

Remote Learning Policy

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Christian Vision of St Thomas' Church of England Primary School

Growing together through faith in Jesus Christ '**Let all you do be done in love**' (1 Corinthians 16. 14).

Knowing God through Jesus in our lives let us share, experience and live happiness, laughter and joy in a welcoming, inclusive and loving Christian place.

In the eyes of God and with all your heart let us embrace opportunities to learn, achieve and celebrate success and difference.

By sharing the fruits of the spirit let us shine out for others to see that we are tolerant, respectful, wise and hopeful in this community and God's world.

In journey and love, remember '**I am with you always**' (Matthew 28.20)

We feel that this statement sums up succinctly what we wish to achieve at St Thomas' for our school community.

Statement of intent

At St Thomas' CE Primary School, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. 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.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018

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

- 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'

1.3. This policy operates in conjunction with the following school information:

- Safeguarding and Child Protection Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Policy
- Accessibility Plan
- Marking and Feedback Policy
- Curriculum Overview
- Assessment Policy
- E-Safety Policy
- Health and Safety Policy
- Attendance and Punctuality Policy
- ICT Acceptable Use Agreement (in E-Safety Policy)
- Staff Code of Conduct

2. Roles and responsibilities

2.1. The **Governors** are 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.

2.2. The **Head Teacher** is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.

2.3. The **Health and Safety Officer** is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the head teacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- 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.

2.4. The **Data Protection Officer** is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

2.5. The **Head Teacher** (alongside DSL) is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.

- 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 head teacher 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.

2.6. The **SENDCO** is responsible for:

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the head teacher and other organisations to make any alternate arrangements for pupils with EHC plans and ILPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

2.7. The **Head Teacher/ Office Manager** is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

2.8. The **ICT Technician** is responsible for:

- 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 staff to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

2.9. **Staff members** are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the Pastoral Lead 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 concerns they may have about remote learning, to the head teacher.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.
- Adhering to the Staff Code of Conduct at all times.

2.10. **Parents** are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely between specific times set out in paragraph [9.1](#) of this policy, and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material between specific times set out in paragraph [9.1](#).
- Reporting any absence in line with the terms set out in paragraph [9.6](#).
- Ensuring their child uses the school based equipment and technology used for remote learning as intended.
- Adhering to the Parent Code of Conduct and Home School Agreement at all times.
- Ensuring they have access to school communications to receive regular updates.

2.11. **Pupils** are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely between specific times set out in paragraph [9.1](#) of this policy, and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any school based equipment and technology for remote learning as intended.
- Adhering to the Behaviour Policy at all times.

3. Resources

Learning materials

- 3.1. The school will utilise a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:
- Seesaw
 - MS Teams
 - Work booklets
 - Email
 - Educational websites
 - Reading tasks
 - Live webinars
 - Pre-recorded video or audio lessons
- 3.2. Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.
- 3.3. The school will help to prepare children and families for potential implementation of Home Learning Policy through regular communication and updates. Advice and guidance will also be provided to parents/carers in relation to a contingency plan for their home life if/when the policy needs to be implemented.
- 3.4. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.
- 3.5. Wherever possible, teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.
- 3.6. Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
- 3.7. The school will review the resources pupils have access to and wherever possible, adapt learning to account for all pupils needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.
- 3.8. There will be no work packs made available, unless there are exceptional circumstances.
- 3.9. Teaching staff will liaise with the SENDCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.

The SENDCO will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls/emails.

- 3.10. Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
- 3.11. Pupils will be required 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.
- 3.12. For pupils who cannot access digital devices at home, the school will, where possible, provide a device.
- 3.13. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.
- 3.14. Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with section 7 of this policy.
- 3.15. The arrangements for any 'live' classes, e.g. MS Teams, will be communicated no later than one day before the allotted time and kept to a reasonable length of no more than one hour per session.
- 3.16. The ICT technicians are not responsible for providing technical support for equipment that is not owned by the school.

