ST AIDAN'S
Voluntary Controlled
PRIMARY SCHOOL

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Remote learning policy

Introduction

This policy was drawn up in response to the lock-downs and school bubble closures due to the Covid-19 pandemic and has developed along with experience. Our aim is to mirror, as closely as possible, the daily programme of learning as would be experienced in class. We expect that 'learner engagement' is equal to when learning in the classroom. We have endeavoured to make remote learning as accessible as possible and have set up systems to monitor children's progress and participation consistently across year groups.

This policy is not intended for individual children having to self-isolate, for whom other arrangements have been made. It should be read together with other related school policies: *Safeguarding and Child Protection*, *Behaviour*, *Data protection* and *E-safety*.

Contents

1   Aims and objectives

At St Aidan's our expectations of teaching and learning during periods of remote learning remain the same despite the challenging circumstances. However, we recognise that for all teachers, parents and children, we have to adapt to new ways of teaching and learning. We also recognise that every home situation is different and that remote learning is more challenging for some families than others. We continue to strive to offer creative and varied learning experiences, delivered through a mix of online and offline tasks so that the children remain inspired and engaged in their learning.

1.1   We aim to:
- ensure consistency in the quality of teaching and learning across online and offline for all pupils including SEND children;
- provide clear expectations to all in our school community;
- allow for the continuous delivery of our curriculum as well as support and advice for parents on how to motivate and develop independence in their child/children;
- outline plans for continued education for staff and parents (CPD for teachers and website support for parents).

1.2   This policy applies to:
- children who are working at home due to whole class or bubble closures;
- parents supporting children in their learning at home;
- teachers who are responsible for delivering their lessons remotely;
- senior leaders who are responsible for monitoring quality of output across all year groups.

2   Roles and responsibilities

2.1   The Governing Body:
- monitors the consistent high quality of the remote learning provision;
- ensures that safeguarding is in place for all pupils and staff.

2.2   The Headteacher:
- ensures value for money when purchasing programmes;
- ensures that insurance covers equipment being used by families;
- organises free school meal provision for those pupils not attending due to bubble or whole school closure.

2.3   The senior leaders:
- ensure that the Teaching and Learning is happening consistently across year groups;
- monitor the engagement of all children to ensure no one is falling behind;
- support teachers with ongoing training to ensure remote and blended learning is evolving through experience and feedback;
- monitor feedback to children so that all have equity to guidance from teachers;
- ensure all online systems that are used for remote learning are secure and that children's data is protected;
- deliver live lessons/assemblies where needed;
- closely monitor children that are more vulnerable;
- ensure work for children with EHC plans are aligned to their targets to provide continuity between home and school.

2.4 Teachers:
- are expected to be available for work between 8.30am and 3.30pm when providing remote learning;
- are responsible for providing a mix of learning modules;
- must record sessions for safeguarding reasons if alone in Google meetings.

2.5 Learning support assistants:
- are expected to be available during their usual working hours;
- will support the children of critical workers and vulnerable children who are attending school to access their remote learning on the school site;
- must follow the normal absence procedure should they be unable to attend work due to sickness;
- may provide remote support to children on the telephone or in a virtual meeting when accompanied by a colleague. This support will be overseen by the Inclusion Manager.

2.6 Safeguarding lead:
- ensures online safety for children and for teachers (see our Safeguarding and E-safety policies).

2.7 The Inclusion Manager:
- will ensure all technology and programmes used for remote learning are accessible to all;
- will ensure children with EHC plans have learning programmes adapted to their needs and level.

2.8 The IT technician:
- will provide support and fix any technical issues with laptops provided to staff and children for home working;
- will fix technical issues for staff and advise on the security of the systems used for remote learning.

2.9 Parents:
- should inform school if their child is unwell during a school closure;
- should seek help from teachers if they are struggling to keep their child on task/engaged in remote learning. This can be done through raising a query with their child's class teacher via email or via a telephone call to the school office.

