

Review Your Remote Education Provision Framework

Leadership - School leaders have a clear vision and approach for remote education, and maintain awareness of any issues or barriers related to effective delivery.

Approach	Comments	Score (R.A.G)	Potential actions and resources
<p>Remote education plan</p> <p>There is a plan in place for remote education and a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.</p> <p>The plan is underpinned by high expectations to provide the quality delivery of a planned curriculum for all (including vulnerable children and children with SEND), which is aligned as close as possible to the in-school curriculum.</p>	<p>A Remote Learning policy has been written which has taken account of all stakeholders and which is reviewed regularly in school.</p> <p>The Deputy Headteacher is in charge of the remote learning in school. A policy has been written which is followed during any lockdown or isolation period for children.</p> <p>The school have high expectations for all of the children in school and these continue through our remote education plan.</p> <p>The staff take into account the individual needs of the children and the resources they have in place at home, when planning and preparing the lessons.</p> <p>The in-school curriculum, which is detailed on the school website,</p>		<p>To help develop your remote education plan:</p> <p>The EdTech Demonstrator Programme provides resources to support schools and colleges. This includes short videos developed by schools and colleges, and guidance on how to embed digital technology to support remote education.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p> <p>Cyber security in schools: questions for governors and trustees gives guidance on how to remain cyber-secure.</p> <p>Refer to Oak National Academy for help to deliver a planned curriculum for all.</p>

	<p>is followed as closely as possible during lockdown and isolation periods to ensure that the children receive the breadth of learning that is essential for them to develop.</p> <p>Staff use a variety of resources including Nessy, Phonics Play, Oak Academy, Loom, YUMU, Times Tables Rockstars, BBC Bitesize, Baines Youtube, Class Youtube, Dojo email and Purple Mash to ensure the children remain focused and motivated whilst learning at home.</p>		
<p>Communication</p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>All stakeholders are aware of the school's approach to remote learning. There is a policy in place which has been signposted on newsletters and which can be located on the school website.</p> <p>School also has a comprehensive remote learning plan – again published on our school website.</p> <p>All Governors have been sent copies of these via email and these have been discussed in Governor meetings.</p> <p>Parents are communicated with via newsletter, the school</p>		<p>Ensure governors, staff, parents and carers are aware of the school's remote education provision by maintaining regular communication and providing updates on any changes to the provision.</p> <p>GOV.UK provides guidance to support schools to publish information about their remote education provision on their websites for parents.</p> <p>The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during COVID-19.</p>

<ul style="list-style-type: none">• having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts	<p>workload for the duration of their illness.</p> <p>All absence is logged electronically in the Office, once the paper registers have been taken by the staff every day. Staff follow the absence code guidance specified by the Government. From there, school are able to monitor the absence and the reason for this of all pupils in school.</p> <p>Absence of staff is logged by the Bursar on Oracle. Again we can then monitor this and the reasons why staff may be absent.</p>		
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Remote education context and pupil engagement

The school understands the remote education context of pupils, and plans its provision to ensure pupils can remain engaged in education.

Approach	Comments	Score (R.A.G)	Potential actions and resources
<p>Home environment</p> <p>The school is aware of the learning environment in the home and works with parents and families to understand and ensure that pupils will be able to access education at home.</p>	<p>Staff have very good working relationships with the majority of families in school and are aware of their needs. However, there are a small percentage of families who do not engage with school and for this reason, we have set up the following during a lockdown or isolation period :-</p> <ul style="list-style-type: none"> • Every week, the same member of the class team will be responsible for phoning the parents to ask how they are getting on. During these conversations, the staff will be able to gauge the extent of the commitment to support the work and amend work for the children accordingly. • Staff have agreed to mark the work sent back to school and will personalise the messages as much as is possible to ensure that this is a message directly for a specific child. 		<p>The EdTech Demonstrator Programme's remote education roadmap supports schools to adapt their remote education provision depending on a pupil's home environment.</p> <p>Where pupils might lack digital access to support the school's remote education provision, schools should refer to the Get help with technology during coronavirus (COVID-19) guidance for support on providing pupils with laptops, tablets and internet.</p> <p>The Education Endowment Foundation provides a metacognition and self-regulation toolkit on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning.</p>

