



Remote Learning policy

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1. Introducing our Remote Learning Policy

- 1.1. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed, especially when they are unable to attend school in person.
- 1.2. Our Remote Learning Policy lays out the responsibilities of each of the members of our school community in relation to the provision of remote learning capability to our pupils and details the practical and operational matters associated with this provision.
- 1.3. It's aims are to:
 - Set out a framework for the effective operation of Remote Learning within our School.
 - Set out our expectations for all members of the school community with regards to remote learning.
 - Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
 - Ensure staff, parent, and pupil data remains secure and used in line with Data Protection regulations.
- 1.4. Our Remote Learning Policy will necessarily change in line with changing events, technologies and methodologies and as such will be regularly revised. Any changes will be communicated via our website and using our regular communication channels.

2. Scope & Responsibilities

- 2.1. This Policy applies to all staff, (including temporary staff, consultants, governors, volunteers, and contractors, and anyone else working on our behalf), pupils, parents and carers.
- 2.2. All staff are responsible for reading and understanding this policy before carrying out tasks relating to remote learning, and for following this policy, including reporting any suspected breaches of it to the appropriate Senior Leader or Governor.
- 2.3. All leaders are responsible for ensuring their team read and understand this policy before carrying out related tasks, and that they follow this policy, including reporting any suspected breaches of it.
- 2.4. Our Governing Body, Headteacher, Senior Leadership Team, Designated Safeguarding Lead (DSL), SENCO, IT Staff and Data Protection Officer (DPO) are responsible for dealing with breaches of this policy, including suspected breaches, identified risks, and monitoring compliance with this policy.

3. The legal framework

- 3.1. Relevant legislation, Statutory Instruments, Statutory guidance and Department for Education guidelines are detailed below:
 - Equality Act 2010
 - Education Act 2004
 - The General Data Protection Regulation (GDPR)
 - Data Protection Act 2018
 - DfE (2020) 'Keeping children safe in education'
 - DfE (2019) 'School attendance'
 - DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
 - DfE (2018) 'Health and safety: responsibilities and duties for schools'
 - DfE (2018) 'Health and safety for school children'



- DfE (2016) 'Children missing education'

3.2. The latest Government guidance can be found at: _

<https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19>

3.3. The latest Derbyshire County Council guidance can be found at: _

<https://schoolsnet.derbyshire.gov.uk/administration-services-and-support/coronavirus-information/information-and-advice-to-schools.aspx>

3.4. This Policy operates in conjunction with the following school policies/plans:

- Accessibility Plan
- Acceptable use of IT the Internet and Electronic Communication Policy
- Anti-bullying policy
- Attendance Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Children Missing in Education Policy
- Code of Conduct
- Curriculum Plan
- Data Protection Regulation Policy and associated Privacy Notices
- Equality Policy
- Guidance for Safer Working Practice
- Health and Safety Policy
- Home School Agreement
- ICT Policy
- Learning from Home School agreement
- Management of Stress Policy
- Marking and Feedback Policy
- Off Site Working Procedure
- Online Safety Policy
- Recording Reporting Policy
- Retention Schedule (Records Management Policy)
- Special Educational Needs and Disabilities (SEND) Policy

3.5. The content of this section is not exhaustive, and these provisions are subject to continuous development.

4. Learning

4.1. We believe it is in the best interest of children engaging in remote learning to provide structured and sequenced remote learning, replicating their classroom experience as closely as possible, however we recognise that switching to remote learning will affect pupils and their families in a number of ways.

4.2. The learning methods selected will be based on:

- Being realistic and focusing on what is most important, recognising that remote learning can be more difficult for many pupils and providing appropriate support.
- Allowing flexibility in the completion of activities, understanding that families may have more than one child sharing home resources and that workspaces may be shared with multiple family



members, including by designing activities that are accessible for all pupils, including those working offline.

- Ensuring remote education practices are inclusive including by tailoring the remote curriculum for pupils with SEND

4.3. We will use a range of delivery methods including:

- Directed online learning - Sign-posting to online learning resources
- Hard copy learning – Provision of hardcopy resources to complete offline
- Remote live lessons – Lesson delivered to camera, pupils log in to a platform to participate.
- Remote pre-recorded lessons - Staff delivery of lessons to camera (with no pupil presence) and made available to pupils online to access in their own time
- Synchronised learning – Staff delivery of lessons with both in school and remote pupil attendance

5. Resources

5.1. The school will provide a combination of teaching and learning resources to support remote learning including, but not necessarily limited to:

- Work booklets
- Projects
- Past and mock exam papers
- Current online learning portals
- Educational websites
- Reading tasks
- Remote learning platforms and tools
- Pre-recorded video or audio lessons

6. Equipment

- 6.1. Pupils will need to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.
- 6.2. For pupils who cannot access digital devices at home, we will, where possible, apply for support from the government to provide devices.
- 6.3. If a pupil is provided with school-owned equipment, the pupil and their parent will need to sign the *Acceptable Use Agreement* on receipt of the equipment.