Food provision

- 3.17. The school will signpost parents towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.
- 3.18. Where applicable, the school may provide the following provision for pupils who receive FSM:
- Providing vouchers to families

Costs and expenses

- 3.19. The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.
- 3.20. The school will not reimburse any costs for travel between pupils' homes and the school premises.
- 3.21. The school will not reimburse any costs for childcare.
- 3.22. If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the ICT Acceptable Use Agreement prior to commencing remote learning.

4. Online safety

- 4.1. This section of the policy will be enacted in conjunction with the school's E-Safety Policy.
- 4.2. Where possible, all interactions will be textual and public.
- 4.3. All staff and pupils using video communication must:
- Communicate in groups – one-to-one sessions are not permitted unless in exceptional circumstances (see 4.5).
 - Wear suitable clothing – this includes others in their household.
 - Use appropriate language – this includes others in their household.
 - Maintain the standard of behaviour expected in school.
 - Use the necessary equipment and computer programs as intended.
 - Not record, store, or distribute video material or any digital content without permission.
 - Ensure they have a stable connection to avoid disruption to lessons.
 - Always remain aware that they are visible.
- 4.4. All staff and pupils using audio communication must:
- Use appropriate language – this includes others in their household.
 - Maintain the standard of behaviour expected in school.
 - Use the necessary equipment and computer programs as intended.
 - Not record, store, or distribute audio material without permission.
 - Ensure they have a stable connection to avoid disruption to lessons.
 - Always remain aware that they can be heard.
- 4.5. The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENDCO.
- 4.6. Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy and parents will be spoken to.
- 4.7. The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.
- 4.8. The school will utilise Seesaw and/ or MS Teams as the main platform for communicating with pupils and setting work.
- 4.9. The school will share this policy with parents at the start of the academic year to share what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.
- 4.10. The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

- 4.11. The school will communicate to parents about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.
- 4.12. During the period of remote learning, and through computing lessons whilst in school, the school will maintain contact with parents to:
- Reinforce the importance of children staying safe online.
 - Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
 - Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
 - Direct parents to useful resources to help them keep their children safe online.
- 4.13. The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

5. Safeguarding

- 5.1. This section of the policy will be enacted in conjunction with the school's Safeguarding and Child Protection Policy, which has been updated to include safeguarding procedures in relation to remote working.
- 5.2. The head teacher and DSL will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- 5.3. The head teacher and DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- 5.4. Phone calls made to vulnerable pupils will be made using school phones where possible.
- 5.5. The head teacher/ DSL will arrange for regular contact with vulnerable pupils once per fortnight at a minimum, with additional contact, including home visits, arranged where required.
- 5.6. All contact with vulnerable pupils will be recorded on the electronic chronology and suitably stored in line with the Data Protection Policy.
- 5.7. The head teacher/ DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- 5.8. Any home visits **must**:
 - Have at least one suitably trained individual present.
 - Be undertaken by no fewer than two members of staff.
 - Be suitably recorded on the chronology and the records stored so that the head teacher/ DSL has access to them.
 - Actively involve the pupil, wherever possible.
- 5.9. Vulnerable pupils will be provided with a means of contacting their class teacher, or any other relevant member of staff through Seesaw/ MS Teams.
- 5.10. The head teacher/ DSL will meet (in person or remotely) with the relevant members of staff to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
- 5.11. All members of staff will report any safeguarding concerns to the head teacher/ DSL immediately.
- 5.12. Pupils and their parents will be encouraged to contact their class teacher if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

6. Data protection

- 6.1. This section of the policy will be enacted in conjunction with the school's Data Protection Policy.
- 6.2. Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- 6.3. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- 6.4. Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- 6.5. Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.
- 6.6. All contact details will be stored in line with the Data Protection Policy.
- 6.7. The school will not permit paper copies of contact details to be taken off the school premises.
- 6.8. Staff/pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.
- 6.9. Any breach of confidentiality will be dealt with in accordance with the school's Data Protection Policy
- 6.10. Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Disciplinary Policy and Procedure as per the Staff Code of Conduct.