<p>The school supports pupils on how to self-regulate during remote education, including:</p> <ul style="list-style-type: none"> • understanding their strengths and weaknesses to improve their learning 	<ul style="list-style-type: none"> • A positive message, recorded voice, written or video will be sent out from the class teacher once a week to all parents celebrating the success of the home learning that week, with any study tips included. • Staff will continue to celebrate good work at the end of the week. • Dojo messages will be responded to within the working day of 9am to 5pm – as agreed by school staff. These will be personalised to the issue/concern the parent has raised and will include specific advice. • Children will also be communicated directly with by the staff if they send a message for advice or help. <p>Staff know the children well and will be able to monitor the work that the children are producing. Staff will set work for the children based on their strengths and areas for development, which will</p>		
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<ul style="list-style-type: none"> • how to learn from home • how to manage their time during periods of isolation 	<p>differ depending on the subject being taught.</p> <p>Children have been spoken to in school about how best to work from home. Staff have discussed the benefits of following a timetable, a visual timetable, having regular comfort breaks, taking exercise, working in a quiet space and asking for help when required.</p>		
<p>Laptops, tablets and internet access</p> <p>Where digital approaches are used, leaders are aware of any limitations to access to the internet, and suitable devices, for pupils which impact on remote education provision. Leaders have made suitable alternative arrangements to minimise the impact of these limitations, either by providing pupils with devices and/or internet access or ensuring appropriate offline provision where pupils without access are considered vulnerable and are expected to come into school.</p>	<p>Laptops have been provided both through school and the Government to ensure that all children are able to access online learning from home. A parental agreement has been signed by those who have borrowed a device from school or been given a new laptop provided by Government funding.</p> <p>Free wifi has been given or offered to those who have required this.</p> <p>Any further families requiring this support will be able to contact school in the event of a lockdown or closure of bubbles.</p> <p>This information is kept securely in the school office and parents will be reminded of their return at</p>		<p>Where technology is used to support remote education, the EdTech Demonstrator Programme offers resources on how to set up a virtual classroom and how to embed technology into teaching practice.</p> <p>Where pupils might lack digital access, schools should refer to the get help with technology during coronavirus (COVID-19) guidance for support on providing pupils with laptops, tablets and internet.</p>

	<p>the end of a lockdown/isolation period.</p> <p>For the children who are not able to access remote learning on a regular basis, due to the sharing of equipment with parents or siblings, work packs will be carefully assembled to cater for the needs of that specific child.</p> <p>For children with additional needs, work will be carefully selected to ensure that they are able to engage in all the tasks at an appropriate, challenging level, either via the internet or as a paper exercise. A great deal of practical activities will be provided as well, which helps with their specific learning requirements.</p> <p>School have bought into Nessy, Purple Mash and Phonics Play to allow children with SEND and low ability readers and spellers to access this programme both at home and school.</p>		
<p>Supporting children with additional needs</p> <p>Children and young people with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right structures and provision in place to help remote education.</p>	<p>All children with additional needs will be well supported throughout remote learning. Their needs will all been taken into account and where necessary, a personalised approach will be prepared for</p>		<p>The EdTech Demonstrator Programme has made a range of SEND resources available for schools and colleges, including webinars on how to support pupils with SEND.</p> <p>The guidance for full opening f provides guidance on how schools should</p>

