

St. John's Prep. & Senior School



Remote Education Policy

Last annual review by leadership team	Last annual review by Principal
January 2021	January 2021

See also the following policies – Safeguarding and Child Protection during Lockdown; Health, Safety & Welfare during Lockdown; Behaviour during Lockdown.

Introduction

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations;
- supporting growth in confidence with new material through scaffolded practice;
- application of new knowledge or skills;
- enabling pupils to receive feedback on how to progress.

These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether that remote provision is live or pre-recorded). It is important that schools consider how to transfer into remote education what we already know about effective teaching in the live classroom.

Live classrooms enable important interaction between teachers and pupils through, for example, questioning, eliciting and reflective discussion. These complex teacher skills in the live classroom are not always easy to recreate in a remote environment, but where remote education recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support pupil motivation and lead to better progress.

Pupils in the early stages of their formal education are likely to have needs which cannot easily be addressed in the same way as those of other pupils. Likewise, some pupils with SEND will require specific approaches tailored to their circumstances.

Statement of intent

At St. John's Prep & Senior School, we understand the need to continually deliver high quality education, including during periods of remote education – 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 education resources and support they need to succeed.

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

This policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school.
- Set out expectations for all members of the school community with regards to remote learning.
- 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 education resources.
- Protect pupils from the risks associated with using devices connected to the internet.

- Provide appropriate guidelines for data protection to 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 education.
- 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 education.

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)
- 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 (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2016) 'Children missing education'

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

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Individual Needs Policy
- Behaviour Policy
- Accessibility Policy
- Marking and Feedback Policy
- Curriculum Policy
- Assessment Policy
- Online Safety Policy
- Health, Safety & Welfare Policy
- Attendance and Absence Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct
- GDPR Policy

1.4. Timescale – This policy will come into immediate effect in the event of: -

- A full lockdown involving the whole school;
- A partial lockdown involving either a whole cohort or part of a cohort;
- Individual children being affected.

2. Introduction:

Remote Education Plan

Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of students and staff are healthy, and able to work as normal from home. This policy does not apply in the event of short-term school closures (e.g., as a result of inclement weather) or a short-term student absence.

In the event of an extended school closure, St. John's Prep & Senior School is committed to providing continuity of high-quality education to its students and will do so through a process of remote learning. At our School, we will set meaningful and ambitious work in several different subjects as per our daily timetable and use Zoom to deliver our remote education provision. This system allows us to create virtual classes which can be hosted by teachers to deliver their subjects to their pupils. This 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. Our on-line curriculum has been designed so that knowledge and skills can continue to be built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject to enable pupils to progress through the school's curriculum.

We also use tests and quizzes as an important part of effective teaching, as these can be easily created to precede or follow teaching sequences. When teaching live, it is possible for teachers to question individual pupils and for pupils to pose questions to teachers or peers, for example using the 'Chat' function. We also use this media to deliver our normal planned curriculum and, where available, worksheets, textbooks, exercise books and workbooks have been issued to pupils to use at home to complement and support their lessons.

At St. Johns Prep & Senior School, we set work that is of equivalent length to the core teaching pupils would receive in an appropriate range of subjects and is, as a minimum:

- Key stage 1: 3 hours a day, on average, across the school cohort, with slightly less for younger children.
- Key stage 2: 4 hours a day (plus an extra hour for Prep time during which homework is completed under the supervision of the class teacher.)
- Key stages 3, 4 and 5: 5 hours per day.

There are safeguarding protocols in place to ensure pupils are safe during remote education. We have clear reporting routes whereby pupils, teachers, parents, and carers can raise safeguarding concerns in relation to remote education.

As we have at school, we have clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.

We also have appropriate data management systems in place, which comply with the General Data Protection Regulation (GDPR).

We continue to teach all or most of the normal planned curriculum in the remote environment. Subjects where this is more challenging are those that would normally include significant elements of practical work in the live classroom, for example sciences, music or technology. However, in these and other cases, video demonstrations (and we have many ready-to-use examples linked to the curriculum available) can substitute well for practical work, particularly when accompanied by teacher explanation, commentary and a textbook or electronic resource.

Although Physical Education and Drama are difficult subjects to teach remotely, some aspects are delivered using teacher demonstration and/or video demonstrations, whilst taking account of any restrictions in force and pupils' age and living circumstances. We encourage all our pupils to take regular physical exercise to maintain fitness.

Remote learning may also be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as longer-term illness, assuming students are able to complete schoolwork at home or following an infectious disease outbreak within a year group whereby students are self-isolating at home but are not suffering with relevant symptoms.

