Remote Learning Policy

Our Vision:

We are committed to quality learning in a positive, happy and Christian atmosphere where everyone within the school community is valued as an individual. We expect everyone to, 'Treat others as you want them to treat you.' (Matthew 7:12-14). We have high expectations of all and strive to provide a safe, challenging, exciting and stimulating environment.

Our Values:

To promote remote learning during a time when face to face education is not possible and equip children with the skills, knowledge and understanding to make informed choices about important aspects of their lives through our school values of:

- Respect – by recognising that children learn in different ways and providing opportunities for children to learn through a variety of different tasks and in a range of different situations and environments.
- Compassion – by considering the needs of the individual child. To boost self confidence and self esteem making sure children feel good about their achievements.
- Creation – by creating fun opportunities for children to be creative in their response to learning tasks. Understanding that we are all unique and all like to learn differently.
- Perseverance – to acknowledge through praise where children have not given up even when things seem difficult, and when children have improved their work.
- Service – by building trusting relationships with children as we serve to help them to improve their work remotely.

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Statement of intent

At Willaston CE Primary School, we understand the need to continually deliver high quality education, including during periods of remote learning – 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 learning, 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.
- Understand that every family has different challenges with respect to home education.
- Respect the individual needs of every family, providing support and promoting mental health and wellbeing.
- 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.

Legal framework

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

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'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2020) 'Get help with remote education'

This policy operates in conjunction with the following school policies:

Safeguarding Policy
Data Protection Policy
Special Educational Needs and Disabilities (SEND) Policy
Behaviour Policy
Accessibility Policy
Marking Policy
Teaching and Learning Policy
Assessment, Recording and Reporting Policy
E Safety Policy
Emotional Health & Well-Being
Health and Safety Policy
Attendance Policy
Acceptable Use Policy
Staff Code of Conduct
Children Missing Education Policy

Roles and responsibilities

The Governing Body is responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

The Headteacher is responsible for:

- Ensuring that staff, parents, and pupils adhere to the relevant policies and protocols at all times.
- Arranging any additional training staff may require supporting pupils during the period of remote learning.
- Conducting reviews of remote learning arrangements to ensure pupils' education does not suffer.
- Ensuring that the relevant health and safety risk assessments are carried out in collaboration with staff and the Governing Body.
- 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.
- Liaising with the ICT technician to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with other agencies 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.
- Promoting mental health and well-being of the whole school community.

The SENCO is responsible for:

- Liaising with the ICT technician to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely and liaising with the Headteacher and other agencies to make any alternate arrangements for pupils with EHC plans.
- Identifying the level of support 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.
- Providing resources to support children with SEND which promote mental health and well-being.

The School Business 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.

Staff members are responsible for:

- Providing full curriculum coverage for their class through remote learning :-
    - Ensuring pupils receive clear explanation.
    - 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.
- Providing resources/sessions which promote the mental health and well-being of their pupils.
- Reporting any health & safety and safeguarding incidents and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Headteacher.
- Reporting any defects on school-owned equipment used for remote learning to the ICT technician.
- Adhering to the Staff Code of Conduct at all times.

Parents are responsible for:

- Managing home learning in a way that promotes the mental health and well-being of the whole family. Doing what they can when they can.
- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely and that the schoolwork set is completed 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 materials and notifying school if they do not.
- Reporting any absence.
- Ensuring their child uses the equipment and technology used for remote learning as intended.

Pupils are responsible for:

- Following our school value of perseverance, and…'Always trying their best'
- 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 learning as intended.
- Adhering to the Behaviour Policy at all times.

Resources

Willaston CE Primary School will provide learning activities on Seesaw, our on-line platform. We use a wide range of different teaching methods during remote learning to help explain concepts and address misconceptions in children's learning. For the purpose of providing remote learning, the school may make use of:

- Oak National Academy resources
- Educational websites
- Pre-recorded video or audio lessons
- Live ‘catch up’ sessions using Zoom/Microsoft Teams

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

Interactive sessions will be provided to aid pupils’ motivation and engagement.

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

Work packs will be made available for pupils who do not have access to a printer, in instances where work needs to be printed – these packs can be collected from school.

Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.

The SENCO will provide additional support for pupils with SEND through the child’s class teacher, which will be unique to the individual’s needs if necessary.

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.

For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their LA or the DfE.

Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources, which belongs to school.

Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work using Seesaw.

The arrangements for any ‘live’ sessions, will be communicated via Seesaw the day before the allotted time and kept to a reasonable length of time per session.

Food provision

The school will signpost parents in receipt of Free School Meals towards additional support for ensuring their child continues to receive the food they need, e.g. voucher scheme, food banks, making food hampers available for delivery or collection.

Costs and expenses

If a pupil is provided with school-owned equipment, parents will sign and adhere to the Acceptable Use and Loan Agreement prior to commencing remote learning.

Online Safety

This section of the policy will be enacted in conjunction with the school's E- Safety Policy and On-line Video/Live Learning Session Protocol (See Appendix A).

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers, and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device.
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates.

Safeguarding

This section of the policy will be enacted in conjunction with the school's Safeguarding Policy and On-line Video/Live Learning Session Protocol. (APPENDIX A).

Our Safeguarding Policy has been updated to include safeguarding procedures in relation to remote working.

The Designated Safeguarding Lead who is the Headteacher, alongside the SENDCO and Learning Mentor, 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.

The Headteacher will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.

Phone calls made to vulnerable pupils will be made using school phones where possible. If not possible staff will block their numbers.

The Headteacher will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.

All contact with vulnerable pupils will be recorded on CPOMS and suitably stored.

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

The parents of vulnerable pupils will be provided with a means of contacting the Headteacher, the Deputy Headteacher, Learning Mentor or any other relevant member of staff on a regular basis.

The Headteacher 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 learning remotely.

All members of staff will report any safeguarding concerns to the Designated Safeguarding Lead/Headteacher immediately.

Pupils and their parents will be encouraged to contact the Designated Safeguarding Lead/Headteacher 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.

Data Protection

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

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.

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

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.

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

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

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

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

Any breach of confidentiality will be dealt with in accordance with our Data Protection Policy.

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

Marking and feedback

All schoolwork completed through remote learning must be:

- Completed to the best of the pupil's ability.
- The pupil's own work.

- Marked in line with the Marking and Feedback Policy.

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

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

Teaching staff will monitor the academic progress and mental health and well-being of pupils with and without access to the online learning resources and discuss additional support or provision with the Headteacher as soon as possible.

Teaching staff will monitor the academic progress and mental health and well-being of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

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.

The school will log participation and pupil engagement with remote education, as well as motivation levels and progress, and this will be reported to parents via formal regular reports or, if there is a concern, individually via telephone.

The school will consider ways to secure consistent engagement with remote learning material, e.g. ways to reward exemplary work and engagement.

Health and safety

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

The ICT technician will support staff in using the necessary equipment and technology safely and correctly prior to the period of remote learning.

If using electronic devices during remote learning, pupils will be encouraged to take regular screen breaks. Practical tasks will be set to ensure pupils do this.

School day and absence

Staff will provide remote learning between the school hours of 9am-3.15pm.

We recommend regular breaks should be taken to maintain engagement and motivation.

Pupils with SEND or additional medical conditions may require more regular breaks, e.g. sensory breaks.

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

Parents will inform their child's teacher / school no later than 8:30am if their child is unwell.

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

Communication

The school will communicate with parents via Parentmail about remote learning arrangements as soon as possible.

The Headteacher will communicate with staff as soon as possible via email about any remote learning arrangements.

Members of staff involved in remote teaching will ensure they have a school owned working mobile device that is available during their agreed working hours.

The school understands that pupils learning remotely 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.

As much as possible, all communication with pupils and their parents will take place within school hours.

Pupils will have the opportunity to take part in a Zoom/Teams 'catch up session' with their class teacher at least once per week if teaching staff are available.

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

Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.

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

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.

Monitoring and review

This policy will be reviewed on an annual basis by the Headteacher.

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

The next scheduled review date for this policy is January 2025.