<p>This includes guidance for parents and carers on how to effectively support remote education, and ensuring pupils have access to the right hardware and software to support their needs.</p>	<p>them, following the school curriculum covered by all other children. It may be that work needs to be differentiated for the children in order for them to be able to access, or it may be that the child needs a completely different approach to be able to understand the work provided. In these cases, the staff will cater for the child, set appropriate work, which may include the delivery of personalised paper copies to the home or practical activities which require the child or parent to photograph what they have achieved.</p> <p>Any child needing specific equipment will have access to this during the lockdown or isolation period. If these resources are not at home, then parents will be able to collect them eg coloured books, coloured overlays, a speak tin, mathematical equipment and other specific resources.</p> <p>School have bought into Nessy to allow children with SEND and low ability readers and spellers to access this programme both at home and school.</p>	<p>support pupils with SEND and vulnerable children.</p> <p>Oak National Academy provides resources for teachers to support children with additional needs.</p>
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	<p>In all these cases, the work and the outcome required is shared with the parent either by dojo or class email.</p> <p>Staff will always be available to support parents with work or any issues. Parents have a variety of communication lines to staff available to them including school emails addresses, class dojo, and telephone.</p>		
<p>Monitoring engagement</p> <p>The school has systems for checking daily whether pupils are engaging with their work, and informs parents and carers immediately where engagement is a concern.</p>	<p>All staff are responsible for ensuring that every child in their class is engaging with their remote learning and they will use Dojo points to continue to motivate the children.</p> <p>If this is not the case, the staff will message the child/parent to ensure there are no difficulties with the work or access to the work. If this does not resolve the problem, the staff will verbally contact the parent.</p> <p>If no work is forthcoming for three days, the staff pass on their concerns to the Pastoral Lead and she will contact the parents via telephone to discuss any concerns or issues. If this is not successful, this will then be</p>		<p>Advice on how schools should monitor engagement is highlighted in the remote education expectations guidance.</p> <p>EdTech Demonstrator networks have produced a range of webinars and tutorials, including sharing advice and top tips on ways to monitor and evaluate progress.</p>

	<p>passed to the Headteacher who will then contact the parents and decide a route with them for moving forward for the benefit of their child.</p>		
<p>Pupil digital skills and literacy</p> <p>The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p>	<p>Staff train the children in school on how to use a variety of technologies effectively and safely every day. Since the onset of remote learning, staff have been taking the opportunity of training all children on the use of the technology they will be expected to access should we need to close the school or a bubble. This gives the children more confidence in their abilities and therefore aids the learning process should these situations occur.</p> <p>They have learnt how to use a password safely, how to email the teacher and how to log onto a variety of sites safely.</p> <p>SEND children may access particular programmes which help to address their needs, such as Nessy.</p>		<p>Where technology is used to support the school's remote education provision, schools should consider providing practical support and guidance to pupils on how to use the technology.</p>

Curriculum planning and delivery

The school has well-sequenced curricula that support 'hybrid' teaching, where some children are taught in class (such as vulnerable

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<p>Minimum provision</p> <p>School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum:</p> <ul style="list-style-type: none"> • Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children • Key stage 2: 4 hours a day 	<p>All children in school will be set core teaching tasks to cover the amount of hours specified by the Government.</p> <p>Other areas of the curriculum will be studied, usually on a topic based theme, related to the foundation curriculum for that specific year group.</p>		<p>Remote education expectations are highlighted in the guidance for full opening.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p>
<p>Curriculum planning</p> <p>The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely.</p>	<p>Advice has been given to both parents and pupils regarding the structure of a day working from home.</p>		<p>GOV.UK provides resources on remote education good practice and how to adapt teaching practice for remote education.</p>

