



Remote Learning Policy

Athersley North Primary School

Approved by:	Elizabeth Walker
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Remote Learning Policy

'Remote Learning' refers to the provision of work, teacher support, assessment and feedback from teachers to pupils in the event that normal lessons are unable to be delivered 'face-to-face' as normal.

1. Intent:

At Athersley North Primary School, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many.

We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parents, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

Legal framework

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

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2019) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) 'Adapting teaching practice for remote education'
- DfE (2020) 'Guidance for full opening: schools'



2. Implementation

Preparing for Remote Learning:

- Staff have access to Microsoft Teams for Classes
- Pupils within classes have access to the relevant Microsoft Team
- Pupils will receive Teams instruction session and specific Teams Meetings instructions upon returning to the classroom after a period of closure.
- Staff are familiar with the main functions of Microsoft Teams
- Staff have the ability to host a Teams Meeting (video and/or audio) with their classes
- Parents and pupils are made aware in advance of the arrangements in place for the continuity of education
- Staff will have access to a suitable device in their classroom or, in the event of closure, that staff have suitable devices at home and if not, supply them with a device during the closure period

Continuity of Education in Event of a Closure:

The school will make provision for remote contact with pupils on a daily basis in two forms:

- Pupils will have access to work that allows them to continue progress while at home
- Pupils will have the opportunity for face-to-face interaction with their class teacher on a daily basis

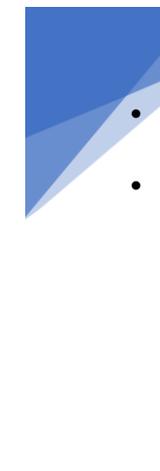
As far as possible the school will attempt to replicate the timetable that pupils follow through the course of a normal school day. However, it is recognised that some subjects and activities do not lend themselves well to remote learning.

Resources

Learning materials

The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:

- ❖ Work booklets
 - ❖ Email
 - ❖ Past SATS papers
 - ❖ Current online learning portals
 - ❖ Educational websites
 - ❖ Reading tasks
 - ❖ Microsoft Class Team Meetings
 - ❖ Pre-recorded video or audio lessons
- Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.
 - Teachers will ensure the programmes chosen for online learning have a range of accessibility features to support pupils with SEND.
 - Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
 - The school will review the resources pupils have access to and adapt learning accordingly
 - Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

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- Pupils will be required to use their own or family-owned equipment to access remote learning resources.
 - Teaching staff will oversee academic progression for the duration of the remote learning period.

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.
- Communicate in groups – one-to-one sessions are not permitted.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Always remain aware that they are visible.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.
- The school will not be responsible for providing access to the internet but will use best endeavours to ensure all pupils have appropriate access
- The school will not be responsible for providing online safety software, e.g. anti-virus software.

Roles and Responsibilities:

Teachers:

Teachers must be available between 9am and 3pm. 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 procedures. If their absence affects the completion of any work required ensure that arrangements have been made with the SLT to ensure work is completed.

Teachers are responsible for:

1. Setting work:

- Set assignments so that pupils have meaningful and ambitious work each day.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- Provide frequent, clear explanations of new content through high quality curriculum resources, including through educational videos.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- All provisions for remote learning will be subject to the class group's age and ability.

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- In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the headteachers will assess this need, keeping pupils' best interests in mind, and will not make the decision lightly.
 - Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.
 - Teachers will differentiate accordingly.

2. Providing feedback on work:

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to pupils.

- Teachers may provide whole class feedback rather than feedback on individual pieces of work
- Parents/Pupils will be asked to upload work/photographs of work via Microsoft Teams
- Teachers will respond to all completed assignments/work via Microsoft Teams
- Teachers should respond to any feedback requests from parents within 48 hrs.

Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning

3. Attending virtual meetings with staff, parents or pupils

Meetings will be planned in advance

- Use appropriate language – this includes others in their household.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Communicate with a minimum of two people – one-to-one sessions are not permitted.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Always remain aware that they and potentially others around them are visible.

4. Support pupils with SEND, EAL or other learning needs:

Teachers should ensure that work is differentiated as required for all pupils when setting online tasks. The Head of SIS may keep in contact with pupils who require regular support, by email or phone with parents/pupils and feed back to teachers using CPOMS if required.

5. Monitoring the academic progress of pupils

With or without access to the online learning resources and discuss additional support or provision with the Headteachers as soon as possible.

6. Adhering to this policy and the Code of Conduct at all times during periods of remote learning.



Teaching Assistants

Teaching assistants must be available between 9am –3pm, Monday to Friday.

During this time, they are expected to check work emails and be available when called upon to attend school. 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.

Teaching assistants are responsible for:

1. Supporting pupils with learning remotely

When requested by the Senior Leadership Team.

2. Attending virtual meetings with teachers, parents and pupils (protocols as above)

Senior Leadership Team

Senior Leaders are responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require supporting pupils during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.

Head of Safeguarding, Inclusion and Special Educational Needs (SIS)

The Head of SIS is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Identifying vulnerable pupils who may be at risk if they are learning remotely
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working.
- Ensuring all safeguarding incidents are adequately recorded and reported.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.



Head of Business:

The Head of Business is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

ICT Technician/Learning Facilitator

The ICT technician is responsible for:

- Creating email addresses
- 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 systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

Pupils and parents

Staff can expect pupils to:

- Be contactable during the hours of the school day 9am to 3pm although they may not always be in front of a device the entire time.
- Seek help if they need it, from teachers or teaching assistants

Staff can expect parents to:

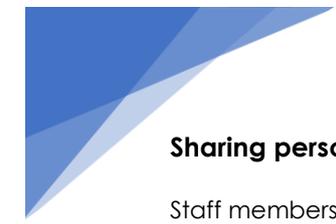
- Adhere to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the times set and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material during the times set.

