



Remote Learning Plan

1. Context

- 1.1. All pupils are expected to attend school and school attendance is mandatory.
- 1.2. In response to the coronavirus pandemic from September 2020 all schools are expected to have a robust strategy in place that will enable them to offer immediate remote education.
- 1.3. Cirencester Deer Park School follows the guidance provided by the government:
 - **Guidance for full opening: schools**
<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>).
 - **COVID-19 contain framework: a guide for local decision-makers**
<https://www.gov.uk/government/publications/containing-and-managing-local-coronavirus-covid-19-outbreaks/covid-19-contain-framework-a-guide-for-local-decision-makers>
 - **Addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year**
<https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year>
- 1.4. This plan also takes account of the guidance provided by Gloucestershire County Council – ‘Planning for remote/blended education’.
- 1.5. We are alert to any changes and keep our provision under review so that we can respond and adapt our plans accordingly.
- 1.6. We are committed to maintaining the rhythm and momentum of learning throughout the school year and we will continue to deploy innovative and creative ways to engage, challenge and support our pupils to enable them all to achieve their best.

2. Aims

- 2.1. This document sets out the provision we will make for an individual pupil, or small groups of pupils, who need to self-isolate for 14 days and, therefore, cannot attend school, and the contingency plans we have in place to enable all pupils to continue with their learning in the event of local or national intervention leading to a partial closure or local lockdowns:
 - Tier 1: The default position for areas in national government intervention is that schools will remain open.
 - Tier 2: Secondary schools move to a rota model, combining on-site provision with remote education and continue to allow full-time attendance on site to vulnerable children and young people and children of critical workers.
 - Tiers 3 and 4: Secondary Schools allow full-time attendance on site to vulnerable children and young people and children of critical workers. Other pupils should not attend on site. Remote education to be provided for all other pupils

- 2.2. This plan ensures pupils, parents and staff understand the expectations for remote learning and what can realistically be achieved and sustained. It sets out our agreed actions and staff responsibilities in preparation for remote education in a number of different contexts.
- 2.3. This plan is not intended to provide an alternative to school attendance. The school has a separate policy and procedure for pupils who cannot attend school for other long term medical reasons.
- 2.4. Cirencester Deer Park School is a resilient organisation and we are committed to ensuring our pupils can engage in their learning and make good progress whatever the circumstances.
- 2.5. Our staff and pupils responded positively to the remote learning provision we made from March to July 2020 and we saw high levels of engagement. Teachers adapted to teaching live lessons in MS Teams and we plan to build on these foundations, continue to support their training and develop the use of this resource.
- 2.6. This plan also covers the actions we will take should a teacher, or group of teachers, need to self-isolate for 14 days and the measures we will put in place to ensure teaching and learning can continue.

3. Our provision

- 3.1. In line with the government expectations for remote education, we will
- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to our school's curriculum expectations;
 - give access to high quality remote education resources;
 - select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use;
 - provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access;
 - recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so we will work with families to deliver our broad and ambitious curriculum;
- 3.2. During the period of remote learning, we will maintain regular contact with parents via our weekly e-newsletter and website to
- Reinforce the importance of children staying safe online
 - Ensure parents are aware of what their children are being asked to do, including the sites they have been asked to use and the 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
- 3.3. Pupils at Cirencester Deer Park School will be able to access remote education support through the following platforms: Show my homework and in MS Teams.
- 3.4. The use of Show my homework is well established across the school and has been in use for assigning home learning tasks at Deer Park since 2017. Pupils can access Show my homework through the school's website and/or by logging on to RM Unify. Pupils and parents can also use the Show my homework App on mobile devices.
- 3.5. Microsoft Teams will be the main platform for remote learning as it will enable us to offer live lessons to pupils during a partial closure, rota model or lockdown. Pupils can access

MS Teams by logging on to RM unify and using their school account. If they require access to other Microsoft tools to help them learn remotely, pupils can download a free copy of Microsoft Office 365 from our school website and/or by logging on to RM Unify:
<https://www.deerparkschool.net/office365> .