2.10 Pupils:
- are expected to complete all tasks set on time and alert their teacher if for any reason they are unable to fully participate;
- should seek help from teachers if needed during the reflection session at the end of the day.

3   General routine

3.1 Contact time will be provided by live sessions at the start and end of the day. This will give children social contact (see Appendix 1: Video conferencing).

3.2 Teaching will be done through:
- live teaching sessions;
- pre-recorded sessions (BBC Bitesize and Oak National Academy);

- independent tasks;
- online website activities (Accelerated Reader, MyOn, MyMaths).

3.3 Feedback will be delivered in line with our expectations in Brilliant Basics or according to the functionality of the software; and might be:
- from the teacher to the whole class;
- given as personal comment in Google Classroom;
- Google Quiz automatic feedback;
- BBC Bitesize or MyMaths instant feedback.

4   Content and tools required

Resources for remote learning include:
- Tapestry (EYFS), Google Classroom, Oak National Academy, The Power of Reading, BBC Bitesize, MyOn, MyMaths (Y1-6);
- live registration at the beginning of the day and sharing of work at the end via Google Meet;
- phone calls to families where they are not managing to participate in the learning as expected;
- daily timetable via Google Classroom.

4.1 The remote learning package will blend as much as possible whether the home learning is for an individual, a bubble or the whole school with classes current status in a given programme of learning or subject curriculum. Google Classroom will include links to all other learning for the day.

5   Home-school partnership

We appreciate that every family set-up is different and that some parents/carers are in a position to support children more than others to complete their day's work. With this in mind, the tasks we set are intended to be done independently, as much as possible. All written work is set so that it can be produced in GSuite or in exercise books provided by the school. We will provide responses to FAQs and links to videos that explain the tools we use on our website.

5.1 We will ask parents to provide feedback on how the remote learning plan is working.

5.2 A daily live registration with the teacher will help the children feel welcomed and focused for the day ahead. At the end of the day, sharing and making space for concerns or PSHE topics or story time, will enable us to adapt our programme according to what is working best.

5.3 It is the school's responsibility to set work promptly once a lockdown has been announced and it is the families' responsibility to try to keep up with the day's programme.

5.4 Families can apply for a school laptop if it is needed. We have a small bank of laptops for this purpose. The Headteacher decides on the allocation of this resource.

6   Training

Supporting remote learning will require ongoing training for all staff including in:
- MyOn;

- Zoom Guidelines and Safeguarding;
- Google Classroom.

7   Monitoring and review

This policy will be monitored by the Standards committee and reviewed on a regular basis.

Date of poli Date of policy: OCTOBER 2023

Policy ratified: ……………………………………………….. (Signature) 9th October 2023 ……………………… (Date)

Review due: when the need arises

Video conferencing

1   General procedure

School accounts will not be authorised for any use of Zoom outside school.

1.1   All classes, from Nursery to Year 6 will participate in daily chat meetings with their teacher. Parents can be present to support in Early Years.

1.2   Letters will be sent to parents providing a unique Google username and password for their child.

1.3   Children will join the meetings with their teacher via the meet link on Google Classroom.

2   Safeguarding tips for teachers

Teachers have been trained on how to prevent other users from sharing their screen, disable and mute microphones and videos. All teachers have read Zoom's Administrator Guide and Zoom's Tips and Tricks for Teachers. Each teacher has registered with Zoom using their school email address (but we are transitioning towards using GMeet within Gsuite).

2.1   Teachers should:
- ensure that they are in control of the screen and record the video/chat content;
- control mute and unmute of participants, including video screens – children should only switch off their video if they are having connection problems (the teacher can do this for them);
- mute microphones when joining the meeting;
- make the waiting room available;
- remind participants about respecting others and using the chat box for commentary;
- ask everyone to dress and talk appropriately – no pyjamas – school uniform might improve engagement;
- show children how to change names – only use first names.