Approved by Governors 5th February 2024



Signed Chair of Governors

APPENDIX A

On-line Video/Live Learning Session Protocol

Rationale

This protocol aims to promote best practice when conducting any 'live' sessions delivered by staff at Willaston CE Primary School during the Covid 19 pandemic to support children with remote home learning. Using 'Zoom' we aim to create and maintain a safe and secure environment for both the staff and children. The purpose of using online 'live' sessions is to enable the staff to provide 'face to face' contact for children who are accessing remote home learning.

Safeguarding

To protect and safeguard staff and pupils:

- Live sessions are optional.
- Sessions will be timetabled in advance via a message and the Zoom link will be available on Seesaw.
- Staff will not engage in 1:1 video contact with a child.
- A parent/carer must be present at the start of the session. They then must stay within hearing distance of the session throughout.
- Video sessions must not to be recorded or photographed by either party.
- Live sessions will only take place when there is another member of staff available in the room.

Staff Protocol

- Staff will be present before children access the session.
- The link to the meeting will be posted on Seesaw before the session is due to start and removed when it is finished.
- Staff will wait until all the children have left before leaving the session themselves.
- Sessions will take place at the agreed time, unless there are unforeseen circumstances. If this happens, parents and carers will be informed via Parentmail.

Pupil Protocol

- Pupils will keep their microphones on mute and their video cameras switched on.

- Pupils will raise their hands if they wish to speak and only unmute themselves when invited to do so by the teacher.
- Pupils will listen carefully, use good manners and respond in line with our school Behaviour Policy and expectations.

Parent/Carer Protocol

- Access the link on a device with microphone and video enabled.
- Ensure your child is appropriately dressed for the sessions (not sleepwear).
- Ensure your child can access the session in a quiet, communal space. Bedroom spaces are not appropriate.
- Ensure a parent/carer is present at the start of the session. They then must stay within hearing distance of the session throughout.
- Ensure children do not use headphones during the session.
- Ensure children's microphones are on mute unless they are invited by the teacher to contribute to the discussion.
- Ensure your child demonstrates the highest standards of behaviour and good manners.

By allowing your child to engage in these sessions, you are agreeing to the principles outlined in this protocol. If staff members become concerned that these principles are not being followed, they will end the session immediately.

APPENDIX B

Remote Learning During the Coronavirus (COVID-19) Pandemic

In line with the previous government announcements, the school was closed throughout the duration of the national lockdown. The school implemented provision for remote learning to ensure pupils never missed out on education during this troubling time. In the event of this reoccurring, we will ensure that our curriculum is inclusive and accessible to all and will endeavour to support all of our pupils and staff as they learn and work from home. This policy annex outlines additional measures that will be implemented for delivering remote learning during a pandemic.

Legal framework

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

- Coronavirus Act 2020
- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) 'Adapting teaching practice for remote education'
- **[New]** DfE (2020) 'Guidance for full opening: special schools and other specialist settings'
- **[New]** DfE (2020) 'Get help with remote education'
- **[New]** DfE (2021) 'Restricting attendance during the national lockdown: 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)'
- Department of Health & Social Care (2020) 'COVID-19 contain framework: a guide for local decision makers'
- DfE (2020) 'Remote education good practice'
- DfE (2020) The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction
- DfE (2020) 'Contingency framework: education and childcare settings (excluding universities)'

The Headteacher, in collaboration with the Governing Body, will ensure the school follows the legal obligations regarding remote education, as outlined in The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction. This includes:

- Providing remote education to all pupils of compulsory school age.

- Providing remote education where it would be unlawful, or contrary to guidance issued from public authorities, for a pupil to travel to or attend the school.
- Having regard to government guidance issued regarding the delivery of remote education, e.g. the DfE's 'Restricting attendance during the national lockdown: schools'.

Contingency planning

The school will work closely with the LA to ensure the premises is COVID/pandemic-secure and will complete all necessary risk assessments.

The school will work closely with the local health protection team (HPT) and the DfE when the 'Contingency framework' applies and implement the provisions set within the **Coronavirus (COVID-19): Contingency Plan** and provisions set within future plans.

The school will communicate its contingency plans to parents, including to which pupils it will remain open under the DfE's contingency framework and which pupils will receive remote education.