7. Marking and feedback

- 7.1. All schoolwork completed through remote learning must be:
 - Finished when returned to the relevant member of teaching staff.
 - Returned on or before the deadline set by the relevant member of teaching staff.
 - Completed to the best of the pupil's ability.
 - The pupil's own work.
 - Marked in line with the Marking and Feedback Policy
 - Returned to the pupil, once marked
- 7.2. The school expects pupils and staff to maintain a good work ethic during the period of remote learning.
- 7.3. Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via phone call/email if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- 7.4. Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the head teacher/deputy as soon as possible.
- 7.5. Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENDCO as soon as possible.

- 7.6. Teachers and staff will monitor the engagement levels of all pupils and if necessary make contact with parents / carers if engagement levels are not adequate. This will also be reported to the head teacher.
- 7.7. The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

8. Health and safety

- 8.1. Teaching staff and ICT technicians will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

9. School day and absence

- 9.1. Pupils will be present for remote learning, to complete ALL activities, between 9:00am and 3:30pm from Monday to Friday, with the exception of breaks and lunchtimes, as outlined in paragraph 9.2. If all activities are complete, children can log off.
- 9.2. Breaks and lunchtimes will take place at suitable times throughout the day as family circumstances can differ within each household.
- 9.3. Pupils with SEND or additional medical conditions may require more regular breaks, e.g. sensory breaks. This can be monitored by parents.
- 9.4. Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.
- 9.5. Parents will inform their child's teacher no later than 8:30am if their child is unwell via Seesaw/ MS Teams or the school office.
- 9.6. The school will monitor absence and lateness in line with the Attendance and Punctuality Policy.

10. Communication

- 10.1. The school will communicate with parents via text message and the school website about remote learning arrangements as soon as possible.
- 10.2. The head teacher will communicate with staff as soon as possible via email about any remote learning arrangements.
- 10.3. Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.
- 10.4. Members of staff will have contact with their line manager at least once per week.
- 10.5. As much as possible, all communication with pupils and their parents will take place within the school hours outlined in [section 9](#).

- 10.6. Pupils will have verbal contact with a member of teaching staff at least once per week via seesaw/ MS Teams meeting, which will be written into their timetable.
- 10.7. Parents or pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- 10.8. Issues with remote learning or data protection will be communicated to the class teacher.
- 10.9. The class teacher will keep parents and pupils informed of any changes to the remote learning.
- 10.10. The head teacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

11. Staff Absence

- 11.1. If a member of staff is absent due to COVID related symptoms, another member of staff will cover their lessons
- 11.2. If a member of staff is absent during a Bubble or school closure and is unable to lead sessions, their bubble partner teacher and/or teaching assistant will ensure the remote learning policy is adhered to.
- 11.3. In the event of limited staff members being able to fulfil the home learning expectations, a reduced timetable will be signposted for all parents/carers.

12. Monitoring and review

- 12.1. This policy will be reviewed on an annual basis by the head teacher.
- 12.2. Any changes to this policy will be communicated to all members of staff and other stakeholders.

Appendix A

Remote Learning during the Coronavirus (COVID-19) Pandemic

Within the ever-changing circumstances we are currently living through, we must be prepared for local lockdowns. In the event of a local lockdown, the school will implement provision for remote learning to ensure pupils never miss out on education. We will ensure that our curriculum is inclusive and accessible to all. This policy annex outlines how we will deliver remote education during the pandemic.

1. Legal framework

- 1.1 This policy has due regard to all relevant legislation, statutory and good practice guidance including, but not limited to, the following:
- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
 - DfE (2020) 'Adapting teaching practice for remote education'
 - DfE (2020) 'Guidance for full opening: schools'
 - DfE (2020) 'Get help with technology during coronavirus (COVID-19)'
 - DfE (2020) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)'
 - DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'

2. Contingency planning

- 2.1 The school will open to all pupils at the start of the autumn term, in line with national and local guidance.
- 2.2 The school will work closely with the LA to ensure the premises is 'COVID-secure', and will complete all necessary risk assessments – results of the opening risk assessment will be published on the school's website.
- 2.3 The school will work closely with the local health protection team when entering into a local lockdown and implement the provisions set within their contingency plan.
- 2.4 The school will communicate its plan for a local lockdown with parents, including whether it will remain open to vulnerable pupils and children of critical workers, or if remote working will be applicable for all.
- 2.5 If there **is not** a local lockdown, but a single class or 'bubble' needs to self-isolate, the school will immediately implement remote learning for that group.