- 3.6. Our provision for remote learning will closely mirror the breadth of our curriculum and statements of intent. Our remote programmes of study will reflect our schemes of learning and these will be complemented by the use of licenced software and, for the purposes of extension, when signposted by teachers, recommended websites such as BBC Bitesize <https://www.bbc.co.uk/bitesize> and The Oak National Academy <https://www.thenational.academy/> . Teachers will review the Department of Education's list of online resources and use these tools as necessary in addition to existing resources.
- 3.7. Our provision for remote and/or blended learning will be flexible. However, it will depend on our capacity to manage pupils' learning remotely alongside the commitment we make to those in school. For example, we will be unable to offer live lessons in MS Teams while the school is open to all pupils. Our planning also takes account of staff workload and wellbeing.
- 3.8. As a part of our contingency planning we have created 'dormant' groups and assigned pupils to their classes in MS Teams, but we will not routinely be offering live lessons or recording lessons for individual pupils who are self-isolating. The teaching of live lessons will primarily be reserved for any partial closure or local lockdown. Live lessons will not necessarily be recorded.
- 3.9. For most subjects, individual pupils who are self-isolating should be able to retrieve lesson information, resources and assignments in MS Teams and Show my homework. All teachers are expected to upload any lesson material they would normally share with pupils, such as PowerPoint presentations and/or worksheets, in MS Teams against each class they teach in Key Stage 4 and Key Stage 3 with the exception of Design, Art, Expressive Arts, RP and PE in Years 7, 8 and 9, where work will be assigned to a year group. We are aware that not all of the lesson content will be available in a format that can be easily shared electronically and that some teachers may upload material retrospectively.
- 3.10. In the event of a partial closure or any local lockdown (Tiers 3-4), we will revise our timetable and balance live lessons in MS Teams for those pupils learning from home with a range of complementary off-line activities. The school will remain open for vulnerable children and young people, including those with EHCPs, and children of critical workers. In addition to some formal teaching face to face, we will provide them with access and support so that they can participate in any remote learning alongside their peers.
- 3.11. Pupils who are required to self-isolate or work from home during a local or national lockdown, will need access to technology to enable them to retrieve learning material or attend live lessons and complete tasks in Show my homework. We recognise pupils may need to work around the commitments of others in their families and take their turns on the computer, laptop or tablet. Similarly, staff who are required to self-isolate may also be juggling with work and family commitments. Therefore, we will build some flexibility into our remote learning programmes and keep these under review.
- 3.12. Work packs will be made available for pupils who do not have access to a printer. Parents should advise their child's year leader so these resources can be collated by and collected from the school.
- 3.13. When engaging in online learning and attending live lessons in MS Teams during a period of self-isolation or lockdown, staff and pupils are expected to safeguard each other. Our live lessons are intended for pupils registered on our school roll only and should not be made

public as we do not have permission to share data outside of our school community. Staff, pupils and parents are reminded that

- They are expected to observe our school standards as they would in our regular classrooms in school and our home school agreement. Any inappropriate or disruptive behaviour may lead to a pupil being removed from a live lesson;
- Live lessons will be scheduled at least 24 hours before they are due to begin and should start promptly. Attendance in live lessons will be monitored closely. Registers will be taken and any persistent absences followed up;
- When using video or audio communication they will be doing so in groups and, therefore, should remember they can be seen and/or heard. One-to-one sessions will not be scheduled unless agreed in advance as a part of a support package for a pupil with special education needs;
- Our use of MS Teams is as a learning tool: it is not for use to communicate with friends or others outside of lessons or to share content that is not relevant to the learning. Any discussion should be about the lesson and its objectives/focus. It is especially important that language is appropriate, polite and courteous;
- Pupils should keep their microphones on mute during the class unless their teachers want them to speak and contribute to the lessons. Teachers may use targeted questioning. If necessary, the teacher may choose to mute a pupil's microphone. Pupils can indicate they wish to contribute by putting their 'hand up'.
- Pupils and staff can choose to use their cameras if they would like to, however, if they do not want to they can still be involved in the class. If they choose to use their cameras, pupils and staff are advised to have a blurred background to avoid things that could distract the lesson. The presence of other family members is discouraged;
- Pupils and staff should ensure they are dressed appropriately and equipped for online learning. They should ensure they have a stable connection to avoid disruption to lessons;
- Teachers should make it clear if they choose to record a lesson and their reasons for doing so and where the lesson will be stored and how it can be accessed. Pupils should not record, store or distribute video material without permission;
- If any teacher has a concern about a pupil he/she should inform the pupil's year leader and our safeguarding lead if relevant.

