Aycliffe Community Primary School

A WHOLE SCHOOL POLICY
FOR REMOTE LEARNING

Signed: _____   Date: January 2024

Chair of Governors

Next Review Date: _____

Make a Difference Make a Difference Make a Difference Make a Difference

Contents

1. Aims

This remote learning policy for staff aims to:

> Ensure consistency in the approach to remote learning for pupils who aren't in school

> Set out expectations for all members of the school community with regards to remote learning

> Provide appropriate guidelines for data protection

2. Use of remote learning

All pupils should attend school, in line with our attendance policy.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

> Occasions when we decide that opening our school is either:
> - o Not possible to do safely
> - o Contradictory to guidance from local or central government

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available between normal working hours within individual contracts. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers should:

> Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners

> Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely

The remote learning curriculum:

Mirrors our curriculum   **Is resourced**   **Provides feedback to pupils**   **Allows access for all**
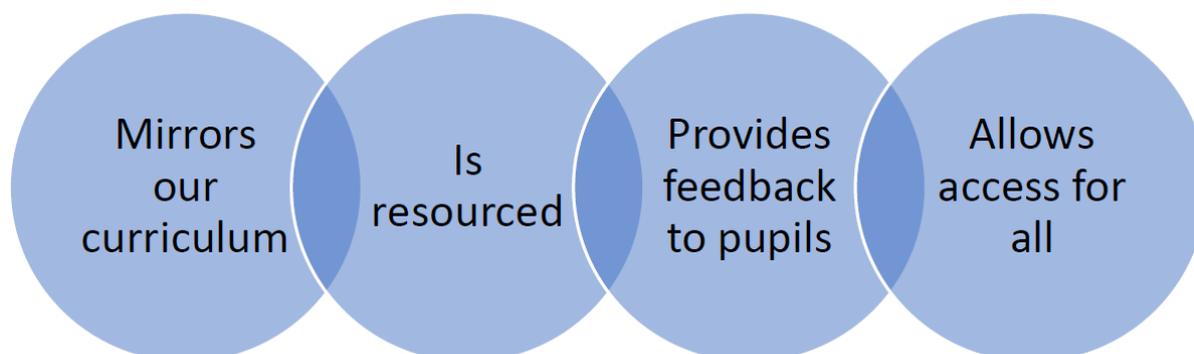
Mirrors our curriculum:
- Teachers use our Curriculum Maps to plan for remote learning
- Teachers plan a balanced curriculum which reflects the timetable in school
- Teachers think about the school approaches to learning when planning remote learning

Is resourced:
- Teachers provide clear teaching material through narrated PowerPoints that show the pupils how to be successful and model the learning
- Teachers provide knowledge organisers for areas of the curriculum where they are in place in the classroom
- Teachers provide vocabulary lists and explanation
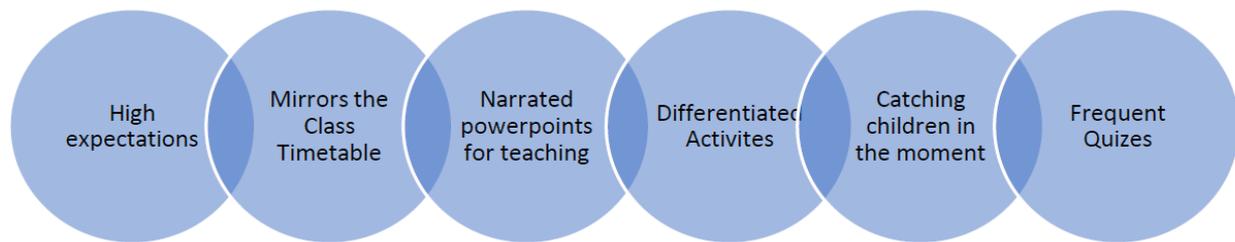- Activities are recordable online or using school provided work books

Provides Feedback to pupils:
- Teachers daily mark and respond to activities through emails
- Teachers call pupils once a week to have a mentoring conversation

Provides access for all:
- Teachers provide learning for pupils with Special Educational Needs which mirrors their learning in school
- Activities are differentiated or presented as challenges from which the pupils can select
- Our school identifies families who cannot access ICT equipment and offers devices on loan

Teaching within our remote curriculum has:

High expectations | Mirrors the Class Timetable | Narrated powerpoints for teaching | Differentiated Activites | Catching children in the moment | Frequent Quizes

High Expectations:
- Teachers plan activities which reflect the expectations within their year group curriculum
- Teachers plan activities with the expectation of pupil engagement and then offer support and guidance to the pupils who are not engaging
- Teachers consider how to motivate pupils with the new learning as part of the planning process, for example maintaining their resilience to try something new
- When planning activities, teachers reflect on how pupils will present their work to ensure a high standard of presentation is maintained