3. Teaching and learning

- 3.1 All pupils will have access to high-quality education when remote working (a graduated response can be found in Appendix B).
- 3.2 The school will use a range of teaching methods to cater for all different learning styles, this includes (this is not an exhaustive list):
- Seesaw online platform
 - MS Teams meetings
 - Interactive lessons
 - White Rose Maths
 - Oak Academy (where applicable)
 - Online materials
- 3.3 Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.
- 3.4 When teaching pupils who are working remotely, teachers will:
- Log on to seesaw by 9.00am each day.
 - Produce weekly timetables so that pupils have meaningful and ambitious work each day.
 - Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
 - Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
 - Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked and acknowledged.
 - Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
 - Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including some contact with teachers.
 - Check staff emails regularly for updates.
- 3.5 All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.
- 3.6 In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the head teacher will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.
- 3.7 Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.
- 3.8 The school will utilise the support available through the DfE's 'Get help with technology during coronavirus (COVID-19)' scheme.

3.9 Under the scheme, the school can order laptops, tablets and 4G wireless routers to support the following groups of pupils if they do not have access to a digital device or the internet through other means:

- Pupils in Years 3 to 6.
- Clinically extremely vulnerable children across all year groups who are shielding or self-isolating in line with government advice
- Children in all year groups who are unable to access remote education whilst attending school on a hospital site

3.10 Before distributing devices, the school will ensure:

- The devices are set up to access remote education.
- Appropriate safeguarding controls and support are in place to help pupils and their families use the devices safely.

3.11 Once devices are ready for collection, the school will either arrange for them to be collected by families from school or delivered to pupils' homes, ensuring infection control measures are adhered to as part of this process.

4. Returning to school

4.1 The head teacher will work with the LA to ensure pupils only return to school when it is safe for them to do so.

4.2 After a period of self-isolation, or the lessening of local lockdown rules, the head teacher will inform parents when their child will return to school.

4.3 The head teacher will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

5. Monitoring and review

5.1 This policy annex will be reviewed in line with any updates to government guidance.

5.2 All changes to the policy will be communicated to relevant members of the school community.

Appendix B

Graduated response for children who are not in school due to Coronavirus (COVID-19) Pandemic

The following information will be shared with parents depending on their circumstances:

Phase 1

If **your child** is off school for a few days and is well enough to complete work you can:

1. Access the curriculum page on our website to see the year group's current topic and topic organiser and complete some research activities or creative activities relating to the topic.
<https://www.st-thomas.co.uk/web/curriculum/>
2. Access Seesaw with your child's username and password and enter the Activities Section. These are now specific to your child's year group.
3. If your child has a Mathletics, Maths Shed, Reading Eggs or Spelling Shed account they can access this
4. Read the home reading book or a book of their choice
5. Complete spelling activities.
6. There are an abundance of activities which can be accessed via this website (Oak Academy):
<https://classroom.thenational.academy/subjects-by-key-stage>

Phase 2

If **your child** needs to stay at home for a longer duration as per government guidelines and is well enough to complete work you can:

1. Access all of the activities above
2. The class teacher will direct you to specific activities relating to your child's current classroom learning activities utilising our online learning resources.

Phase 3

If a **whole 'bubble'** needs to stay at home for a longer duration as per government guidelines and your child is well enough to complete work you can:

1. Access all of the activities above
2. Utilise the weekly timetable that will be provided by class teachers and outline specific tasks/lessons to complete (see Appendix A).
3. Attend weekly MS Teams meetings led by the class teacher

Phase 4

If the **whole school** needs to stay at home for a longer duration as per government guidelines and your child is well enough to complete work you can:

See Phase 3