7. Remote Learning Platforms & Online Learning Tools

- 7.1. The Use of Remote Learning Platforms and Online Learning Tools is key to our ability to offer flexibility in our learning provision and offers the chance for greater efficiency, improved connectivity and collaboration between staff, governors and pupils, and flexible access to education for vulnerable and hard to reach children, supporting safeguarding and wellbeing agendas.
- 7.2. These tools will further support pupils who may currently be learning through Virtual Schools, or in hospital, to feel more integrated into the school community.
- 7.3. We will ensure that the platforms and tools we use are secure, maintain privacy and have enterprise level security.



8. Safeguarding

- 8.1. Safeguarding and child protection remains as important in this environment as anywhere else, and staff members will apply the school's safeguarding guidance to remote learning, just as they would to classroom working - staff who become aware of any child protection concerns will continue to follow established safeguarding procedures.
- 8.2. We will adhere to all additional guidance on delivering learning for those children access provision at home
- 8.3. When working remotely, we will ensure that the current Child Protection & Safeguarding Policy along with any addendums is adhered to at all times.

9. Data Protection

- 9.1. Data Protection remains as important in this environment as anywhere else, and staff members will apply the school's Data Protection Policies to remote learning, just as they would to classroom working - staff who become aware of any data breaches will continue to follow established data protection procedures.
- 9.2. This includes maintaining the same high standards of data protection, when sharing events and lessons remotely, as we would sharing any other sensitive, personal or confidential data.
- 9.3. Recording individuals will generate personal data including pupil images, names, contributions, login and contact details and will be protected, processed and retained in the same way as all personal data, in line with the schools Data Protection Policies and Privacy notices and in accordance with our other policies including Acceptable Use, Off Site Working and Bring Your Own Device policies, as well as our Retention Schedule.
- 9.4. The Data Protection Act, GDPR and our policies require us to assess the lawful basis for Data Sharing and the Data Protection suitability of providers of services/platforms, and this information will be published in our Privacy Notices.
- 9.5. We will carry out DPIAs of third party processors supplying remote and online learning and/or communications platforms and for any other processing deemed to require such.
- 9.6. We will follow our Acceptable Use of IT and Email policy when communicating with parents and pupils.
- 9.7. We will follow the procedures in our Data Protection Policy for recording, reporting and responding to data breaches, suspected data breaches and cyber security incidents.

10. Wellbeing

- 10.1. In addition to safeguarding, pupil wellbeing is a significant consideration in our planning for remote learning.
- 10.2. We will ensure our remote learning curriculum factors in support for pupils' mental and physical wellbeing and considers differentiation in our pupils.
- 10.3. This includes scheduling regular breaks in teaching, recommending fresh air and exercise-based activities and by ensuring a reasonable balance between online and offline activities.

11. School & home communications

- 11.1. Maintaining a sense of community with parents, carers and pupils is very important to us and we will provide regular communication to parents about any general measures that need to be put in place if their child is learning remotely.
- 11.2. During the period of remote learning, we will maintain regular contact with parents to:
 - Ensure parents are aware of what their children are being asked to do and when.



- Reinforce the importance of children staying safe online.
- Provide further information as the necessity arises.

12. School Responsibilities

12.1. Each member of our school community plays a part in the safe and effective delivery of remote learning. These responsibilities are outlined below.

12.2. Our Governing body is responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements including to ensure that the curriculum remains fully accessible and inclusive to all.

12.3. Our Headteacher is responsible for:

- Ensuring the schools remote learning approach is effectively communicated to the whole school community and providing regular and timely updates as dictated by any circumstances relating to the invocation of a period of remote learning.
- Co-ordinating and monitoring the effectiveness of remote learning delivery across the school, including to ensure that the curriculum remains fully accessible and inclusive to all.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Overseeing that the Staff and Pupils have the resources and appropriate training necessary to ensure effective remote learning in accordance with this Policy.
- Ensuring the relevant policies are available to the school community at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning, including putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Managing the effectiveness of safeguarding measures through a robust system of reporting, investigating, and recording incidents.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents including that the relevant risk assessments are carried out within the agreed timeframes.
- Managing the effectiveness of data protection measures through a robust system of reporting, investigating, and recording incidents including the relevant Data Protection Impact Assessments are carried out prior to sharing pupil (or other high risk) information.
- Regular reviews of the effectiveness of this policy.