There is no obligation for the school to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take students on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their child from school "as a precaution", against official guidance, in the event of an outbreak of infectious disease.

2.2. Remote Learning for Individual Students

Assuming an absence has been agreed with the school, and the student in question is healthy enough to work from home, the school will provide work for students who are unable to attend St. John's Prep & Senior School in person. If this occurs for an individual student, the collation of work and communication with the parent will be coordinated by the student's form tutor. Form tutors will request a suitable range of tasks from the student's subject teachers, which will be set on Satchel:One or Google

Classroom. If there are any issues with the compilation of work, tutors should liaise with the relevant Head of Year or Head of Department. If a significant number of students are absent from school, but the school remains open, then teaching staff will set work for pupils to complete on Satchel:One or Google Classroom as outlined in the following section “Remote Learning in the Event of an Extended School Closure”.

The amount of work set will reflect the length of an ordinary lesson (or lesson plus homework time, following the usual homework timetable). Individual form tutors will not be involved in the compilation of work and pupils/parents should liaise with individual subject teachers if they have specific queries or concerns.

2.3. Remote Learning in the Event of Extended School Closure

In the event of an extended school closure, the School will provide continuity of education in the following ways:

- a) Regular direct instruction from teaching staff, with the ability for students to ask questions in real-time:
- b) The setting of meaningful and ambitious work each day that students complete, written responses (if relevant) completed either electronically or in “hard copy” in students’ exercise books or files:
- c) The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided.
- d) Teachers will ensure that a portion of their lessons are designed to promote interactivity amongst pupils and between pupils and staff to lessen the feelings of isolation and to promote pupil progress and motivation.
- e) Teachers will plan a programme for their classes that is of equivalent length to the core teaching pupils would receive in school.

Students and staff are expected to have access to the internet whilst at home, parents have been asked to let the school know if this is not the case so that we can review provision accordingly. The school recognises that many families may not have home printers and will therefore not require the printing of material, even if some work is expected to be completed by students in exercise books or on paper. (See section 4 – Resources).

3. Roles and Responsibilities

3.1. The Headteacher/SLT are responsible for:

- Ensuring that staff, parents, and pupils always adhere to the relevant policies.
- Coordinating the Remote Learning approach across the school.

- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote education.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote education.
- 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 education.
- Conducting reviews on a regular basis of the remote education arrangements to ensure pupils' education does not suffer.
- Monitoring the effectiveness and security of Remote Learning, including Data Protection and Safeguarding considerations.

3.2. 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 Headteacher.
- Putting procedures and safe systems of education into practice, which are designed to eliminate or reduce the risks associated with remote education.
- 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.

3.3. The IT Department within the school is responsible for:

- 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 education are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used at school by pupils of Critical Workers is resilient and can efficiently recover lost data.
- Ensuring that all school-owned devices used for remote education 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 education can effectively support a large number of users at one time, where required, e.g., undertaking 'stress' testing.
- Working with the SENDCO to ensure that the equipment and technology used for education remotely is accessible to all pupils and staff.
- Helping staff, pupils and parents with any technical issues they encounter during remote learning.

3.4. The DSL and /or DDSL's are responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote education period.
- Liaising with the I.T. Department to ensure that all technology used for remote education is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are educated remotely.
- Ensuring that child protection plans are enforced while the pupil is educated 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.

3.5. The SENDCO is responsible for:

- Liaising with the I.T. Department to ensure that the technology used for remote education 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 being educated remotely and liaising with the Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans.
- 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 education period.

3.6. Staff members are responsible for:

- Setting and delivering lessons live for the classes they teach that is of suitable content and length for the time of the lesson;
- Ensuring that all materials needed for lessons are uploaded onto the relevant platforms prior to the start of their lessons.
- Provide timely and constructive feedback to their pupils where appropriate.
- Adhering to this policy at all times during periods of remote education.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL 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 education, to the Headteacher.
- Reporting any defects on school-owned equipment used for remote education to the computing subject lead.
- Adhering to the Staff Code of Conduct at all times.
- Ensuring that if they are unable to work during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedures.
- Oversee academic progress of their students for the duration of the remote education period and mark and provide feedback on work in line with section 8 of this policy.

3.7. Parents are responsible for:

- Adhering to this policy at all times during periods of remote education.
- Ensuring their child is available to learn remotely at the times set out in paragraphs 10.1 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 education material during the times set out in paragraphs 10.1.
- Reporting any absence in line with the terms set out in paragraph 10.4
- Ensuring their child uses the equipment and technology used for remote education as intended.
- Adhering to the requirements as set out in the remote education plan at all times.