The school will ensure that staff are provided with support for the delivery of remote learning.

If the contingency framework is not applied, but a 'bubble' needs to self-isolate, the school will immediately implement remote learning for that group as required.

Teaching and learning

The school will ensure staff and pupils follow the school's E-Safety Policy when working and learning remotely.

The school will ensure that remote education is available for pupils immediately, i.e. the next school day after they are sent home to self-isolate or after the contingency framework is applied.

All pupils will have access to high-quality education when learning remotely.

The school will prioritise factors that have been found to increase the effectiveness of remote education. These include, but are not limited to:

- 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.

In line with DfE's 'Restricting attendance during the national lockdown: schools', the school will:

- 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 so that pupils can progress through the school's curriculum.

- Use one digital platform, Seesaw for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback.
- Work to overcome barriers to digital access for by:
- Distributing school-owned laptops accompanied by a user agreement or contract.
- Providing printed resources where necessary
- Ensure staff are adequately trained and confident in its use.
- Check whether pupils are engaging with their work daily, and work with families to identify effective solutions where engagement is a concern.

The school will use a range of teaching methods to cater for all different learning styles.

Teachers will provide opportunities for interactivity amongst pupils and between pupils and staff to lessen feelings of isolation and to promote pupil progress and motivation.

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.

When teaching pupils who are working remotely, teachers will:

- Set assignments so that pupils have meaningful and ambitious work each day in an appropriate range of subjects.
- In Key Stage 1, set work that is of equivalent length to the core teaching pupils would receive in school and, as a minimum, three hours a day, on average, across the school cohort, with less for younger children.
- In Key Stage 2, set work that is of equivalent length to the core teaching pupils would receive in school and, as a minimum, four hours a day.
- Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
- Provide opportunities for interactivity, including questioning, eliciting and reflective discussion.
- Provide scaffolded practice and opportunities to apply new knowledge.
- Enable pupils to receive timely and frequent feedback on how to progress using digitally facilitated or whole-class feedback, where appropriate.
- Use assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge.
- Avoid an over-reliance on long-term projects or internet research activities.
- 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.

All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.

Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.

The school recognises that certain subjects are more difficult to teach remotely, e.g. music, sciences and physical education. Teachers will provide effective substitutes for in-person teaching such as video demonstrations.

Pupils will be encouraged to take regular physical exercise to maintain fitness, and time will be allocated within the school week for pupils to focus on this.

Access to technology

The school will provide support for families who do not have access to the resources required for remote education.

The school will utilise the support available through the DfE's 'Get help with technology during coronavirus (COVID-19)' scheme and during all future schemes.

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

Before distributing devices, the school ensured:

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

Once devices were ready for collection, the school either arranged for them to be collected by parents from school, or delivered to pupils' homes, ensuring infection control measures were adhered to as part of this process.

The school endeavoured to ensure internet access for disadvantaged pupils was provided, including where pupils rely on mobile data connection to access the internet.

The school worked with disadvantaged families to provide access to this scheme.

The school ensured that it remained abreast of developments to DfE technology schemes, and ordered sufficient amounts of technology to ensure that disadvantaged pupils could adequately access remote education at home.

The school approached remote learning in a flexible manner where necessary.

The school maintained good communication with parents to ensure that parents were aided in supporting their child's remote education.

These aforementioned steps will again be implemented by school in the event of any future pandemics and lock downs.

Returning to school

For future pandemics and periods of lockdown, school will remain in contact with pupils who are remote learning to ensure that, when the period of national lockdown ends, pupils are supported to return to school as and when it is safe for them to do so.

The Headteacher will ensure that pupils who are permitted to attend face-to-face learning at school, but is required to self-isolate, will only return to school when it is safe to do so.

If a pupil who is attending face-to-face learning at school is required to self-isolate with symptoms of coronavirus, the school will agree with the parent or social worker of the pupil the best way to maintain contact and offer support.

The Headteacher will listen to all concerns that parents may have about their child returning to school after a period of self-isolation and will advise them of the measures in place to ensure the safety of their child.

Monitoring and review

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

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