

Remote Learning Framework

Leadership

School leaders have a clear vision and approach for remote education, and maintain awareness of any issues or barriers related to effective delivery.

Scoring

1. Identify	2. Develop and plan	3. Implement	4. Embed	5. Sustain
Not yet in place or there are major gaps.	Identified gaps but a plan is being developed to address them.	In the process of implementing systems and practices to address this.	Practices and systems are in place with minor gaps.	Practices and systems are fully embedded, and there are examples of best practice.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Remote education plan</p> <p>There is a plan in place for remote education and a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.</p> <p>The plan is underpinned by high expectations to provide the quality delivery of a planned curriculum for all (including vulnerable children and children with SEND), which is aligned as close as possible to the in-school curriculum.</p>	<ul style="list-style-type: none"> • Our Emergency Management team (EMT) consists of 13 leaders from across the company who are responsible for our Covid work and remote education. • We have a remote learning engine room for staff to access policies, guidance, support and resources for remote learning. • All learners have an individualised plan that meets their needs, both academically and emotionally. This plan is based on their EHCP and agreed between Learning Managers, parents/carers, commissioners and other professionals. This plan is reviewed a minimum of weekly and learners can move between entirely remote learning, blended learning (ie some face to face and some remote learning sessions) and face to face sessions as and when they need to. • Where remote learning is required, we have 6 separate tiers that outline what type of remote learning the learner is able to access. This can include work/ resources being printed and delivered to the home, work placed on the student hub for the learner to access online, phone calls home, video conferencing a 1:1 session or video 	<p>Some staff require further support to enable them to deliver sessions at the highest tiers. (ie video conferencing)</p> <p>Support currently in place includes videos and instructions on our remote learning hub on the staff drive and access to ICT service desk request support, in addition to peer support where possible,</p>	<p>4</p>	<p>To help develop your remote education plan:</p> <p>The EdTech Demonstrator Programme provides resources to support schools and colleges. This includes short videos developed by schools and colleges, and guidance on how to embed digital technology to support remote education.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p> <p>For guidance on how to remain cyber-secure, please refer to Cyber security in schools: questions for governors and trustees.</p> <p>Read the guidance on actions for schools during the coronavirus outbreak and refer to Oak National Academy for help to deliver a planned curriculum for all.</p>

	<p>conferencing into a group lesson.</p> <ul style="list-style-type: none"> • Where possible, the curriculum is the same as if the learner was in face to face education. However, we recognise this may not always be possible due to their individual anxieties. • Remote learning plans are included on the learner individual curriculum intent Plan (ICIP) 			
<p>Communication</p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<ul style="list-style-type: none"> • Governors are kept up to date with our arrangements during our 3 termly meetings. • Staff are kept up to date by weekly emails, information on our Covid 19 update page on the staff drive and our remote learning platform. • Parents are kept up to date by frequent telephone contact from Learning Managers, termly letters home, information on Class Dojo (Younger learners) or access to the website. • Commissioners are notified each week on who is on remote learning and what their package entails. 	<p>Different commissioners request information in different formats and sometimes these formats change. This means that senior leaders, learning managers and tutors have to complete multiple recording systems.</p>	4	<p>Ensure governors, staff, parents and carers are aware of the school's remote education provision by maintaining regular communication and providing updates on any changes to the provision.</p> <p>GOV.UK provides guidance to support schools to publish information about their remote education provision on their websites for parents.</p> <p>The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19)</p>

