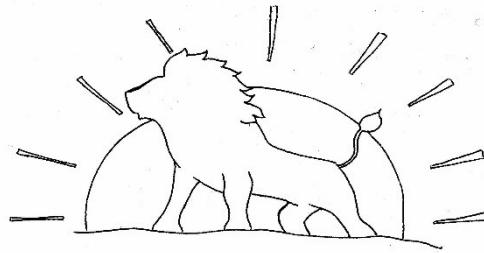


Remote Learning Policy

Northwick Park MAT



Northwick Park Primary and Nursery
We Take Pride



...working together

Remote Learning Policy

DfE Guidance

The government guidelines state –

“Where a pupil, class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, DfE expects schools to be able to immediately offer them access to remote education. Schools should ensure remote education, where needed, is high-quality and aligns as closely as possible with in-school provision.

The Secretary of State has given a temporary continuity direction in order to require schools to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This will come into effect from Thursday 22 October 2020”

Introduction

During these unprecedented times, there may be the need for periods of Covid-related closure. If this is necessary, staff at the Northwick Park Multi Academy Trust will continue to provide education and support to our children using remote learning. Online learning will be conducted via access to ‘Purple Mash’. Teachers will be able to schedule learning in a manner that does not overwhelm our children. Teaching and learning can be tailored, changed and updated as time progresses, allowing for replication of classroom activity to the best of our ability. Staff will operate within online safety guidance and we will prioritise the wellbeing of our children.

Flexibility of Learning

We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility as:

- ❖ Parents may be trying to work from home so access to technology as a family may be limited
- ❖ Parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation
- ❖ Teachers may be trying to manage their home situation and the learning of their own children
- ❖ In the event of a full lockdown, prior experience indicates that we may need to provide on-site education for a relatively large number of key workers’ children (previously around 60 pupils). Teaching staff will be deployed from all year groups to cater for this group. Where teachers are deployed to cover key worker groups, they will be unable to respond to home learning until a later time/date. The work completed in school by the key worker group will mirror home learning set for other pupils
- ❖ Systems may not always function as they should

An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

Expectation Management

We believe that it is in the best interests of our children that we continue to provide structured support to the best of our ability. Bearing in mind the need for flexibility, no deadlines will be set. It must be noted that the work children engage in during a period of closure will be part of our current planning and so cannot be considered as optional. Children and parents should consider the arrangements as set out in this document as highly recommended.

Teaching Staff will:

- ❖ Share teaching and activities with their class through Purple Mash and ensure a paper-based alternative is available;
- ❖ Consider the wellbeing of pupils;
- ❖ Continue teaching in line with current, extensive planning that is already in place throughout the school;
- ❖ Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this;
- ❖ Keep in contact with children through Purple Mash and via school email only;
- ❖ Reply to messages, set work and give feedback on activities during the normal directed teaching hours;
- ❖ Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways;
- ❖ Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow e.g. Policy Development;
- ❖ If unwell themselves, be covered by another staff member who will share activities and respond to work;
- ❖ SLT will coordinate with other teachers to ensure consistency of approach and to try and ensure that pupils with limited access to computers/devices can still complete the work;
- ❖ Respond as appropriate to parents: although no regular contact with parents is expected;
- ❖ Not use a personal device that shares their personal contact details (e.g. phone number or private email address) unless these can be withheld;
- ❖ Respond to parents who send a pupil's work and/or photographs/videos through an acknowledgement and praise.
- ❖ If teachers receive an email from a parent with a concern that needs escalating they should forward it to SLT who will advise;
- ❖ Attend virtual meetings with colleagues
- ❖ Make contact with parents or pupils (usually by phone) as part of the school's existing planned programme of contact, as directed:
- ❖ Continue to work within the school's Child Protection Policy and remain compliant with the Staff Code of Conduct.

Children will:-

- ❖ Take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;
- ❖ If needed, work a day or two behind on the work shared via Purple Mash;
- ❖ Only send messages and queries that relate to tasks set by the teacher or to respond to questions the teacher may ask them directly;
- ❖ Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that;

- ❖ Read daily, either independently or with an adult;
- ❖ Consider using the school closure time to learn a new skill, follow their own interests to discover more about the world around us or just be creative.