3.14. We cannot provide computers or routers to assist families when children are required to self-isolate or work from home, unless pupils are eligible for any assistance offered by the government such as the scheme to provide laptops for disadvantaged pupils in Year 10 or those with social workers in 2019-20: <https://www.gov.uk/guidance/get-laptops-and-tablets-for-children-who-cannot-attend-school-due-to-coronavirus-covid-19> .

4. Remote learning support for individual pupils who are self-isolating

- 4.1. All pupils are expected to attend school unless they are self-isolating because they have had symptoms of coronavirus or a positive test result themselves or because they are a close contact of someone who has a confirmed case of coronavirus (COVID-19). The period of self-isolation, following a positive test result, should be no longer than 14 days. Pupils can return to school immediately following a negative test result. Similarly, a pupil may be quarantined for a period of 14 days if they have travelled abroad and returned from a country removed from the 'travel corridor' list by the government.
- 4.2. If an individual pupil is required to self-isolate for 14 days, it is likely he/she will miss 10 days of school within this period. Anything longer than this, and unexplained, will be recorded as unauthorised absence. We recognise that some pupils may be advised by a medical professional to self-isolate for a shorter period of time such as 7 or 10 days. We are also aware that in the event of a future lockdown, an individual pupil who is clinically extremely vulnerable may be advised to stay at home and shield during the period where

rates remain high. However, shielding finished for all clinically extremely vulnerable adults and children on 1 August 2020.

- 4.3. For individual pupils who are required to self-isolate, the school will assume they are well enough to continue with their learning remotely, unless we are advised otherwise by parents.
- 4.4. Parents should report any absence as usual and advise the school of a pupil's need to self-isolate at the earliest opportunity. Our Attendance and Support Officer can be contacted by telephone or email.
- 4.5. If a pupil is required to self-isolate, the pupil's Year Leader will be their first point of contact. The Year Leader will liaise with the pupil's parents and confirm the length of the period of self-isolation. A personalised programme of study will be agreed to ensure the pupil can keep up with what is being taught in school. This will be confirmed in writing and the pupil's engagement will be monitored by a weekly telephone call.
- 4.6. Essentially, an individual pupil who is self-isolating will be expected to follow his/her normal school timetable each day and complete activities and tasks set by his/her teachers. This information will be available to them in MS Teams and Show my homework.
- 4.7. An individual pupil who is self-isolating will be able to:
 - Find lesson materials, such as any PowerPoint presentations used by the teacher, resources and assignments in MS Teams;
 - Access recommended websites and licenced software;
 - Complete any tasks or assignments set for him/her and his/her peers in MS Teams and Show my homework.
- 4.8. Individual pupils who are self-isolating are expected to take responsibility for their own learning and manage their time accordingly. They are welcome to liaise with their class teachers via their school email addresses should they need further clarification or guidance, but we request this is kept to once a week per subject, unless the questions are critical to ensuring a pupil can make good progress.
- 4.9. Parents are expected to ensure their children have an appropriate space in which to learn at home and access to appropriate technology. They are expected to help them establish routines and provide a structure for each day.

5. Remote learning support for small groups of pupils who are self-isolating

- 5.1. In the event of a small group of pupils needing to self-isolate for 14 days because of a confirmed case of Coronavirus in one or more of their classes, we will review their needs and the provision we make for them individually and as a group. This will be confirmed by the headteacher and coordinated by the Year Leader in consultation with our Heads of Faculty. Parents will be advised of our plans for their children to continue with their learning remotely in writing.
- 5.2. Those in the small group of pupils required to self-isolate for 14 days will be expected to follow their normal school timetables each day as closely as possible and complete activities and tasks set by their teachers. This information will be available to them in MS Teams and Show my homework.
- 5.3. Like individual pupils who are self-isolating, pupils in these groups will be able to:
 - Find lesson materials, such as any PowerPoint presentations used by the teacher, resources and assignments in MS Teams;

- Access recommended websites and licenced software;
- Complete any tasks or assignments set for him/her and his/her peers in MS Teams and Show my homework.