3.8. Pupils are responsible for:

- Adhering to this policy at all times during periods of remote education.
- Ensuring they are available to learn remotely at the times set out in paragraphs 10.1 of this policy, and that their schoolwork is completed within set deadlines and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote education 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 equipment and technology for remote education as intended.
- Adhering to the Behaviour Policy at all times.

4. Resources

Education materials

4.1. The school will accept a range of different teaching methods during remote education to help explain concepts and address misconceptions easily. For the purpose of providing remote education, the primary platforms the school may make use of to deliver continuity of education are:

- Purple Mash
- TT Rockstars
- Google Classroom
- Satchel:One
- Email
- Zoom
- Current online education portals
- Educational websites
- Reading tasks
- Worksheets

Access to these platforms is via the student's normal St. John's Prep & Senior School log-in. If students have difficulty with logging in, they should contact the school's ICT support, via email on - dbrandon@stjohnsschool.enfield.sch.uk (Prep School) or jli-teterra@stjohnsschool.enfield.sch.uk (Senior School).

Access to appropriate devices and connectivity is essential for technology-led approaches to remote education. At St. John's, we provide computers in school for use by our pupils of critical workers as required to enable them to follow the same programme as the pupils working from home.

4.2. Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.

4.3. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote education.

4.4. Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote education.

4.5. The school will review the resources pupils have access to and adapt education 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.

4.6. Along with on-line material, hard copy work packs will be used at the Prep School and these packs can be collected from school by parents on a weekly basis.

4.7. 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 education period.

4.8. 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.

4.9. Any issues with remote education resources will be reported as soon as possible to the relevant member of staff.

4.10. Pupils will be required to use their own or family-owned equipment to access remote education resources, unless the school has agreed to provide or loan equipment.

4.11. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote education resources.

4.12. The arrangements for 'live' classes, e.g., class meets, will be communicated via email to parents before the allotted time and kept to a reasonable length of no more than one hour per session.

4.13. St John's Prep & Senior School is not responsible for providing technical support for equipment that is not owned by the school.

Costs and expenses

4.14. The school will not contribute to any household expenses incurred while pupils learn remotely, e.g., heating, lighting, or council tax.

4.15. The school will not reimburse any costs for travel between pupils' homes and the school premises.

4.16. The school will not reimburse any costs for childcare.

4.17. If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote education.

5. Online safety

5.1. This section of the policy will be enacted in conjunction with the school's Online Safety Policy.

5.2. Where possible, all interactions will be textual and public.

5.3. All staff and pupils using video and/or audio communication must:

- Communicate in groups – one-to-one sessions are not permitted.
- Staff must wear suitable clothing – this includes others in their household.

- Pupils are expected to wear their full school uniform.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible and can be heard (unless muted).

5.4. Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy.

5.5. The school will risk assess the technology used at school for on-line education prior to use and ensure that there are no privacy issues or scope for inappropriate use.

5.6. The school will ensure that all school-owned equipment and technology used for remote education 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.

5.7. During the period of remote education, the school will maintain regular 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.
- 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., antivirus software, on devices not owned by the school.

6. Safeguarding

6.1. This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.

6.2. The 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 education.

6.3. The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote education and thereafter once per week, at minimum. With

additional contact arranged where required. Phone calls made to vulnerable pupils will be made using school phones where possible and will be recorded on paper and suitably stored in line with document storage and retention guidance.

6.4. The DSL and/or DDSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

6.5. The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils' education remotely as necessary.

6.6. All members of staff will report any safeguarding concerns to the DSL immediately.

6.7. Pupils and their parents will be encouraged to contact the DSL 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.

7. Data protection

7.1. This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

7.2. 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.

7.3. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote education and teaching.

7.4. 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.

7.5. Parents' and pupils' up-to-date contact details will be collected prior to the period of remote education.

7.6. All contact details will be stored in line with the Data Protection Policy.

7.7. The school will not permit paper copies of contact details to be taken off the school premises.

7.8. Pupils are not permitted to let their family members or friends use any school owned equipment which contains personal data.

7.9. Any breach of confidentiality will be dealt with in accordance with the school's relevant policies.

7.10. Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Disciplinary Policy and Procedure.

8. Marking and feedback

8.1. All schoolwork completed through remote education 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.
- Returned to the pupil, once marked, by an agreed date.

8.2. The school expects pupils and staff to maintain a good work ethic during the period of remote education.

8.3. Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email or telephone if their child is not completing their schoolwork or their standard of work has noticeably decreased.