Parents will:-

- ❖ Support their child's learning to the best of their ability;
- ❖ Encourage their child to access and engage with the work set on Purple Mash;
- ❖ Refrain from taking screenshots or copying any information, messages or posts to share on social media or any other platform outside of Purple Mash;
- ❖ Know they can continue to contact their class teacher as normal through the Purple Mash platform or via email if they require support of any kind;
- ❖ Check their child's completed work each day and encourage the progress that is being made;
- ❖ Be mindful of their own mental well-being and that of their child. Encourage their child to take regular breaks, play games, get fresh air and relax.

N.B. In compliance with Copyright Law and regulations governing the use of photocopiable materials parents must note that resources are for viewing online only on our secure class teams. They must not be printed, photocopied or distributed. The school will not take responsibility for any breach of Copyright Law.

Subject Leads

Alongside their teaching responsibilities, as outlined above, Subject Leads may:

- ❖ Consider whether any aspects of the subject curriculum need to change to accommodate remote learning;
- ❖ Work with teachers setting the curriculum subject to make sure work set is appropriate and consistent;
- ❖ Work with other subject leads and senior leaders to make sure work set across subjects is appropriate and consistent, and activities are being set at an appropriate distance away from each other;
- ❖ Monitor the work set by teachers in their subject – explain how they will do this, such as through regular virtual meetings with teachers or by reviewing work set;
- ❖ Alert teachers to resources they can use to teach their subject.

SENCo

The SENCo is responsible, alongside teaching staff, for coordinating provision for pupils with SEND across the school as set out within the schools Special Educational Needs Policy. During any period of enforced school closure the SENCo will continue to:

- ❖ Lead on liaison for children with an EHCP and LAC pupils and their families;
- ❖ Ensure completion of necessary SEND paperwork and/or applications.

Senior Leadership Team (SLT)

Alongside any teaching responsibilities, senior leaders are responsible for:

- ❖ Coordinating the remote learning approach across the school;
- ❖ Monitoring the effectiveness of the remote learning activities for example through contact with teachers and subject leaders and reviewing the work set;

- ❖ Identifying which families may have no access to the internet and ensuring that hard copies of learning activities planned by teachers are made available to the parent for collection or delivery;
- ❖ Oversee the ongoing wellbeing and CPD of all staff.

Designated Safeguarding Lead (DSL)

The DSL's responsibilities are identified within the school's Child Protection Policy.

Governing Body

The Governing Body is responsible, including as advised by the DfE, for:

- ❖ Supporting staff and pupil wellbeing;
- ❖ Being pragmatic about what is covered in virtual meetings by prioritising urgent, time bound decisions only;
- ❖ Keeping monitoring to a minimum by focussing on safeguarding, health and safety, Headteacher and staff wellbeing and (to a lesser extent) the school's approach to providing remote learning for pupils;
- ❖ Directing any approaches by parents made to them directly or indirectly to the school via email to admin@northwickpark.essex.sch.uk;
- ❖ Determining how to handle statutory procedures during a period of enforced closure such as grievance and disciplinary panels, exclusions, complaints and admission appeals, noting that:
- ❖ Exclusions – the DfE has clarified that the statutory timeframes for considering exclusions are still in effect but that the regulations already anticipate that these timeframes cannot always be met.
- ❖ Complaints - the DfE has updated their guidance for school's complaints policies to provide that new or existing complaints should not be handled whilst schools are closed. If a school is closed during the enforced closure period, the Headteacher should write a response to outline the school's position and explain that the school is unable to follow its usual complaints process until school has reopened.

Who to contact

If staff have any questions or concerns, they should contact the following individuals:

Issues in setting work – contact the SLT, Subject Lead, SENCO or Headteacher

Issues with behaviour – contact the SENCO or Headteacher

Issues with IT – contact the Tracy Smith or Elaine Rising or Sharon Rosher

Issues with their own workload or wellbeing – contact their line manager or Headteacher

Concerns about data protection – contact Tracy Smith who will liaise with the data protection officer

Concerns about safeguarding – contact the DSL or DDSLs as set out within the school's Child Protection Policy

If parents have any concerns above and beyond the acknowledgement of work by the class teacher, then they should contact the Headteacher or a member of her SLT at school via

admin@northwickpark.essex.sch.uk

Data protection

Accessing personal data

When accessing personal data, all staff members will:

Only use their official school email account and never use personal messaging systems.