5.4. However, where there are common lessons and their normal class teachers are available because of their group's absence from school, pupils may be invited to attend live lessons in MS Teams or access recordings such as narrated PowerPoint presentations.

5.5. Class teachers will ensure pupils with SEN support (My plan and My plan+) are able to access the learning provided remotely and online by providing appropriate levels of differentiation, challenge and support.

5.6. Under the direction of our SENDCO, teaching assistants will provide bespoke support for pupils with Education Health and Care Plans (EHCPs) who are required to self-isolate. This will be in the form of remote interventions and bespoke support.

6. Remote learning support for pupils in the event of a partial closure or rota model

6.1. As a school we may have to introduce a partial closure or a rota model combining on-site provision with remote education if we have a number of confirmed cases of Coronavirus in one or more of our year group 'bubbles' (Tier 2). This decision will be taken by the headteacher in consultation with the Trustees of The Corinium Education Trust, our local Public Health Protection team and/or local authority:

- A partial closure means that we will collapse some classes or temporarily close the school to one or more of our year groups for a designated period of time to help control the transmission;
- A rota model means that we would divide the school into separate teams or year groups and these will then alternate between being in school and learning from home each week or fortnight. This is known as 'blended learning'.

6.2. We will advise parents and pupils of the provision we will make in these circumstances via our website and weekly e-newsletter.

6.3. In the event of partial closure, and for the period of time pupils may be required to learn from home in a rota model, we will offer all pupils in the affected year groups access to live lessons in MS Teams where possible.

6.4. We will endeavour to maintain the breadth of our curriculum. We will revise our timetable and learning activities will be scheduled broadly in line with our pupils' normal school day and subject to teachers' availability. However, to ensure a balance of on-screen and off-line learning, live lessons in MS Teams may be limited to an average of three a day. These will be precisely targeted to meet pupils' needs.

6.5. The duration of the live lesson may not be for the full hour as it would be in school, but may focus explicitly on the learning objectives for a unit of work and instruction on the key concepts and skills, as well as providing direction and/or receiving feedback. Therefore, the length of our live lessons may vary.

6.6. Pupils learning from home in these circumstances will also will be able to:

- Find lesson materials, such as any pre-recorded learning sequences, narrated or simple PowerPoint presentations used by the teacher, resources and assignments in MS Teams;
- Access recommended websites and licenced software;
- Complete any tasks or assignments set for him/her and his/her peers in MS Teams and Show my homework.

- 6.7. All pupils who are self-isolating are expected to take responsibility for their own learning and manage their time accordingly. Their attendance online and engagement will be closely monitored and any concerns will be followed up by their individual class teachers in the first instance and then, if these persist, by their Year Leader.

7. Remote learning support for pupils in the event of a local or national lockdown.

- 7.1. We are aware that if a local area sees a spike in infection rates that is resulting in localised community spread, the appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice. This may require us to temporarily close the school (Tiers 3 and 4).
- 7.2. In the event of a local or national lockdown, Cirencester Deer Park School will remain open only for vulnerable children and young people, including those with EHCPs, and the children of critical workers, but will provide remote education for all of our other pupils.
- 7.3. We will adjust our timetable to ensure all pupils can attend a broad range of live lessons and a weekly session with their tutors in MS Teams. This, and structured opportunities for on-screen and off-line learning, will enable them to continue to make progress and stay connected with the school and their peers.
- 7.4. All pupils learning from home and in school will also will be able to:
- Find lesson materials, such as any pre-recorded learning sequences, narrated or simple PowerPoint presentations used by the teacher, resources and assignments in MS Teams;
 - Access recommended websites and licenced software;
 - Complete any tasks or assignments set for him/her and his/her peers in MS Teams and Show my homework;
 - Engage with their class teachers/tutors through MS Teams and by using their school email addresses.
- 7.5. Pupils learning from home will be expected to take responsibility for their own learning and manage their time accordingly. Their attendance online and engagement will be closely monitored and any concerns will be followed up by their individual class teachers in the first instance and then, if these persist, by their Year Leader.