<p>Monitoring and evaluating</p> <p>The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> · understanding the impact on staff workload and how to mitigate against it · staffing changes · having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts 	<ul style="list-style-type: none"> ● The EMT have developed monitoring/tracking systems to ensure we are monitoring staff and learner absences, have a working staff cover system and are able to complete contact tracing when positive Covid cases occur. ● Our systems enable us to record daily attendance figures for the DFE and weekly attendance for the local authorities who commission us. ● We have systems that enable us to identify which learners and staff are isolating due to having Covid symptoms or having a positive test result and which staff and learners are absent for other reasons. Staff follow our regular absence alert systems and also send an Email to EMT if their absence is Covid related. Records are kept on staff currently isolating and those who are positive cases. Our learner system involves Learning Managers completing a remote learning and self isolation notification form when learners have to transfer to remote learning due to self isolation purposes. When learners are remote learning due to staff absence, anxiety or at parent/carer request, Learning Managers complete a blended / remote learning notification form. 	<p>Different commissioners request information in different formats and sometimes these formats change. This means that senior leaders, learning managers and tutors have to complete multiple recording systems.</p>	<p>4</p>	<p>GOV.UK provides the following guidance:</p> <ul style="list-style-type: none"> · recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year · actions for schools during the coronavirus outbreak · remote education good practice
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Remote education context and pupil engagement

The school understands the remote education context of pupils, and plans its provision to ensure pupils can remain engaged in education.

Scoring

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Not yet in place or there are major gaps.	Identified gaps but a plan is being developed to address them.	In the process of implementing systems and practices to address this.	Practices and systems are in place with minor gaps.	Practices and systems are fully embedded, and there are examples of best practice.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Home environment</p> <p>The school is aware of the learning environment in the home and works with parents and families to understand and ensure that pupils will be able to access education at home.</p> <p>The school supports pupils on how to self-regulate during remote education, including:</p> <ul style="list-style-type: none"> · understanding their strengths and weaknesses to improve their learning · how to learn from home · how to manage their time during periods of isolation 	<ul style="list-style-type: none"> • Wherever possible, our learners access face to face learning. Where this is not possible, individualised remote learning packages are in place. • Each learner has a Learning Manager who knows them and their parents/carers well. They understand what forms of remote learning are best for them and the environment they are in. They remain in contact with parents/carers and learners during any period of isolation / remote learning via telephone/email and through their tutors. • Where necessary / appropriate, learners on remote education have welfare visits to check on them, ensure they are accessing their packages and they are coping well. • Where learners struggle to engage, their individual remote learning plan is re-evaluated and amendments made where appropriate. 		5	<p>The EdTech Demonstrator Programme's remote education roadmap supports schools to adapt their remote education provision depending on a pupil's home environment.</p> <p>Where pupils might lack digital access to support the school's remote education provision, schools should refer to the get help with technology during coronavirus (COVID-19) guidance for support on providing pupils with laptops, tablets and internet.</p> <p>The Education Endowment Foundation provides a metacognition and self-regulation toolkit on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning.</p>

	Commissioners and other professionals are informed if the learner is not engaging and refusing face to face sessions.			
<p>Laptops, tablets and internet access</p> <p>Where digital approaches are used, leaders are aware of any limitations to access to the internet, and suitable devices, for pupils which impact on remote education provision. Leaders have made suitable alternative arrangements to minimise the impact of these limitations, either by providing pupils with devices and/or internet access or ensuring appropriate offline provision where pupils without access are considered vulnerable and are expected to come into school.</p>	<ul style="list-style-type: none"> Learning Managers have a clear understanding of what access to technology learners and their families have. Where a learner does not have access to a laptop but is capable of accessing work and lessons online, we deliver a chromebook for them to use during their remote learning sessions. 	<p>Some staff require further support to enable them to deliver sessions at the highest tiers. (ie video conferencing)</p> <p>Support currently in place includes videos and instructions on our remote learning hub on the staff drive and access to ICT service desk request support, in addition to peer support where possible,</p>	4	<p>Where technology is used to support remote education, the EdTech Demonstrator Programme offers resources on how to set up a virtual classroom and how to embed technology into teaching practice.</p> <p>Where pupils might lack digital access, schools should refer to the get help with technology during coronavirus (COVID-19) guidance for support on providing pupils with laptops, tablets and internet.</p>