<p>This could include a remote curriculum that is identical to the one taught in class, one that is similar but adapted or one that is completely different.</p>	<p>Staff will include a timetable for the children to ensure that there is structured learning time in the day. The staff will highlight a deadline for this. In some classes, optional activities will be set which link to the topic.</p> <p>The staff will ensure that, wherever possible, the curriculum remains the same as it would have done in school and they will follow their plans as closely as possible. This is especially true for the core subjects.</p> <p>The foundation subjects in each class will be covered more on a topic based theme, covering the curriculum map for their year group.</p>		<p>The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education.</p>
<p>Curriculum delivery</p>	<p>All staff will work hard to ensure that there is remote education in</p>		<p>GOV.UK provides:</p> <ul style="list-style-type: none"> • guidance on accessing and buying resources for remote education

<p>The school has a system in place to support remote education, using curriculum-aligned, resources.</p>	<p>place to support all the pupils in their class. This will be through the use of recorded videos placed on the Baines Youtube Channel, Class Youtube, Dojo or through the use of Loom.</p> <p>Many resources used will be accessed via a digital platform ie Charanga, YUMU, Purple Mash, Nessy to name a few.</p>		<ul style="list-style-type: none"> resources on remote education good practice guidance on how to access and set up online digital platforms to support delivery Oak National Academy provides resources and guidance on how to map resources to a school's existing curriculum. <p>RNIB Bookshare, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools - free for any pupil with dyslexia or visual impairments</p>
<p>Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such Oak National Academy), and time given for pupils to complete tasks and assignments independently.</p>	<p>The staff will all use recorded, direct teaching time to ensure that new concepts are taught or concepts are consolidated.</p> <p>Staff will also use Oak Academy, Loom, and a variety of other sites to support their teaching and, as a result, will record a variety of work for the children so that they are able to access the work based on their ability. This ensures</p>		

<p>The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.</p>	<p>success for all and a sense of achievement for the child.</p> <p>Once these videos have been accessed by the children, they will then be given independent time to practise the concept as they are stored on Baines or class Youtube, Dojo or Loom for further access if required.</p> <p>During this time, access to the teacher is available via email or dojo to be able to 'iron out' any misunderstandings or issues within the lesson, which ensures everyone is able to communicate with the teacher as and when needed.</p> <p>All parents have access to the class email and are able to send photographs of work completed or via portfolio on Dojo. This</p>		
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	<p>is particularly useful for the younger pupils in school and for those with additional needs who need practical activities to help them gain concepts.</p> <p>Older children will be able to email their own work or questions to the class teacher via the Purple Mash email.</p>		
<p>Assessment and feedback</p> <p>The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.</p>	<p>Staff are very experienced at being able to question children and set work effectively in order to be able to assess the children accurately.</p> <p>If work is not to the standard expected from the class teacher, the work will be returned and the child asked to submit this again with amendments made. This may be completed via the class email or Portfolio on Dojo.</p>		<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> • assessing pupil progress and providing feedback in the Remote education good practice guidance • assessments and exams <p>The EdTech Demonstrator Programme provides online training videos for schools on effective assessment and feedback.</p>

<p>The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.</p>	<p>Parents will be given guidance on how to help their children.</p> <p>All work is marked by the staff within the classroom, with the teaching staff having overall responsibility to ensure pupils are making progress. The team will discuss all the children on a regular basis and if a member of the team has a concern about a child or the work they have produced, they will immediately refer this to the teacher who will then pick this up with the child and the family directly.</p> <p>Feedback is provided including areas for improvement on some work.</p> <p>Where there are particular issues with a piece of work for example, the staff will ensure that this is addressed with the</p>		
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	whole class either through messaging or through the development of the concept taught though re-recording videos.		
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Capacity and capability

Schools support staff to deliver high-quality remote education.