8. Remote teaching and learning: expectations of teachers and support staff

- 8.1. All staff are expected to attend school unless they are self-isolating because they have had symptoms of coronavirus or a positive test result themselves or because they are a close contact of someone who has a confirmed case of coronavirus (COVID-19).
- 8.2. Individual teachers and support staff who are self-isolating and well will be expected to work remotely. Individual teachers can choose whether or not to record their live lessons, but these decisions should take account of faculty and whole school practice and what is in the best interests of our learners and their progress. Teachers can pre-record learning sequences or provide narrated PowerPoint presentations in place of live lessons in MS Teams, but these should be made available to pupils in line with their scheduled timetables as this will help structure their day and pace their learning.
- 8.3. Teachers who are required to self-isolate and are well will continue to plan lessons for their classes and provide feedback on pupils' engagement and any completed assignments. These plans will be available for our cover supervisors and/or supply teachers and relevant

material will be shared in Show my homework and MS Teams. Teachers who are self-isolating and well will ensure appropriate levels of challenge and support and differentiate activities for pupils with SEN support (My plan and My plan+).

- 8.4. Where possible we will initially use our cover supervisors or external supply teachers to cover lessons, for example, when a member of staff is waiting for the result of a test. However, this may not be sustainable if several teachers are absent and need to self-isolate at the same time. We will continue to monitor staff absence, such as an outbreak of COVID within a faculty team, or if we reach a critical point where the ratio of staff to pupils means we cannot safely provide appropriate levels of supervision, we may need to partially close the school and introduce blended learning.
- 8.5. Teaching Assistants who are required to self-isolate and are well will continue to provide bespoke support for pupils with Education Health and Care Plans (EHCPs). This will be in the form of remote interventions and/or support. These, and any extra-ordinary one-to-one sessions, will be at the direction of our SENDCO.
- 8.6. To ensure continuity in our pupils' learning, teachers who are self-isolating and well while the school is open to all pupils, will be expected to teach some of their lessons remotely to their classes in school through MS Teams. These classes will be supervised and the lesson input from the class teacher will be planned and 'broadcast'. The teacher will be expected to set out the learning objectives, teach key concepts and skills, provide direction and/or receive feedback. However, the 'broadcast' lesson may not last the full hour and the remainder of the learning will be facilitated by the cover supervisor or supply teacher.
- 8.7. If a significant number of teachers are required to self-isolate for 14 days because they have had symptoms of coronavirus or a positive test result themselves or because they are a close contact of someone who has a confirmed case of coronavirus (COVID-19) we may have to collapse some classes or temporarily close the school to one or more of our year groups for a designated period of time. In these circumstances teachers who are self-isolating and well will be expected to follow their normal timetables as closely as possible and teach pupils in some of their classes on site and at home remotely using MS Teams and Show my homework. Teachers in school will also teach those pupils working from home remotely. We have invested in microphones and headsets to enable them to do so.
- 8.8. In the event of a partial closure or rota model teachers will blend learning. If we apply a rota model, a revised timetable will be put in place to ensure a proportionate entitlement to time in school for each group.
- 8.9. We will continue to provide face to face teaching for those pupils in school and teachers will be expected to teach to live lessons in MS Teams to those learning at home where possible. These lessons or learning activities will be scheduled broadly in line with pupils' normal timetables and will be subject to teachers' availability.
- 8.10. Teachers will adjust their planning to facilitate blended learning and to achieve a balance between teaching and independent learning. Most live lessons in MS Teams will be taught by the class teacher and will involve some interaction and discussion. These live lessons may focus on the learning objectives, teach key concepts and skills, or provide direction and/or receive feedback. Home learning may also focus on flipped learning where pupils are required to prepare for, or complete a task ahead of a lesson and the teacher will then provide feedback and respond to questions. The live lessons may not always be for the full hour as they would be in school, but they should be of a sufficient length to convey the required knowledge, practice skills and deepen understanding. To aid their planning, teachers may choose to prepare a recorded lesson or narrated PowerPoint presentations in place of a live lesson.