3   Other tips

Pupils will be very familiar with a teacher's expectations and style of delivery, and many children will be used to accessing content online, but they will be unfamiliar with doing this (live and online) and in a group. Teachers should consider:
- following school expectations for behaviour and etiquette. Children and parents are aware of expectations in the notification of scheduled video-conference meetings;
- ensuring the timing of registration and day closure live sessions are prompt, and as the host, joining several minutes before the start to allow good management of pupils joining the lesson;
- setting aside time to introduce the technology to the children and ensuring that they are all connected to the microphone and video features;
- showing pupils how to use the 'raise your hand' feature if wanting to ask a question during a lesson;
- reminding children about online etiquette and expectations until these principals are firmly established;
- ensuring all voices are encouraged;

- sticking to time whilst encouraging questions, pausing for reflection;
- trying the chat features and sharing files;
- learning the art of using breakout rooms, where pupils can subdivide into smaller groups to work together on specific tasks;
- telling children not to change background image as this can be distracting.

4   Coach, share, reflect.

- Share regularly in staff meetings what is working and not working.
- Ask parents for their feedback.

Logistics and expectations for task completion

This appendix outlines the expectations for pupils in submitting work whilst working remotely. All work produced will be given a quick mark but in English the teacher will mark one piece a week in more detail.

Anything completed in GSuite needs to be turned in. Handwritten work can be produced in an exercise book provided by the school that is brought in at the end of the period of isolation or bubble closure, or reviewed periodically during longer periods of children working remotely.

English
In both KS1 and KS2, teachers will set English learning based on units of work from the CLPE Power of Reading. KS1 will also use RWI for phonics teaching.

Written work by pupils will be written in KS1 and 2 will be GSuite and turned in through Google Classroom, or recorded in their remote learning books and shared via a photo or at class sharing time. A piece of work will be deep marked each week.

In KS2 handwriting needs to happen as a separate activity. Handwriting demonstrations are available at this link: http://www.teachhandwriting.co.uk/. It is expected that at least one piece of work composed on the computer is then handwritten for presentation.

A weekly spelling list will be provided on a Monday. Spelling Test will be on a Friday part of the Morning check in.

Maths
Oak National Academy aligns with the Mathematics Mastery programme that we use in class. Oak Academy provides pre-recorded teaching sessions and associated learning with quizzes to test a child's understanding. We will set a daily Maths module for pupils to complete. Working out can be done in remote learning exercise books and will be reviewed periodically. MyMaths will continue to be set weekly and feedback will be given automatically.

Science
BBC Bitesize will be used for Science. This programme requires the pupil to watch videos, read articles and complete revision quizzes. The teacher might also ask for written work to be produced either in GSuite or in remote learning books.

Humanities
The teacher will set Oak Academy lessons, or HEP resources may be used in KS2. These include pre-recorded lessons and then quizzes to complete. The teacher might also set additional writing tasks either to be completed in GSuite or by hand.

Coding
KS2 class teachers will provide a link to the current tool being used in class with a separate task being set each week.

PE
Joe Wicks videos will be used for PE inspiration. We expect 2 hours a week of activity. Tick sheet provided to all pupils. These should be stuck into RL exercise books and sessions ticked off every day.

French
Our French teacher will provide a menu of work to be completed in Wakelet. This tool allows for the safe embedding of YouTube videos that will model the spoken French. Children are expected to complete but not submit digitally but rather in their exercise books.

RE
Teachers will set a two week themed project.

Art/Music
Teachers will set a two week themed project.

Assemblies
There will be a regular assembly and this will be decided depending on which children are not attending school. During full school closure there will be pre-recorded weekly assemblies.

Feedback expectations
Teachers will provide feedback to the whole class at the end of each day. All work turned in on Google Classrooms will be reviewed, with deep marking in English once a week in KS2. Teachers will meet virtually with small groups of children each week to give them an opportunity for more direct verbal feedback, which will also provide an opportunity for teachers to check for understanding and identify misconceptions.