12.4. The Governors and Headteacher are responsible for liaising with the Data Protection Officer to ensure:

- all staff are aware of the data protection principles outlined in the GDPR.
- all Data Protection Policies and Privacy Notices are updated to reflect remote learning platforms.



- that all learning platforms, apps, games, communication platforms, computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018 and where necessary, Data Protection Impact Assessments have been carried out.
- all staff understand and follow the procedures for data breaches

12.5. The DSL is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working, ensuring all safeguarding incidents are adequately recorded and reported.

12.6. The SENCO is responsible for:

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Arranging additional support for pupils with SEND which will be unique to the individual's needs.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.
- Respond to any teaching and learning staff concerns about providing suitable learning sequences for SEND pupils or engagement issues

12.7. IT Staff are responsible for:

- Reviewing the security of remote learning systems and flagging any security breaches to the Data Protection Officer.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.
- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

12.8. Teaching & Learning staff are responsible for:



- Ensuring pupils are shown how to use the remote platforms and other tools to be utilised in the delivery of remote learning.
- Create learning plans in line with this policy.
- Adhering to this policy at all times during periods of remote learning.
- Taking appropriate steps to ensure their devices remain secure in line with the ICT Acceptable Use Policy including by setting privacy settings on devices used to deliver or engage in remote learning to an appropriate level to protect themselves and the pupils/parents involved
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- Reporting any Data Protection incidents to the DPO and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.
- Liaising with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.
- Adhering to the requirements of the policies listed in section 3 including as they relate to remote learning.



Appendix 1: Learning from Home School Agreement



Learning from **Home School** Agreement

During any period of school closure where remote learning is required, Parkside Community School will continue to work in partnership to equip children with the skills, attitudes and qualifications needed to secure successful careers and to become responsible adults in the future.

Parkside Community School will...

- Provide a balanced curriculum to meet every child's needs
- Use Show My Homework (SMHW) as the main platform for communication. All Distance learning work will be set on this platform and all work will be submitted to teachers via this platform.
- Provide a mixture of live lessons, pre-recorded videos (loom, Parkside Youtube), independent learning activities and other relevant tasks (e.g. Mathswatch, Educake, Memrise, Activelearn) to continue learning at home (as a whole class or independently)
- Respond to completed tasks via SMHW and give appropriate feedback in a timely manner
- Contact students who do not complete the SMHW learning tasks in order to check on their well-being and offer further support when necessary
- Offer students the opportunity to ask for extra help by contacting subject teachers via SMHW

Pupils will...

- Complete all distance learning tasks set on SMHW on time and to the best of their ability
- Follow the school timetable and school day timings unless they have a genuine reason that they are unable which has been communicated to school
- Submit all work to SMHW after completion
- Engage in dialogue and feedback with staff when required

When asked to attend a 'live lesson', pupils will...

- Ensure profile pictures are left as initials so that they are easily identifiable to staff
- Use the 'Raise your hand' and Chat function to participate in the lesson
- Remain on mute unless the teacher asks for them to unmute
- Focus on learning during the live lesson
- Use the chat function for learning ONLY
- Remember class expectations still apply - always adhere to the School Behaviour policy

Parents and carers will...

- Make sure that their child is ready to access their online learning resources everyday as per the school timetable
- Where possible, facilitate a quiet environment for their child to learn
- Let the school know if their child has any technical issues with accessing online learning during periods of closure
- Report any absences—including COVID 19 symptoms or positive test results for the child or someone within the household
- Monitor their child's use of devices for access to other online materials and apps



Appendix 2: Remote Learning Contingency Plan Spring 2022

Remote learning provision

Contingency plan Spring 2022

Expectations:

- High-quality online and offline resources 'linked to school's curriculum expectations'
- Meaningful and ambitious work each day, with a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
- Enable teachers to adjust the pace or difficulty of what is being taught in response to learning
- Select online tools to be used consistently to allow interaction, assessment and feedback and make sure staff are trained in their use
- Work with families of those children who will need additional support to access remote education
- Where pupils are self-isolating, subject teams will provide work via SMHW for pupils to complete if they are fit and well enough to do so. Upon informing school of self-isolation absence, parents/carers/pupils will be directed to SMHW in order to access the resources. Pupils should submit their isolation work via SMHW in order for teaching staff to respond and feedback.