<p>Supporting children with additional needs</p> <p>Children and young people with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right structures and provision in place to help remote education.</p> <p>This includes guidance for parents and carers on how to effectively support remote education, and ensuring pupils have access to the right hardware and software to support their needs.</p>	<ul style="list-style-type: none"> • Almost all of our learners are classed as vulnerable, either because they have an EHCP or a social worker. • Every learner has a highly individualised remote learning package that is based on their individual needs, either from their EHCP or their situation. • Parents/ carers and other professionals are consulted with regards to the appropriate package to be put in place. • Learning Managers offer support to learners and parents/carers with regards to their remote education, including access to advice, technical support videos and other instructions. These are available for our learning managers on the remote education section of our staff hub. 		<p>5</p>	<p>The EdTech Demonstrator Programme has made a range of SEND resources available for schools and colleges, including webinars on how to support pupils with SEND.</p> <p>The guidance on actions for schools during the coronavirus outbreak provides guidance on how schools should support pupils with SEND and vulnerable children.</p> <p>Oak National Academy provides resources for teachers to support children with additional needs.</p>
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<p>Monitoring engagement</p> <p>The school has systems for checking daily whether pupils are engaging with their work, and informs parents and carers immediately where engagement is a concern.</p>	<ul style="list-style-type: none"> Learning managers complete a remote learning notification form when learners have remote learning in place due to self isolation purposes. If learners are not accessing face to face provision for any other reason, ie learner anxiety, parent request or staff absence/shielding, Learning Managers complete a Blended learning notification form. This is used to notify the commissioners and ensure senior leaders know who is on remote learning at any given time. Tutors previously completed a remote learning log to record engagement. Learning Managers monitored this log to ensure engagement is appropriate. However, we have improved this system and recently introduced a remote learning progress form that tutors use to record each session. This has a greater amount of information that learning managers can use for monitoring 			<p>Advice on how schools should monitor engagement is highlighted in the remote education expectations guidance.</p> <p>EdTech Demonstrator networks have produced a range of webinars and tutorials, including sharing advice and top tips on ways to monitor and evaluate progress.</p>
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	<p>progress and engagement and enables senior leaders to monitor more closely progress, achievement and engagement.</p> <ul style="list-style-type: none"> Where learners struggle to engage, their individual remote learning plan is re-evaluated and amendments made where appropriate. Commissioners and other professionals are informed if the learner is not engaging and refusing face to face sessions. 			
<p>Pupil digital skills and literacy</p> <p>The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p>	<ul style="list-style-type: none"> During the autumn term 2020, all learners were given a session on how to access the student hub and the work on there. Some learners also learned to access the Google Hangouts. This ensured that, where appropriate, learners were able to access their hub and video conferencing when they needed to transfer to remote learning. Where learners have forgotten how to do this, tutors and Learning Managers offer extra support and advice in the form of telephone calls, videos and written instructions. 	<p>Some learners do not access their learner emails or drive yet. Others do not access google hangouts due to their anxieties and require further support with this.</p>	<p>4</p>	<p>Where technology is used to support the school's remote education provision, schools should consider providing practical support and guidance to pupils on how to use the technology.</p>

Curriculum planning and delivery

The school has well-sequenced curricula that support 'hybrid' teaching, where some children are taught in class (such as vulnerable children and children of critical workers) and others at home, and has the relevant resources in place to deliver the curriculum remotely.

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Minimum provision</p> <p>School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum:</p> <ul style="list-style-type: none"> · Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children · Key stage 2: 4 hours a day · Key stages 3 and 4: 5 hours a day 	<ul style="list-style-type: none"> • All learners have an individualised remote learning package. We have learning Tiers that indicate what sort of remote learning learners can access. Where appropriate, learners have their full entitlement of education according to their keystage. This may include 1:1 video conferencing sessions (for example food tech sessions where the learner cooks at home whilst video conferencing 	<p>Some learners require further support to access video conferencing, which would lengthen their access to education.</p>	4	<p>Remote education expectations are highlighted in actions for schools during the coronavirus outbreak.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p>