Sharing personal data

Staff members are unlikely to need to collect and/or share personal data.

However, if it does become necessary, staff are reminded to collect and/or share as little personal data as possible online.

Keeping devices secure

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 they only use their encrypted memory stick – 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

The school's Child Protection Policy has been updated to reflect the current situation.

Monitoring arrangements

This policy will be reviewed as it becomes necessary (when guidance changes) by the Headteacher. At every review, it will be approved by Local Governing Bodies.

Links with other policies

This policy is linked to the school's following policies:

- ❖ Behaviour Policy
- ❖ Child Protection Policy
- ❖ Data protection policy and privacy notices
- ❖ ICT and Acceptable Use Policy
- ❖ Staff Code of Conduct

Remote Learning Systems Access Information

Reception

- ❖ Reception teachers will use Purple Mash platform to set learning activities for children online;
- ❖ Learning Packs containing printed learning resources will be available from the school for Reception children, on request. These resources will also be available on the school website;
- ❖ Share books with an adult;
- ❖ Songs, rhymes and opportunities to talk can be maximised;
- ❖ Practical activities such as baking, painting and craftwork could also be undertaken;
- ❖ Children should take some form of physical exercise every day to keep their bodies and minds healthy;
- ❖ Remote learning information will be provided on individual school websites, information updates may be shared on the school Facebook pages or emailed to parents, as necessary.

Years 1 and 2

- ❖ Year 1 and 2 teachers will use the Purple Mash platform to set learning activities for children online;
- ❖ Learning Packs containing printed learning resources will be available from the school for all Year 1 and 2 children, on request.
- ❖ Parents should continue to read with their children;
- ❖ Practical activities such as baking, painting and craftwork could also be undertaken;
- ❖ Children should take some form of physical exercise every day to keep their bodies and minds healthy;
- ❖ Children in Year 1 and 2 also have access to the Math Shed and Spelling Shed online resources;
- ❖ Logon details for Purple Mash have been sent home for all Year 1 and 2 children;
- ❖ All remote learning information will be provided on individual school websites, information updates may be shared on the school Facebook pages or emailed to parents, as necessary.

Years 3-6

- ❖ Year 3-6 teachers will use Purple Mash platform to set learning activities for children online;
- ❖ Learning Packs containing printed learning resources will be available from the school for all Year 3-6 children, on request;
- ❖ Children should take some form of physical exercise every day (20-30 minutes) to keep their bodies and minds healthy;
- ❖ Read regularly at home;
- ❖ Practical activities such as baking, painting and craftwork could also be undertaken;
- ❖ Children in Years 3-6 have access to Maths Shed, Spelling Shed and Times Tables Rockstars online resources;
- ❖ Logon details have been sent home for all Year 3-6 children;
- ❖ Remote learning information will be provided on individual school websites, update information on the school Facebook pages and emailed to parents as needed
- ❖ Discussions around online safety should be held to ensure the suitability of content being accessed by children.

APPENDIX1: links to professional guidance, advice and support

Safeguarding and remote education during coronavirus (UK Government)

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

'There is no expectation that teachers should live stream or provide pre-recorded videos. Schools should consider the approaches that best suit the needs of their pupils and staff'

Joint Union advice on COVID-19 (ASCL, NAHT, NEU)

<https://neu.org.uk/media/9826/view>

'We cannot home school the nation's children'

Coronavirus advice (NEU)

Distance teaching and learning for primary teachers

<https://neu.org.uk/advice/coronavirus-distance-teaching-and-learning-primary-teachers>

'Teachers should not live stream lessons from their homes, nor engage in any video calling unless in exceptional circumstances, with the parent. Online lessons are not desirable for primary children as the teacher-pupil interaction is not easily replicated'