What this means at Parkside

Remote learning will follow the normal school timetable – i.e. a continuation of learning across a broad and balanced curriculum with learning activities in five subjects per day, each of which being likely to last approximately one hour.

Access to digital remote learning for all is a key priority. Digital learning provides far greater opportunities for engagement, assessment, interaction and feedback than non-digital remote learning. We have learned a great deal from our experiences during lockdown, including the importance of:

- Reliable communication streams with parents/carers and pupils
- A consistent system for accessing learning, submitting work and interaction with teachers
- Holding up-to-date information on student access to digital learning
- Effective systems with clear roles and responsibilities for supporting pupils and families to access and engage effectively

We will, therefore, work to provide all pupils with suitable access to a full digital remote learning programme. In order to do this, we must deal with access and develop the framework and capacity for a high-quality digital remote learning programme that meets the expectations laid out above, but is both reasonable and sustainable from a teacher workload perspective.



Full Digital Remote Learning provision

Timetable

Digital remote learning will follow the normal school timetable, so that pupils will access learning activities across the full curriculum in five subjects per day, five days per week during term time. As with the normal timetable, learning activities in each subject should last approximately one hour. During the immediate onset of provision (1-2 days) teachers will provide pupils with activities to retrieve and practice core concepts and knowledge which have previously been taught. After this initial period, subject teams will then develop effective sequences of learning. Further details of this are outlined below.

As with the normal timetable, pupils will have learning sessions in some subjects more often than others:

Year 7	Year 8	Year 9	Year 10 & Year 11
English 4*55-min periods per week	English 4*55-min periods per week	English 4*55-min periods per week	English Language and Literature 6*55-min periods per week
Mathematics 4*55-min periods per week	Mathematics 4*55-min periods per week	Mathematics 4*55-min periods per week	Mathematics 4*55-min periods per week
Science 4*55-min periods per week	Science 4*55-min periods per week	Science 4*55-min periods per week	Science 6*55-min periods per week
History 3*55-min periods per week	History 3*55-min periods per week	History 3*55-min periods per week	Option 1 3*55-min periods per week
Geography 3*55-min periods per week	Geography 3*55-min periods per week	Geography 3*55-min periods per week	Option 2 3*55-min periods per week
Spanish 3*55-min periods per week	Spanish 3*55-min periods per week	Spanish 3*55-min periods per week	Option 3 3*55-min periods per week
Creative Carousel Design and Technology Catering Performing Arts Computer Science Music Art 6*55-min per week	Creative Carousel Design and Technology Catering Performing Arts & Music Computer Science Art & Photography 6*55-min per week rotation	Creative Carousel Design and Technology Performing Arts & Music Computer Science Enterprise Art Photography 6*55-min per week rotation	Option 4 3*55-min periods per week
			Intervention Extra-Curricular
Personal Development 1*55-min per week rotation	Personal Development 1*55-min per week rotation	Personal Development 1*55-min per week rotation	Personal development 1*55-min per week rotation
Physical Education 2*55-min per week	Physical Education 2*55-min per week	Physical Education 2*55-min per week rotation	Physical Education 1*55-min per week



Systems

Show My Homework

All digital remote learning will be accessed through Show My Homework (SMHW). It is imperative, therefore, that all pupils are able to access SMHW, and can quickly access technical support if it is needed.

In addition to SMHW, the school is intending to use the following systems in order to provide consistently high-quality learning activities that are engaging and enable interaction and teacher-assessment of learning to inform future teaching and learning activities:

Loom

Loom is a video recording tool that enables teachers to share presentations or documents with teacher voiceover and camera if selected. This enables teachers to create instruction videos bespoke to their pupils' needs. Pupils have told us that they Loom videos are excellent learning resources, as they:

- Enable the learner to control the pace of learning. Pupils can pause, replay/rewind videos to check/confirm understanding at any time as needed, even in a later lesson – for example replaying a teacher's modelling or instruction to support their own practice.
- Had time to reflect on their own learning and identify gaps in understanding to raise with their teacher through email or through their work.
- Are highly engaging. The video and audio make it feel like their teacher is teaching them, and that the learning activity has been designed around their learning needs.