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<p>Effective practice</p> <p>Senior leaders are aware of all the guidance and ensure wider teaching/school staff are aware of (and how to access) resources available to support remote teaching.</p>	<p>Senior leaders are and will be aware of all the guidance (kept in the Covid file on the computer and in the Headteachers Office). Staff meetings and Teaching Assistant meetings have all ensured that resources for remote education have been shared amongst ourselves in order to support the whole school team, either through staff meetings or email.</p> <p>Subject leaders have attended all the training available to help support them and the school and this information has been</p>		<p>The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education.</p> <p>GOV.UK provides a good practice guide to support schools in their delivery of remote education.</p> <p>The EdTech Demonstrator Programme provides guidance on how to use online platforms and resources, including for children with SEND.</p>

	<p>fed back to the whole school team.</p> <p>Year group teams have also shared resources with each other and trained staff where necessary in order for them all to share the accountability for the remote education in school.</p> <p>This good practice will continue should we be placed in any further lockdowns or school closures.</p>		
<p>Staff capability</p> <p>Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms, devices and internet) they need to teach and support pupils remotely.</p>	<p>All staff have access to the digital resources required to ensure that remote education is a success in our school.</p> <p>They have laptops, (teaching staff also have ipads), workbooks and curriculum documents to ensure that they are all able to contribute effectively to remote education for all pupils.</p>		<p>The EdTech Demonstrator Programme provides advice, guidance and practical support for teachers on how to deliver good remote education. This includes guidance on how to use online platforms and resources, including for children with SEND.</p> <p>RNIB Bookshare, which was established through DfE’s pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools, colleges and universities, free for any pupil with a print disability.</p>

<p>Where used, staff have the appropriate training and support to use digital tools and resources, including how to ensure they are accessible for pupils with SEND.</p> <p>Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.</p>	<p>Baines have our own YouTube Channels and also use Dojo Class Story which they use to post videos for the children to access regularly.</p> <p>As a matter of course, staff are trained on any programmes purchased in order to support the curriculum by members of the present school staff. If someone is particularly skilled in one area, then they will take the lead in this training. Once the teaching staff have been trained, they will then train the Teaching Assistants in their year group to ensure everyone has the necessary skills to enhance the learning for all pupils.</p> <p>This type of training was well established in school before remote learning and will</p>		<p>pdnet provides free training events for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.</p>
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	<p>continue to be part of our continuing professional development.</p>		
<p>Strategic partnerships</p> <p>The school is sharing best practice and making best use of capacity across schools to address any known gaps, including via established school-to-school support networks like the EdTech Demonstrator Programme and curriculum hubs.</p>	<p>School are part of the Digitech Support Network led by one of Lancashire County Council Advisers.</p> <p>Part of the remit of this network is to ensure that good practice is shared between the schools in our local cluster and further afield in the County. School have contributed to this in order to share good practice.</p> <p>We have links between our local cluster of schools which are well established and schools offer support and ask for support whenever necessary.</p>		<p>There are several school-to-school support networks which you can make use of, including:</p> <ul style="list-style-type: none"> • The EdTech Demonstrator Programme for advice and guidance on remote education, including how to embed technology into teaching practice, and how to embed practice across MATs • Maths hubs to improve maths education • English hubs to improve teaching of phonics, early language and reading in reception and year 1 • Computing hubs to improve the teaching of computing and increase participation in computer science

Communication

The school maintains strong communication with pupils, parents and carers, and continues to work effectively with other third parties.

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<p>Realistic expectations of pupils, parents and carers</p> <p>Parents and carers have clear guidance on how to support pupils at home, and how this is aligned to the remote education information required to be published on the school's website.</p>	<p>Clear guidance on how to support pupils at home has been provided in our Remote Learning Plan on the school website.</p> <p>Alongside this, all staff are very good at communicating on a weekly basis to parents about the work set and their expectations of the children.</p> <p>The school newsletters also regularly refer to remote learning and tips on how to support their child's learning at home.</p>		<p>Remote education expectations are highlighted in the guidance for full opening.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p> <p>The school workload reduction toolkit provides example communication policies and email protocols.</p> <p>The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during COVID-19.</p>

