibility or the effectiveness of remote education with their line manager.

Pastoral Care and Communication

- The school recognises that remote education can affect pupils' wellbeing and sense of connection. Where a class, year group or the school is learning remotely for an extended period, the school will maintain appropriate contact with families and monitor pupils' wellbeing as well as their academic engagement.
- Where concerns arise about a pupil's welfare, lack of communication or ability to engage, these will be followed up in accordance with the school's safeguarding and pastoral procedures.

Personal Data and Data Protection

- Data protection requirements continue to apply to remote education. Staff will use official school systems and will only collect, access or share personal information where this is necessary for the school's functions.
- Staff will not store pupil personal data on personal devices unless specifically authorised and appropriately secured.
- Staff will use school-approved accounts and communication channels.

- Devices used for remote education must be appropriately protected and kept secure.
- Any data protection concern should be reported to a senior leader in accordance with the school's data protection arrangements.

Roles and Responsibilities

Senior Leaders

- Oversee the implementation and effectiveness of remote education.
- Ensure that provision remains broad, balanced, ambitious and appropriate.
- Monitor safeguarding, data protection, accessibility and staff workload.
- Maintain effective communication with families.

Teachers

- Provide appropriate learning and feedback.
- Monitor engagement and progress.
- Adapt provision where necessary.
- Communicate with families through approved channels.

SENCO

- Support staff to make reasonable adjustments for pupils with SEND.
- Advise on accessibility and individual provision.
- Liaise with families and relevant professionals where necessary.

Designated Safeguarding Lead

- Ensure safeguarding arrangements remain effective during remote education.
- Provide advice and support to staff.
- Ensure safeguarding concerns are managed through the school's normal procedures.

Links with Other Policies and Documents

- Attendance Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Data Protection Policy and Privacy Notices
- Online Safety Policy and Acceptable Use arrangements
- SEND Policy
- Our Approach to the Curriculum
- Our Approach to Teaching and Learning
- Our Approach to Assessment

Appendix 1: Home School Computer Loan Agreement

We are loaning you this computer for the benefit of your child in supporting and developing their education. With this computer your child will be able to build on and enhance their skills, knowledge and understanding.

1. The loan agreement exists between Fulbourn Primary School and the Named Person who has signed this loan agreement.

Pupil Name:

Parent/Carer's Name & Address:

2. The computer will be loaned to the named person for the duration of the period in which the child within their care is not in school as a result of closure due to the coronavirus.

Computer Serial Number:

Computer Name:

When your child either returns to school or ceases to be on the school roll you will have to return the computer. We will inform you of the dates by when or on which the computer must be returned.

3. Should you move address from the location you have given us, it is essential that you inform your school at the earliest opportunity.
4. You will be issued with a laptop and power supply. These remain the property of Fulbourn Primary School.
5. You will be able to install licensed legally purchased software and equipment such as printers and scanners on your computer. At no point must you open the computer and make changes to the inner hardware. You should not change any settings on the computer, for example, automatic updates and anti-virus.
6. The computer and the connectivity equipment must not be used for any illegal and/or antisocial purpose.
7. There may be occasions when we need you to return the computer to school for upgrades and maintenance. Please note that because of these upgrades, it may be necessary to completely remove all information contained on the computer. Fulbourn Primary School cannot be held responsible for the loss or damage of any data on the computer during this process. It is your responsibility to return the computer to school. During this process, technical members of staff may view data or programmes on the computer. You will be held responsible to the acceptable use policy at this point. You may want to remove personal data from the computer before its return.
8. All technical support and maintenance must go through Fulbourn Primary School.
9. If your computer is stolen or lost you must immediately report it to the police and get a crime reference number. Immediately report this to us; we will make every effort to replace the computer when we are able.
10. If your computer is accidentally damaged, immediately contact us. We will do our best to repair the damage, if this is not possible, replacement will be on a case by case basis. Any costs to repair the computer as a result of damage during the loan period will be the parent/carers' responsibility.

Responsibilities you have to care for your computer

11. You have a responsibility to take reasonable care to ensure the security of the computer and connectivity equipment.

12. You must not decorate or change the external face of the equipment provided in any way, including affixing stickers.
13. Reasonable health and safety precautions should be taken when using a computer. The school is not responsible for any damage to person or property resulting from the computer or equipment loaned.
14. The school is not responsible for any costs resulting from the use of the computer and the connectivity equipment, including electricity, printer cartridges, paper or any cost occurring from an internet service not provided by the school.

Responsibilities to keep your child safe:

15. It is the named parent/carers responsibility to ensure that the child remains safe online by supervising the child at all times and being familiar and complying with the schools e-safety policy.

I, the parent/carer, have read or had explained and understand the terms and conditions in the home loan agreement. I understand that by breaching the conditions the loan of the computer may be withdrawn by the school.

Signed: _____ Date: _____

Printed Name: _____

School employee issuing computer:

Signed: _____ Date: _____

Printed Name: _____

Appendix 2: Remote Learning Agreement

- I understand that an online lesson or focus group via Teams or Zoom will be subject to the same school rules which apply in face-to-face lessons.
- I will follow all instructions issued by my teacher, only using technology as they direct me to do.
- I will promptly log in to any session at the time it is scheduled to start.
- I will make sure my communication with teachers and other pupils is appropriate.
- I will be responsible for my behaviour and actions when accessing learning online. I know that comments I make online, either verbal or typed, are recorded and cannot be deleted.
- I will not try to contact my peers individually through school Zooms or Teams. I know that I must use other platforms organised and approved by my parents/carers to contact my friends for social purposes.
- I understand that my teachers will keep records of my attendance and behaviour online.
- I will not record or take photos of my teachers or classmates, or any lesson content without permission. I will not edit or share any recordings of lessons that are made available to me.
- I will not deliberately access or share any material which could be deemed illegal or offensive. If I come across such material I will report it to a suitable adult, either my teacher or parents.
- I understand that these rules are designed to keep me safe and that if they are not followed the normal school behaviour policy will be invoked.

Remote Learning Etiquette

- Ensure you are in a quiet, safe and appropriate environment with minimal distractions.
- Answer or log in promptly to learning sessions. It is your responsibility to be prepared to receive a Teams call or log in to Zoom before the scheduled start time for the lesson.
- Dress appropriately: as if it were a non-uniform day at school.
- Ensure you are attentive and follow all instructions, treating others with kindness, patience and respect, particularly where technical issues cause disruption.
- End your session when your teacher indicates it is complete.
- Make yourself recognisable online by using your first name and surname as your screen name. This makes registers much easier to take and ensures we know who we are admitting to calls.

Note for Parents/Carers:

For safeguarding reasons, we have some guidelines that we expect all families to follow:

- Only the child (and one parent/carer, if required) should appear on the screen for a call. Nobody else connected to the child or family should attempt to join the call from any other location.

- Your child must be supervised by you, in the same room, for the duration of the phone call or online meeting.
- Your child must be dressed appropriately – imagine they are coming to school on a non-uniform day.
- Please do not screen shot or record the meeting in any way – these would be images or voices in people's homes and would not be appropriate to share with others.
- Please discuss expectations about conduct with your child – they should conduct themselves in the same way that they do in school. If learning in a group there is likely to be opportunities to share their thoughts and ideas, but they must listen to others when it isn't their turn.
- When teaching 1:1 or in small groups, as an additional safeguarding measure, Teams meetings will be recorded and saved on the school's Office 365 account. These will be stored securely within the school's account and will not be visible to any person without a Fulbourn Primary School Teams login. Recording is for the teacher's and your child's security and enables us to reduce the number of staff present on each call.