- 8.11. In the event of a local or national lockdown, teachers will deliver live or recorded lessons or narrated PowerPoint presentations and weekly tutor sessions in MS Teams. However, we will revise our timetable to take account of our pupils' learning and wellbeing and achieve a balance between on-screen and off-line learning. While we will continue to provide challenge and maintain the rhythm and momentum of learning, we will also aim to achieve a balance, provide pastoral support and signpost other relevant resources and agencies.
- 8.12. When teaching pupils remotely, we expect our teachers to:
- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects;
 - teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject;
 - provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos;
 - gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly they will check work;
 - use a variety of formative assessment and feedback methods, including quizzes and other digital tools;
 - 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 daily contact with teachers.
- 8.13. In line with the government's expectations our teachers will avoid over-reliance on long-term projects or internet research activities.
- 8.14. When teaching online teachers and teaching assistants should take care to safeguard themselves and their families by

9. Provision for vulnerable children and young people and children of critical workers

- 9.1. All pupils, including vulnerable children and young people and children of critical workers, are expected to attend school unless they are self-isolating because they have had symptoms of coronavirus or a positive test result themselves or because they are a close contact of someone who has a confirmed case of coronavirus (COVID-19). In these circumstances individual pupils in these categories should remain at home and continue with their learning remotely for the period of self-isolation.
- 9.2. In the event of a partial closure, rota model or lockdown (Tiers 2, 3 and 4) the school will allow full-time on-site provision for vulnerable children and young people, including those with EHCPs, and children of critical workers on our school roll.
- 9.3. Vulnerable pupils and young people and children of critical workers attending our on-site provision during a partial closure, rota model or lockdown, will be allocated to a year group or Key Stage 'bubble'. They will follow a timetable that provides access to blended learning. This will include face to face lessons taught by specialist teachers and the opportunity to participate in remote learning and live lessons alongside their peers.
- 9.4. Teachers and support staff will work collaboratively to ensure vulnerable pupils and young people and children of critical workers are able to make good progress and receive appropriate levels of support and challenge during any partial closure, rota model and lockdown.

10. Monitoring and review

- 10.1. Our remote learning plan will be reviewed regularly by the school's leadership team and updated in response to consultation with staff and any new guidance from the local authority and/or government.
- 10.2. The implementation and impact of this remote learning plan at each stage will be monitored by the school's strategic leadership team through our weekly Key Performance Indicators which will analyse attendance and engagement, and summary reports will be shared with our local governing body, the Chief Executive and Trustees of The Corinium Education Trust. We will also use diagnostic tools, <https://impacted.org.uk/covid-19> , and listen to pupil, parent and staff voice: <https://schoolleaders.thekeysupport.com/covid-19/communicate-parents/home-learning-support/coronavirus-parent-survey-remote-learning/?marker=sub-topic> .
- 10.3. The quality of remote learning for individual pupils and all pupils during periods of lockdown will be monitored through routine lesson reviews and feedback. On-going training in the use of MS Teams, pedagogy and safeguarding will continue to develop and strengthen our provision. This will be evidence based and will draw on research and examples of best practice:
- Best evidence on supporting students to learn remotely:
<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>
 - School planning guide 2020-21:
<https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/#nav-guide-to-supporting-schools-planning-for-the-academic-year-2020-21>
 - Lockdown lessons: pupil learning and wellbeing during the Covid-19 pandemic:
<https://impacted.org.uk/covid-19>
- 10.4. This remote learning plan will be made available for Ofsted inspections and review by the chief inspector, upon request.

11. Related policies and statements

- 11.1. Our remote learning plan should be read in conjunction with the following policies and statements:
- Our school standards;
 - Attendance Policy;
 - Policy for children with health needs who cannot attend school;
 - Safeguarding and Child Protection Policy;
 - Curriculum Policy and subject intents.