Undertaking remote teaching safely (NSPCC)

<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely>

APPENDIX 2: Additional resources

Weblinks for home learning

Curriculum Support

- <https://classroom.thenational.academy/subjects-by-key-stage>
Range of different lessons inc. videos
- <https://home.oxfordowl.co.uk/reading/free-ebooks/>
Range of online books linked to Oxford reading tree and Read Write Inc.
- https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw
Letters and sounds videos from the Department for Education
- <https://www.purplemash.com/login>
Purple Mash learning platform
- <https://www.edshed.com/en-gb/login>
Spelling shed for spelling list and practise
- <https://play.trockstars.com/auth/school/student>
- Times table rockstars
- <https://dekkocomics.com/topic-guide>
Comic books that can be downloaded and support learning in different areas of the curriculum, aimed at KS2
- <https://www.bbc.co.uk/bitesize>
Range of different videos, games and activities, linked to the curriculum
- <https://www.thinkuknow.co.uk/>
Online Safety information and guidance.

Specialist weblinks

Speech Language and communication and interaction

- <https://classroom.thenational.academy/specialist/subjects/communication-and-language> Oak academy communication and language lessons
- <https://en.commtap.org/primary> A directory of activities and resources to support development of specific speech, language and communication needs, Searchable by age phase, subject, target and level of attainment.
- <https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-parents/> A range of resources to help parents develop children speech and language needs.
- <https://ican.org.uk/a-message-to-our-supporters-on-coronavirus/activities-to-develop-speaking-and-listening-skills/> games and activities to support speech and language needs.
- <https://www.callscotland.org.uk/downloads/posters-and-leaflets/android-apps-for-complex-communication-support-needs/> a guide to android apps to support complex communication needs
- <https://pecs-unitedkingdom.com/support-at-home/> activities to support children and parents using PECS (picture Exchange)

Social, Emotional and mental health

- <https://www.elsa-support.co.uk/category/free-resources/> A range of resources, games etc. to support different areas of mental health; anxiety, anger, emotions, mindfulness etc.
- <https://managing-change.middletownautism.com/> resources aimed at autistic pupils, but could be used with others to support change, particularly around COVID 19.
- <https://www.autismlittlelearners.com/search/label/My%20Freebies?updated-max=2020-07-05T17:59:00-07:00&max-results=20&start=20&by-date=false> A range of social stories and

resources around a lot of different life issues, including COVID 19, that can be used to support children's understanding.

- <https://www.callscotland.org.uk/downloads/posters-and-leaflets/ipad-apps-for-complex-communication-support-needs/> iPad Apps for Complex Communication Support Needs
- <https://www.bookofbeasties.com/> Create a free account to access certain activities and resources to support mindfulness and well-being.
- <https://www.understood.org/en/school-learning/learning-at-home/games-skillbuilders/social-emotional-activities-for-children> a selection of games to play to build children's social and emotional awareness

Cognition and learning

Maths

- <https://classroom.thenational.academy/specialist/subjects/numeracy> Oak academy lessons to support children with additional needs in specific areas of maths.
- <https://www.callscotland.org.uk/downloads/posters-and-leaflets/ipad-apps-for-learners-with-dyscalculianumeracy-difficulties/> iPad Apps for Learners with Dyscalculia/Numeracy Difficulties
- <https://www.easyreadtimeteacher.com/teacher-classroom-resources/> resources to support teaching to tell the time
- <https://www.weareteachers.com/active-math-games/> active games to support maths learning
- <https://www.didax.com/math/virtual-manipulatives.html> virtual physical resources to help children understand maths, cubes, tens frames, number lines, bead strings, and many more!