8.4. Teaching staff will monitor the academic progress of pupils and discuss additional support or provision with a member of SLT as soon as possible.

8.5. Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENDCO as soon as possible.

8.6. 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 education where possible.

8.7. The school will log any concerns with participation and pupil's engagement with remote education, as well as motivation levels and progress on Behaviour Watch, and concerns will be reported to parents individually via telephone or email.

8.8. Work that is completed at home is either marked together during the next lesson or returned to school for marking by the subject teacher via Satchel:One or Google Classroom.

9. Health and safety

9.1. This section of the policy will be enacted in conjunction with the school's Health, Safety & Welfare Policy (during Lockdown).

9.2. Teaching staff will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote education.

9.3. If using electronic devices during remote education, pupils will be encouraged to take a five-minute screen break at least once an hour. Pupils with medical conditions or specific needs may require more frequent/longer screen breaks.

9.4 If any on-line incidents occur in a pupil's home, they or their parents are required to report these to the DSL or other relevant member of staff immediately so that appropriate action can be taken.

10. School Day and absence

10.1. Pupils will be expected to be present for remote education by 9:00 a.m. and cease their remote education at 4:30 p.m. from Monday to Thursday (3.15 p.m. KS1 and EYFS) and 9:00 a.m. to 3:30 p.m. on Fridays (2.15 p.m. KS1 & EYFS), with the exception of breaks and lunchtimes, as outlined in paragraph 10.6.

10.2. Pupils are not expected to do schoolwork during the break and lunch times outlined in paragraph 10.6.

10.3. Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.

10.4. Parents will inform their child's teacher via email or a telephone call to the school secretary no later than 8:45 a.m. on the day if their child is unwell.

10.5. The school will monitor absence and lateness in line with the Attendance and Absence Policy.

10.6. Lessons, breaks and lunchtimes will take place at the following times each day:

Key Stage 1 and EYFS:-

	Monday - Friday 9:00 – 9:20 Registration
09:20 – 9:50	Online Lessons
9:50 – 10:10	Break
10:10 – 10:40	Online Lessons
10:40 – 11:00	Break
11:00 – 11:30	Online Lessons
11:30 – 13:30	Lunch
13:30 – 14:00	Online Lessons
14:00 – 14:30	Teacher Supervised Online Homework (Not Friday)
14:30 – 15:00	Teacher Check In / Reading (Not Friday)

Key Stage 2: -

	Monday - Thursday	Friday
09:00 – 10:00	Online Lessons	
10:00 – 10:30	Break	
10:30 – 11:30	Online Lessons	
11:30 – 12:00	Break	
12:00 – 13:00	Online Lessons	
13:00 – 14:15	Lunch	
14:15 – 15:15	Online Lessons	
15:15 – 15:30	Prep Break	
15:30 – 16:30	Supervised Prep (Homework)	

Key Stage 3/4/5: -

	Monday - Thursday	Friday
09:00 – 09:50	Online Lessons	
09:50 – 10:10	Break	
10:10 – 11:00	Online Lessons	
11:00 – 11:20	Break	
11:20 – 12:10	Online Lessons	
12:10 – 13:00	Lunch	
13:00 – 13:50	Online Lessons	
13:50 – 14:10	Break	
14:10 – 15:00	Online Lessons	
15:00 – 15:20	Break	
15:20 – 16:10	Online Lessons	

11. Communication

11.1. The school will ensure adequate channels of communication are arranged in the event of an emergency.

11.2. The school will communicate with parents via email about any changes to their child's remote education arrangements as soon as possible.

11.3. The Headteacher will communicate with staff as soon as possible via email about any changes to remote education arrangements.

11.4. Members of staff involved in remote teaching will ensure they have a working telephone to take calls during their agreed working hours.

11.5. The school understands that children have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.

11.6. Members of staff will have contact with their Head of Year at least once per week.

11.7. As much as possible, all communication with pupils and their parents will take place within the school hours outlined in section 10.

11.8. Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

11.9. Issues with remote education or data protection will be communicated to the child's teacher in the first instance, so they can report to the DPO who will investigate and resolve the issue.

11.10. The child's teacher will keep parents and pupils informed of any changes to the remote education arrangements or the schoolwork set.

11.11. The Headteacher will review the effectiveness of communication on a regular basis and ensure measures are put in place to address gaps or weaknesses in communication.

12. Monitoring and review

12.1. This policy will be reviewed by the Headteacher and the SLT on an annual basis (or when required), who will make any necessary changes.

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

12.3. The next scheduled review date for this policy is January 2022 (or earlier if necessary).