Breadth and depth:

- Teachers plan learning opportunities that reflect the classroom timetable for that school day

Narrated PowerPoints for teaching:
- Each PowerPoint starts with a visual of the Teacher welcoming the children, reflecting on previous learning and identifying the learning outcome for the session
- The narrated PowerPoints then guide the pupils through the learning journey, including modelling of how they will be successful
- The narrated PowerPoint introduces pupils to the activities
- PowerPoints are designed in the preceding morning of each school day to allow adjustments to be made to the learning journey across the week
- PowerPoints are emailed to parents using the class email by 9.15am of the day of that timetable

Differentiated Activities:
- Teachers plan differentiated activities that allow all pupils to access the learning outcome

Catching children in the moment:
- Parents are asked to email the class address with completed work to be reviewed by the teacher
- Teachers review work emailed and respond to parents between 1-3pm each day with the feedback for their child
- Teachers feedback to pupils in line with the schools approaches to catching in the moment and developmental feedback
- Teachers contact parents and pupils once a week by telephone between 3-4pm across a weekly cycle. Parents are notified of the day of their telephone call

Frequent Quizzes:

- Frequent quizzes will continue to be used to deepen pupils' learning and knowledge

Safeguarding

Any safeguarding concerns or incidents disclosed in the process of remote learning are addressed in line with the school's Child Protection Policy.

GDPR

All group emails are sent using the class email address with parental addresses blind copied (Bcc).

*

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between the normal hours consistent with individual contracts.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

3.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

> Considering whether any aspects of the subject curriculum need to change to accommodate remote learning

> Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent

> Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other

> Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set

> Alerting teachers to resources they can use to teach their subject remotely

3.4 Senior leaders

The headteacher has overarching responsibility for the quality and delivery of remote education.

Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform (Aycliffe YouTube Channel) for remote education provision and make sure staff continue to be trained and confident in its use.

They should continue to overcome barriers to digital access where possible for pupils by, for example:

> Distributing school-owned laptops accompanied by a user agreement or contract

> Securing appropriate internet connectivity solutions where possible

> Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work

> Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern

They are also responsible for:

> Co-ordinating the remote learning approach across the school

> Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents

> Monitoring the security of remote learning systems, including data protection and safeguarding considerations

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for:

continuing to follow government guidance in response to the coronavirus (Covid-19) pandemic; ensuring that regardless of the action required, the school's safeguarding principles will always remain the same; ensuring that this policy and the school's approaches are amended, as necessary.

3.6 IT staff

IT staff are responsible for:

> Fixing issues with systems used to set and collect work

> Helping staff and parents with any technical issues they're experiencing

> Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

> Assisting pupils and parents with accessing the internet or devices

3.7 Pupils and parents

Staff can expect pupils learning remotely to:

> Be contactable during the school day – although consider they may not always be in front of a device the entire time

> Complete work to the deadline set by teachers

> Seek help if they need it, from teachers or teaching assistants

> Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

> Engage with the school and support their children's learning and to establish a routine that reflects the normal school day as far as reasonably possible

> Make the school aware if their child is sick or otherwise can't complete work

> Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here

> Be respectful when making any complaints or concerns known to staff

3.8 Governing board

The governing board is responsible for:

> Monitoring the school's approach to providing remote learning to ensure education remains of as high a quality as possible

> Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

4. Who to contact

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

> Issues in setting work – talk to the relevant subject lead or SENCO

> Issues with behaviour – talk to SLT

> Issues with IT – talk to IT staff

> Issues with their own workload or wellbeing – talk to their line manager

> Concerns about data protection – talk to the data protection officer

> Concerns about safeguarding – talk to the DSL

5. Data protection

5.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

Explain:

> How they can access the data

> Which devices they should use to access the data

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as [email addresses] as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. The school will follow its data protection policy / privacy notice in terms of handling data, which can be found on the school's website: https://www.aycliffe.kent.sch.uk/policy/privacy-notice-for-aycliffe-community-primary-school

However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

5.3 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 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

6. Safeguarding

The school's Child Protection Policy will be revised following any national or local updates, significant local or national safeguarding events and/or learning, and/or any changes to our own procedures. The policy can be found in the staff room and on the school's website:

https://www.aycliffe.kent.sch.uk/policy/privacy-notice-for-aycliffe-community-primary-school

7. Monitoring arrangements

This policy will be reviewed every year by the Headteacher, Jacky Cox. At every review, it will be approved by the full governing body.

8. Links with other policies

This policy is linked to our:

> Behaviour policy

> Child protection policy and coronavirus addendum to our child protection policy-when appropriate

> Data protection policy and privacy notices

> Home-school agreement

> ICT and internet acceptable use policy

> Online safety policy