English

- <https://www.callscotland.org.uk/downloads/posters-and-leaflets/android-apps-for-learners-with-dyslexia/> Android Apps for Learners with Dyslexia / Reading and Writing Difficulties
- <https://www.callscotland.org.uk/downloads/posters-and-leaflets/powerpoint-books-for-young-readers/> Free Powerpoint Books for Young Readers
- https://www.booksfortopics.com/dyslexic-readers?fbclid=IwAR1_cTqfjgl-KkzG9UVxUq_cwmZfBJ9ylvdA6R5utt-Jbxer7Xy6xLaolY List of Dyslexia friendly books
- <https://www.rhymingmultisensorystories.com/> multisensory stories for downloading using signs, props, movement etc. to engage children with special needs.
- <https://home.oxfordowl.co.uk/reading/free-ebooks/> free e-book library, select by age group

General

- <https://dekkocomics.com/topic-guide> Comic books that can be downloaded and support learning in different areas of the curriculum, aimed at KS2
- <https://classroom.thenational.academy/specialist/subjects/early-development-learning> Early develop lesson for pupils working below year 1 level.
- <https://www.callscotland.org.uk/downloads/posters-and-leaflets/ict-to-support-learners-with-dyslexia/> Ways to use technology to Support Learners with Dyslexia
- <https://www.callscotland.org.uk/downloads/posters-and-leaflets/inclusive-learning-resources/> Resources to support SEND learning
- <https://www.callscotland.org.uk/downloads/posters-and-leaflets/ipad-apps-for-learners-with-complex-additional-support-needs/> iPad Apps for Learners with Complex Additional Support Needs
- <https://www.callscotland.org.uk/downloads/posters-and-leaflets/ipad-apps-for-learners-with-dyslexia/> iPad Apps for Learners with Dyslexia
- <https://docs.google.com/document/d/1zn5RLhNWCRG9KyoHu4boFigo5G8Zc3lxDkqJw-uBGQ/edit?fbclid=IwAR1-h3BvteNDDHTcqBStqz7YECBPgfifaW58D2E8NHS2EmiOfqwuSHfDYSU> A list of free or cheap apps for developing a range of learning skills
- <https://vimeo.com/457320105?fbclid=IwAR3m1100UbRduVvNCqW6eN7OVUZdXO38APRka-cObxntlwNoh34AXjb7P8> Funky feet dance and movement videos

- <https://do2learn.com/> Downloadable resources, activity and lesson ideas for literacy, numeracy, behaviour and social skills of needs including social skills.
- <https://www.doorwayonline.org.uk/> accessible learning games for English, maths, memory and typing skills

Sensory and/or physical needs

- <https://classroom.thenational.academy/specialist/subjects/physical-development> Oak academy lesson to support children with additional in in their physical development
- <https://sensory-processing.middletownautism.com/> support for autistic learners with sensory processing, ideas for activities, resources and guidance for those supporting them
- <https://www.callscotland.org.uk/downloads/posters-and-leaflets/using-the-ipad-to-support-learners-with-physical-difficulties/> A guide to using the iPad to Support Learners with Physical Difficulties
- <https://www.callscotland.org.uk/downloads/posters-and-leaflets/using-the-ipad-to-support-learners-with-visual-difficulties/> Using the iPad to Support Learners with Visual Difficulties
- <https://www.callscotland.org.uk/downloads/posters-and-leaflets/using-windows-10-accessibility-tools-to-support-learners-with-visual-difficulties/> Using Windows 10 'Accessibility' Tools to Support Learners with Visual Difficulties
- <https://www.griffinot.com/developing-childrens-fine-motor-skills/fine-motor-activities-with-kim-griffinot/> 10 weeks worth of videos with activities to develop children fine motor skills
- <https://www.rhymingmultisensorystories.com/> multisensory stories for downloading using signs, props, movement etc. to engage children with special needs.
- <https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr> dance mat typing to develop typing skills, different levels of challenge.
- https://www.youtube.com/channel/UC_ah-07GtU9ou18fXpkcZSQ Learn British sign language fun videos

Self help and independence

- <https://classroom.thenational.academy/specialist/subjects/independent-living> Oak academy lesson developing life skills such as dressing, personal care etc.
- <https://life-skills.middletownautism.com/> Resources aimed at support children with autism develop essential life skills such as personal hygiene, self-care, safety, managing work and leisure activities.