<p>Pupils understand the expectations on how many hours they should be learning and how to participate in remote education (for example, how to submit assignments).</p>	<p>Pupils have been spoken to by the class teacher in terms of the amount of time they are supposed to be working for at home. These guidelines have been set out clearly to pupils by the staff.</p> <p>During periods of time in school, staff have ensured that children are able to understand the necessity for submitting assignments and the older children have certainly been taught how to do this independently.</p>		
<p>School community events</p> <p>Pupils are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.</p>	<p>Pupils have been able to attend and participate in shared, interactive lessons and activities through Book Week. School used Zoom to access authors and also shared a virtual Book Fair.</p>		

	<p>Sharing lessons in this way will be looked into further.</p> <p>Pupils are also able to use Times Table Rockstars where they compete against each other, they are able to use Purple Mash Tools to email and Blog in and the staff will use the Dojo Portfolio which allows the sharing of children's work.</p>		
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Safeguarding and Wellbeing

Teachers and leaders understand how to maintain effective safeguarding arrangements whilst also providing high-quality remote education and supporting pupil wellbeing.

Approach	Comments	Score (R.A.G)	Potential actions and resources
<p>Ensuring safety</p> <p>There are clear safeguarding protocols in place to ensure pupils are safe during remote education. It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote education.</p>	<p>All staff are aware that any remote education online follows the same principles as working in school and all staff have read and signed the Acceptable Use policy.</p> <p>The Child protection Policy, available on the school website, has been reviewed in light of remote online education.</p> <p>There are regular updates in the school newsletters to encourage the parents to ensure safe use of the internet by children. Parents have also been offered several Internet Safety talks led by Lancashire County Council. Update of these have been poor.</p>		<p>GOV.UK provides guidance on Safeguarding and remote education during coronavirus (COVID-19).</p> <p>Schools should also refer to statutory guidance for schools and colleges on safeguarding children.</p>

	<p>Children and parents know that they should always report anything worrying online. This can be done through a message to the teacher or through the 'Whisper' button on the website which is regularly monitored by the Deputy Headteacher and acted upon within 24 hours.</p> <p>Issues with children will be addressed with them and the year group to ensure that all children are receiving the same internet safety message.</p>		
<p>Online safety</p> <p>If the school chooses to provide remote education using live streaming and pre-recorded videos, teachers understand how to keep children safe whilst they are online.</p>	<p>School will chose to use pre-recorded videos for their teaching.</p> <p>Teachers understand the need to keep the children safe whilst working online and reiterate regularly the rules of internet safety.</p>		<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> • Safeguarding and remote education during coronavirus (COVID-19) • Teaching online safety in schools
<p>Wellbeing</p>			<p>GOV.UK provides advice on supporting pupil wellbeing during remote education.</p>

	<p>for the Pastoral Lead and she will contact the child/family on a regular basis to ensure that their needs are being met. Any calls home from the Pastoral Lead will be to the parent and if she is to talk to the child, the parent would need to be in the room and the call would be on loudspeaker.</p> <p>The Headteacher and Pastoral Lead will conduct Home Visits if they feel it necessary to do so in order to ensure the safety of a child/family.</p>		
<p>Data management</p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p>School has appropriate data management systems in place which comply with GDPR.</p> <p>School is cyber secure and follows the ten steps to cyber security – see plan in school – Headteacher’s computer and hard copy in policy file.</p>		<p>GOV.UK provides guidance to support schools:</p> <ul style="list-style-type: none"> • with data protection activity, including compliance with GDPR • to be cyber secure

<p>Behaviour and attitude</p> <p>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<p>Children will be expected to behave during remote lessons in the same way as they would be expected to behave in school, although this is limited as not many live lessons take place.</p> <p>However, children will be spoken to by the class teacher should they feel the child's behaviour online is not appropriate and this is what children would expect to happen.</p> <p>Staff will follow the School Behaviour Policy and the Pastoral Lead/Headteacher will be involved with poor behaviour at home, if alerted by the parent.</p>		<p>GOV.UK provides guidance on behaviour expectations in schools.</p>