	<p>the tutor who is cooking the same recipe) or where learners video conference into live lessons with their peers.</p> <ul style="list-style-type: none"> • Where video conferencing is not appropriate, learners may have telephone calls from tutors to ensure they can access the work and complete it. <p>However, it needs to be acknowledged that some of our learners cannot cope with remote learning of a length that is appropriate for their keystage. This is usually due to their own anxieties around Covid and how this affects them. Where this is the case, Learning Managers put other activities and tasks in place to support their well being.</p>			
<p>Curriculum planning</p> <p>The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely.</p> <p>This could include a remote curriculum that is identical to the one taught in class, one that is similar but adapted or one that is completely different.</p>	<ul style="list-style-type: none"> • Where appropriate, learners on remote education follow the same curriculum they would when having face to face sessions. This ensures that they are up to date with their peers when they return to face to face education. However, some learners would find this difficult due to their anxieties, self esteem or SEND. Where this is the 	<p>Further interventions need to be developed to ensure learners who find remote learning difficult to catch up.</p>	<p>4</p>	<p>GOV.UK provides resources on remote education good practice and how to adapt teaching practice for remote education.</p> <p>The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education.</p>

	<p>case, learners have an individualised curriculum that consolidates their previous learning and takes the pressure off, or which gives them other activities to do within that subject area. If this is the case, learners access their regular curriculum as soon as they are able to after a return to face to face. It should be noted that some learners require a recovery curriculum that concentrates on their well being and engagement, preparing them to learn again.</p> <ul style="list-style-type: none">● Interventions are being developed to ensure learners catch up after periods of remote learning where they have not been able to follow their regular curriculum.			
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<p>Curriculum delivery</p> <p>The school has a system in place to support remote education, using curriculum-aligned resources.</p> <p>Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such as Oak National Academy), and time given for pupils to complete tasks and assignments independently.</p> <p>The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.</p>	<ul style="list-style-type: none"> • We have developed 6 Learning Tiers that take into account learner individual needs for remote learning. Each learner has a learning manager who arranges their remote package and decides which tier of work the learner is able to access. Learners often have a combination of tiers, which is dependent on a variety of factors including their relationship with their tutor, their skills with technology, the subject being delivered and their self-esteem with that subject. • Individual learning tiers include worksheets and resources hand delivered to the home, worksheets and activities posted by email or on the student hub, live video conferenced lessons and access to online learning platforms such as Oak Academy and Bitesize etc. 	<p>Some learners and staff require on-going support to ensure they are confident accessing the higher tiered resources.</p>	<p>4</p>	<p>GOV.UK provides:</p> <ul style="list-style-type: none"> · guidance on accessing and buying resources for remote education · resources on remote education good practice · guidance on how to access and set up online digital platforms to support delivery · Oak National Academy provides resources and guidance on how to map resources to a school's existing curriculum. <p>RNIB Bookshare, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools - free for any pupil with dyslexia or visual impairments.</p>
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<p>Assessment and feedback</p> <p>The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.</p> <p>The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.</p>	<ul style="list-style-type: none"> • Each remote learning tier has learner feedback planned within it. Therefore, feedback to learners is also individualised according to learner needs. Where learners have live lessons, feedback is made verbally and work marked during the session. Where learners have remote 1:1 lessons and access work on their email or hub, work is marked on the document and reshared with the learner. Where learners have work delivered, tutors either go back again at the end of the session to pick up the work, mark it and phone the learner with the feedback, or give feedback the following week. • At the end of each session, tutors complete an online learner progress form that informs Learning Managers on the progress made and engagement during the session. This information can also be sent to commissioners when required. 	<p>The remote learner progress form has only been introduced since January 8th and its use is still being embedded across the organisation. Prior to this, learning logs were established for tutor feedback, though our monitoring and quality assurance procedures led to us developing the online form to ensure the correct information was captured.</p>	<p>4</p>	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> · assessing pupil progress and providing feedback in the remote education good practice guidance · assessments and exams <p>The EdTech Demonstrator Programme provides online training videos for schools on effective assessment and feedback.</p>
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Capacity and capability

Schools support staff to deliver high-quality remote education.