APPENDIX 3: DfE guidance

CORONAVIRUS - TEMPORARY CONTINUITY DIRECTIONS ETC: EDUCATION, TRAINING AND CHILDCARE **THE CORONAVIRUS ACT 2020** **PROVISION OF REMOTE EDUCATION (ENGLAND) TEMPORARY CONTINUITY DIRECTION**

The Secretary of State for Education, in exercise of the powers conferred by section 38 of, and paragraphs 1 and 4 of Part 1 of Schedule 17 to, the Coronavirus Act 2020 1, gives the following direction.

Before giving this direction, the Secretary of State for Education:

(a) has had regard to any advice from the Chief Medical Officer or one of the Deputy Chief Medical Officers of the Department of Health and Social Care relating to the incidence or transmission of coronavirus;

and

(b) is satisfied that giving this direction is a necessary and proportionate action for or in connection with the continued provision of education for the specified period for one or more persons.

1. This direction applies to the following schools in England:

(a) community schools, community special schools, foundation schools, foundation special schools, voluntary schools, pupil referral units, non-maintained special schools, Academy schools, alternative provision Academies;

and (b) independent schools, other than schools referred to in subparagraph (a), where those schools have registered pupils whose

education at the school is wholly paid for out of public funds received by the school from the Secretary of State, a local authority in England or a school in England.

2. The responsible body of any school to which this direction applies is required to provide remote education to pupils referred to in paragraphs 3 and 4, in the circumstances provided for in paragraph 5.

3. Where the school is a school falling within paragraph 1(a), the responsible body must provide remote education for any registered pupil who is:

(a) of compulsory school age; or

(b) under that age, whom it is expedient to educate with pupils who are of that age.

4. Where the school is a school falling within paragraph 1(b), the responsible body must provide remote education for any registered pupil referred to in paragraph 1(b) who is:

(a) of compulsory school age; or

(b) under that age, whom it is expedient to educate with pupils who are of that age.

5. The circumstances are where the registered pupil does not attend at the school because the pupil's travel to or presence at the school would be:

(a) contrary to any guidance relating to the incidence or transmission of coronavirus published by Public Health England, the Secretary of State or any body or authority exercising equivalent functions in relation to Scotland, Northern Ireland or Wales; or

(b) prohibited by any enactment relating to the incidence or transmission of coronavirus or any instrument made under such an enactment.

6. When complying with this direction the responsible body must have regard to any guidance given by the Secretary of State for Education relating to the provision of remote education in accordance with this direction.

Definitions

7. In this direction - "Academy school" has the same meaning as in section 1A of the Academies Act 2010

"alternative provision Academy" has the same meaning as in section 1C of the Academies Act 2010;

"community school" has the same meaning as in section 20 of the School Standards and Framework Act 1998

"community special school" has the same meaning as in section 20 of the School Standards and Framework Act 1998;

“compulsory school age” has the same meaning as in section 8 of the Education Act 1996

“coronavirus” means severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2);

“enactment” includes --

(a) an enactment passed or made after this direction;

(b) an enactment contained in subordinate legislation within the meaning of section 21 of the Interpretation Act 1978;

(c) an enactment contained in, or an instrument made under, an Act of the Scottish Parliament;

(d) an enactment contained in, or an instrument made under, an Act or Measure of Senedd Cymru; and

(e) an enactment contained in, or an instrument made under, Northern Ireland legislation;

“foundation school” has the same meaning as in section 20 of the School Standards and Framework Act 1998;

“foundation special school” has the same meaning as in section 20 of the School Standards and Framework Act 1998;

“independent school” has the same meaning as in section 463 of the Education Act 1996;

“local authority in England” has the same meaning as in section 579(1) of the Education Act 1996;

“non-maintained special school” means a school that is approved under section 342 of the Education Act 1996;

“public funds” means moneys provided by Parliament; “pupil” has the same meaning as in section 3 of the Education Act 1996;

“pupil referral unit” has the same meaning as in section 19(2B) of the Education Act 1996;

“remote education” means education provided to a registered pupil who does not attend at school;

“registered pupil” in relation to a school means a person registered as a pupil at the school in the register kept under section 434(1) of the Education Act 1996;

“responsible body” means the proprietor of a school within the meaning of section 579(1) of the Education Act 1996;

“school” has the same meaning as in the Education Act 1996 (see section 4 of that Act); “voluntary school” has the same meaning as in section 20 of the School Standards and Framework Act 1998.