Microsoft Teams 'live sessions'

Within carefully planned sequences of teaching, the school will aim to provide live sessions where their use is judged to be the optimal approach to securing learning and engagement. Live sessions may involve:

- Live teaching for year groups, classes or small groups
- Small-group support
- Live feedback
- Live drop-in support
- Assemblies, instruction or whole-school announcements

Use of other high-quality digital activities and resources

A range of high-quality subject-specific learning activities and resources are available for subject teams to integrate within learning sequences. Whilst it is important learning sequences are specifically designed to meet the learning needs of our pupils, it would be counterproductive to the aim of using our resources efficiently to require all learning activities to be created by our teachers. Subject teams are encouraged to make use of existing high-quality materials within learning sequences where the learning potential of such material is high/similar to that which would be made possible by bespoke content, and where the learning sequence fulfils the expectations for interaction with teachers at another point.



A sequence of learning for Maths may, for example, look like this:

Monday	Tuesday	Wednesday	Friday
Live session Introduce topic, explain sequence of learning, model technique, set off on task.	Loom video Further modelling, address likely misconceptions, initiate practice activities, explain next step in sequence.	MathsWatch (subject-specialist app) practice Independent practice / application to new contexts	Assessment Online assessment of depth of learning of topic to inform next steps in learning sequence.

Variations between subjects

Curriculum teams will use their professional judgement to determine the most effective learning sequences for groups of pupils ensuring that the expectations for high-quality remote learning are met.

The frequency of contact (number of lessons per week) and the number of teachers allocated to a year group for each subject will influence the design of learning activities within a sequence.

We will aim to provide assessment and interaction at the frequency illustrated in the table below. Pupils will be asked to submit their work via SMHW where the teacher will respond and give individual feedback. During live lessons, there may be the opportunity to give direct feedback by using the chat facility.

Key Stage 3	Expectations	Key Stage 4	Expectations
English 4*55-min periods per week	1 assessment and 1 interaction per week	English Language and Literature 6*55-min periods per week	1 assessment and 1 interaction per week
Mathematics 4*55-min periods per week	1 assessment and 1 interaction per week	Mathematics 4*55-min periods per week	1 assessment and 1 interaction per week
Science 4*55-min periods per week	1 assessment and 1 interaction per week	Science 6*55-min periods per week	3 assessment and 3 interactions per fortnight
History 3*55-min periods per week	1 assessment and 1 interaction per fortnight	Option 1 3*55-min periods per week	1 assessment and 1 interaction per week
Geography 3*55-min periods per week	1 assessment and 1 interaction per fortnight	Option 2 3*55-min periods per week	1 assessment and 1 interaction per fortnight
Spanish 3*55-min periods per week	1 assessment and 1 interaction per fortnight	Option 3 3*55-min periods per week	1 assessment and 1 interaction per fortnight
Creative Carousel 6*55-min per week	Targeted assessment and interaction	Option 4 3*55-min periods per week	1 assessment and 1 interaction per fortnight
Personal Development 1*55-min per week	1 interaction per fortnight	Personal development 1*55-min per week	No assessment or interaction
Physical Education 2*55-min per week	1 interaction per fortnight	Physical Education 1*55-min per week	No assessment or interaction



Monitoring and Quality Assurance

Rigorous enactment of the plan detailed above will support all pupils to continue to learn and enable us to identify and act swiftly to address any concerns with the wellbeing of individual pupils. The safety and wellbeing of pupils and staff will always be our priority concern.

The quality of learning activities will be supported by the leadership team, through a combination of:

- Curriculum director oversight and approval of planned and published sequences; and
- Director of Teaching, Headteacher and SLT year link monitoring to ensure consistent performance against criteria for high-quality distance learning, as outlined above.

Scheduled QA activities will be documented and monitored by the Director of Teaching, the Headteacher and Deputy Headteacher.

The mechanics of quality assurance will depend upon the level of pupils absence and therefore the nature and volume of remote learning activity, as outlined in the table below.

Monitoring and QA Overview

Activity	Monitoring	Reporting to
Pupil safety and wellbeing	Home-school communications team	Team leaders
Pupil engagement <ul style="list-style-type: none"> a. system log-in Home-school communications team b. submission of work c. participation in live sessions 	Home-school communications team	Team leaders
Parental engagement <ul style="list-style-type: none"> a. informing school of any technical issues impeding access to online learning b. work with the school to ensure that their child is accessing online learning c. report any absences 	Home-school communications team	Team leaders
Sequences of teaching - impact	Curriculum directors	LAS, BRI

Please see overleaf for details of our waved approach to supporting all pupils to engage with remote learning successfully.

This approach is vital to our work to monitor the safety and wellbeing of pupils and their continued learning and progress during a period of school closure.

This approach is consistent with the spirit of established school policies.