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Effective practice</p> <p>Senior leaders are aware of all the guidance and ensure wider teaching/school staff are aware of (and how to access) resources available to support remote teaching.</p>	<ul style="list-style-type: none"> All EMT members are shared into updates from the Government. Regular meetings, (weekly or daily according to need) are held to update policy and procedures according to Government changes. Staff are updated via our remote learning engine room and company wide emails when required. There is a remote learning hub on our learning platform that all staff have access to. This contains all updates, forms to complete, video and written support for training purposes and all policies and guidance. Links to external resources, such as The Oak Academy resources, can also be found on this hub. 	<p>Some staff still require ongoing support to ensure they can access the resources fully.</p>	<p>4</p>	<p>The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education.</p> <p>GOV.UK provides a good practice guide to support schools in their delivery of remote education.</p> <p>The EdTech Demonstrator Programme provides guidance on how to use online platforms and resources, including for children with SEND.</p>

<p>Staff capability</p> <p>Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms, devices and internet) they need to teach and support pupils remotely.</p> <p>Where used, staff have the appropriate training and support to use digital tools and resources, including how to ensure they are accessible for pupils with SEND.</p> <p>Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.</p>	<ul style="list-style-type: none"> All staff have chromebooks that they regularly use during lessons, even without Covid and remote learning requirements. Staff use these to access the curriculum plans and resources for the subjects they deliver and also to access the remote learning platform. 	<p>Some staff still require ongoing support to ensure they can access the resources fully.</p>	<p>4</p>	<p>The EdTech Demonstrator Programme provides advice, guidance and practical support for teachers on how to deliver good remote education. This includes guidance on how to use online platforms and resources, including for children with SEND.</p> <p>RNIB Bookshare, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools, colleges and universities, free for any student with dyslexia or visual impairment.</p> <p>pdnet provides free training events for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.</p>
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<p>Strategic partnerships</p> <p>The school is sharing best practice and making best use of capacity across schools to address any known gaps, including via established school-to-school support networks like the EdTech Demonstrator Programme and curriculum hubs.</p>	<ul style="list-style-type: none"> • A member of our leadership team attends regular meetings of alternative providers and Independent Schools within Nottinghamshire and Leicestershire. Good practice is shared and issues discussed. 	<p>At present the bulk of our work is within house or use of online learning platforms such as The Oak Academy. Whilst we attend meetings with other providers and schools, as yet we have not established any formal networks specifically around remote learning. However, some subject leads have accessed the local hub for their subject prior to Covid and remain in contact.</p>	<p>3</p>	<p>There are several school-to-school support networks which you can make use of, including:</p> <ul style="list-style-type: none"> · The EdTech Demonstrator Programme for advice and guidance on remote education, including how to embed technology into teaching practice, and how to embed practice across MATs · Maths hubs to improve maths education · English hubs to improve teaching of phonics, early language and reading in reception and year 1 · Computing hubs to improve the teaching of computing and increase participation in computer science
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Communication

The school maintains strong communication with pupils, parents and carers, and continues to work effectively with other third parties.

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Realistic expectations of pupils, parents and carers</p> <p>Parents and carers have clear guidance on how to support pupils at home, and how this is aligned to the remote education information required to be published on the school's website.</p> <p>Pupils understand the expectations on how many hours they should be learning and how to participate in remote education (for example, how to submit assignments).</p>	<ul style="list-style-type: none"> Learning Managers have a close relationship with parents/carers and keep in frequent contact with them during periods of remote education. Parents are advised to contact Learning Managers if they require any support with remote learning but can also get support from the tutors who teach their learners. Our website has a dedicated section for Covid, though few parents use it as the communication between Learning Managers and Parents/cares is normally a favoured way of communicating information and getting support. 	<p>Website needs further updating to make it easier to access the Covid information</p>	<p>3</p>	<p>Remote education expectations are highlighted in the actions for schools during the coronavirus outbreak</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p> <p>The school workload reduction toolkit provides example communication policies and email protocols.</p> <p>The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).</p>

<p>School community events</p> <p>Pupils are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.</p>	<ul style="list-style-type: none"> We have regular community projects for all learners, whether remote or in school. These have included messages of thanks to key workers, birthday cards for Captain Tom, Christmas cards and messages for the elderly and other projects. Photographs are then put on our social media pages and on our Google Plus page. 	<p>More frequent activities would further improve our work in this area.</p>	<p>4</p>	
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Safeguarding and wellbeing

Teachers and leaders understand how to maintain effective safeguarding arrangements whilst also providing high-quality remote education and supporting pupil wellbeing.