Specified period

8. The specified period in this direction starts at the beginning of 22nd October 2020 and finishes at the end of the school year (within the meaning in section 579(1) of the Education Act 1996).

Effect

9. This direction has effect until the earlier of—

(a) the end of the specified period, or

(b) the revocation of this direction by a further direction given by the Secretary of State under paragraph 1 of Part 1 of Schedule 17 to the Coronavirus Act 2020.

Enforcement

10. The duty to comply with this direction by a responsible body is enforceable by the Secretary of State making an application to the High Court or the county court for an injunction, and any such application may be made without notice being given to the responsible body.

Signed by, or on behalf of, the Secretary of State for Education: Gavin Williamson

Date of signature: 30th September 2020

HEALTH & MEDICINE

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Department
for Education

The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction – Explanatory Note

This document explains the purpose of the various provisions within the Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction ('the Direction').

Overview

The coronavirus (COVID-19) pandemic is an unprecedented challenge for our school system, and the traditional approach to delivering education. The impact of the pandemic has necessitated many pupils being out of school, and this will continue to be the case for some pupils, in line with the legal requirements and guidance in place to tackle the virus. Schools have responded to this with a strong and proactive commitment to providing remote education, in challenging and uncertain circumstances.

The intention of this Direction is to provide legal certainty for all involved in the education sector, including parents, teachers and schools themselves. It makes clear that schools have a legal duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). The Department for Education is providing further support for schools so that they are able to do so.

The Direction requires that where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education. The expectations on the quality of remote education expected of schools remain those set out in the guidance for full opening published in July 2020.

The Direction was issued by the Secretary of State for Education on 30 September 2020 and will come into force on 22 October 2020.

Clause-by-clause explanation

1. Paragraph 1 of the Direction sets out the categories of school to which the Direction applies (namely community schools, community special schools, foundation schools, foundation special schools, voluntary schools, pupil referral units, non-maintained special schools, Academy schools and alternative provision Academies) and further specifies that it applies to fee-paying independent schools, but only in respect of pupils whose places at those schools are wholly paid for out of public funds.
2. Paragraph 2 sets out the requirement to provide remote education.

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3. Paragraphs 3 and 4 set out the pupils to whom remote education must be provided – namely pupils who are of compulsory school age and pupils who are below compulsory school age but who would usually be taught in a class with compulsory school aged children (most commonly in a reception class).

This Direction does not apply to post 16 education, meaning further education (FE) colleges, sixth form colleges, school sixth forms or 16-19 Academies.

4. Paragraph 5 requires that schools must provide remote education where it would be unlawful, or contrary to guidance issued by one of the public authorities listed in that paragraph, for a pupil to travel to or attend their school. The Direction applies only to pupils in schools in England, but because some pupils may live in Scotland, Northern Ireland or Wales and travel to their school across the border, paragraph 5 also requires remote education to be provided to those pupils where travel to or attendance at their school would be contrary to guidance issued by a public authority for the nation in which they live.

5. Paragraph 6 requires schools, when complying with the requirement to provide remote education, to have regard to guidance issued by the Secretary of State for Education about the delivery of remote education, for example as set out in the guidance for full opening.

6. Paragraphs 8 and 9 provide that the Direction will come into force on 22 October 2020 and will have effect until the end of the current school year, unless it is revoked by a further Direction.

7. Paragraph 10 provides that the Secretary of State for Education may apply for an injunction against the responsible body of any school which fails to comply with the Direction, requiring it to do so. Taking legal action, however, is a last resort and the department will take a proportionate and fair approach to assessing the adequacy of remote education provision. Where concerns or issues have been identified or raised by schools themselves, the department's first priority will be to help schools with their remote education plans and provision.

Support

To support schools to meet the expectations set out in the guidance for full opening the department has developed a range of products, support and guidance on the [get help with remote education](#) page to help schools meet their statutory obligations.