Scoring

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<p>Not yet in place or there are major gaps.</p>	<p>Identified gaps but a plan is being developed to address them.</p>	<p>In the process of implementing systems and practices to address this.</p>	<p>Practices and systems are in place with minor gaps.</p>	<p>Practices and systems are fully embedded, and there are examples of best practice.</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Ensuring safety</p> <p>There are clear safeguarding protocols in place to ensure pupils are safe during remote education. It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote education.</p>	<ul style="list-style-type: none"> ● Our safeguarding policy has an addendum relating to Covid. ● All learners have a Covid risk assessment that is completed with parents/carers and professionals where appropriate. This risk assessment takes into account their SEND and personal circumstances and helps to inform their individual remote learning plan. ● Learning Managers ensure regular contact is maintained with parents/carers and learners. Any issues result in a change of remote/ blended learning and / or referral to appropriate agencies for support. ● Tutors are frequently reminded to use our safeguarding reporting system to report any concerns when conducting remote sessions. These are monitored by a team of trained safeguarding officers. 		5	<p>GOV.UK provides guidance on safeguarding and remote education during coronavirus (COVID-19).</p> <p>Schools should also refer to statutory guidance for schools and colleges on safeguarding children.</p>

<p>Online safety</p> <p>If the school chooses to provide remote education using live streaming and pre-recorded videos, teachers understand how to keep children safe whilst they are online.</p>	<ul style="list-style-type: none"> • We have a dedicated e safety policy that clearly sets out the safety around online use and video conferencing. • All learner chromebooks have Buzz filtering on them to ensure appropriate filters are in place to protect our learners when using working online at home. • All learners have to complete an acceptable use policy before being allowed access to chromebooks. • Only the Head Teacher or Head of Area can give permission for learners to have video conference access on their student accounts. • Learning Managers must ensure that parents/carers and learners are aware of the rules around video conferencing, before requesting access to this facility. 		5	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> · safeguarding and remote education during coronavirus (COVID-19) · teaching online safety in schools
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<p>Wellbeing</p> <p>Leaders, teachers and pupils are aware of how to spot potential well being or mental health issues and how to respond.</p> <p>There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.</p>	<ul style="list-style-type: none"> Learning managers and tutors contact the learners and/or their parents daily according to their individual remote learning plan. When concerns are raised, their remote learning plan is evaluated. Learners either have a change of plan, which could mean reinstating face to face sessions, reducing pressure on learners or referrals to other agencies for support. 		5	<p>GOV.UK provides advice on supporting pupil wellbeing during remote education.</p>
<p>Data management</p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<ul style="list-style-type: none"> R.E.A.L Education and its schools have a GDPR policy, which incorporates GDPR regulations around Covid. This includes privacy statements with regards to rapid Flow testing and learner information. 		5	<p>GOV.UK provides guidance to support schools:</p> <ul style="list-style-type: none"> with data protection activity, including compliance with GDPR to be cyber secure
<p>Behaviour and attitude</p> <p>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<ul style="list-style-type: none"> Tutors are asked to record behaviour issues during remote sessions in the same way as face to face sessions, using the remote learning progress form. Where issues arise, they are expected to 	<p>The use of the Learner remote progress form requires embedding by all tutors as it has only just been introduced.</p>	4	<p>GOV.UK provides guidance on behaviour expectations in schools.</p>

	<p>contact Learning Managers and use our Significant Incident reporting system. Learning Managers respond to incidents by amending the learner remote learning plan, updating the risk assessment and making referrals where necessary.</p>			
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