Governing board

The governing board is responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that they are confident systems are appropriately secure, for both data protection and safeguarding reasons.

Data protection



Sharing personal data:

Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system.

Accessing personal data

The school will not permit paper copies of contact details to be taken off the school premises. When accessing personal data, all staff members will:

- All staff have access to CPOMS to record any parent contact or concerns about children, this is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party.
- Teachers are able to access parent contact details via SIMS.
- SLT have the ability to locate personal details of families when required through securely accessing SIMS from home. SLT are not to share their access permissions with other members of staff.
- Only school PC's must be used by teachers when accessing any personal information on pupils.

Remote Learning During the Coronavirus (COVID-19) Pandemic

Within the ever-changing circumstances we are currently living through, we have to be prepared for local lockdowns.

In the event of a local lockdown, the school will implement provision for remote learning, so pupils never miss out on education. We will ensure that our curriculum is inclusive and accessible to all.

The information below outlines how we will deliver remote education during the pandemic.

Contingency planning

- The school will open to all pupils at the start of the Autumn term, in line with national and local guidance.
- The school will work closely with the Local Authority to ensure the premises is 'COVID-secure' and will complete all necessary risk assessments. Results of the opening risk assessment will be published on the school's website.
- The school will work closely with the local health protection team when entering into a local lockdown and implement the provisions set within their contingency plan.
- The school will communicate its plan for a local lockdown with parents, including whether it will remain open to vulnerable pupils and children of critical workers, or if remote working will be applicable for all.
- If there is not a local lockdown, but a single class or 'bubble' needs to self-isolate, the school will implement remote learning immediately for that group.



REMOTE EDUCATION STATEMENT

Commitment to remote education

All schools have a duty to provide safe remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19) with effect from 22 October 2020. Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we are committed to offering immediate remote education in a way that safeguards pupils from harm in a digital world.

Every school is unique and school leaders know best which approaches will secure the engagement and progress of their learners. The Barnsley School's Alliance is committed to securing consistently high-quality remote education for all pupils and, to this effect, has an extended offer of support for any school requesting additional advice and guidance when developing and implementing their remote education plans. Schools are encouraged to access this support as and when required.

Remote education is much more than setting work. School leaders will ensure that all learners continue to access the curriculum through high-quality online and offline resources and teaching videos linked to the curriculum expectations of our school. We will not rely on projects or independent research activities to simply keep pupils busy. However, when combined with high-quality teacher input and accompanying resources, these approaches can be effective.

We are committed to six underlying principles, as agreed by the Barnsley School's Alliance, which underpin our remote education plans:

1. Safeguarding pupils from harm, online and offline, remains the key priority.
2. Pupils will continue to be taught a well-sequenced curriculum.
3. Teachers will continue to set work that scaffolds pupils' practice and helps them to apply their new knowledge and skills.
4. Pupils will continue to receive feedback that helps them to make progress.
5. No child should be disadvantaged by a lack of technology at home.
6. Remote education plans should not place unreasonable demands on parents' help or support, or the workload of teachers.

At Athersley North Primary School, the platform we have chosen to support remote teaching and learning is Microsoft Teams. We are committed to providing the training, support and guidance required to ensure that school staff, parents and pupils feel confident to use our system safely and effectively.

We will provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access. However, we will do our very best to support all pupils to access our online learning offer at home, such as by loaning additional laptops or other hardware as appropriate.

Our approach has been carefully considered in relation to the pupils' age, stage of development or special educational needs. We are committed to working with parents and carers, especially those of younger children and pupils with SEND who may not be able to access remote education without adult support, to ensure all pupils continue to access a broad and ambitious curriculum.

Delivering remote education

- 1. We will ensure that pupils have meaningful and ambitious work each day in a number of different subjects. We will plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers**

At a specified time in the morning, pupils will log into their class 'team' using the Microsoft Teams App. The meeting will be attended by 2 members of staff at all times. Usually the class teacher and teaching assistant other than in exceptional circumstances.



The class teacher will review the learning for the day which will mirror the lessons from the school day.

If any pupil does not attend the Teams meeting, a member of school staff will telephone home.

Six Assignments will be set on Teams with detailed instructions. Pupils will then complete the tasks in their Home Learning Exercise book. Teachers will use Microsoft Sway or PowerPoint to structure the lesson.

Pupils can access the assignments using a PC, laptop, tablet or mobile phone. Once completed a photograph of the work should be sent back to the teacher for marking using the Microsoft Teams application.

Teachers will give feedback, via Microsoft Teams, and will return it to the pupil the same day.

Parents will be able to submit videos of their child reading extracts from their book for staff members to listen to and give feedback.

At a specified time in the afternoon, class teachers will be available for a story time and review session, (again attended by another member of staff) on Microsoft Teams.

Learning packs will be delivered to each pupil. Pupils will be provided with a Home Learning Exercise book and a resource pack containing stationery to help them complete the set tasks.

- 2. We will teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.**

In the morning session, the class teacher will review the learning for the day which will mirror the lessons from the school day, where appropriate.

- 3. We will provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos.**

Six Assignments will be set on Teams with detailed instructions. Pupils will then complete the tasks in their Home Learning Exercise book. Teachers will use Microsoft Sway or PowerPoint to structure the lesson.

An assignment will also be set for the week linking to a specific reading text.

- 4. We will gauge how well pupils are progressing through the curriculum and set a clear expectation on how regularly teachers will check work. We will enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.**

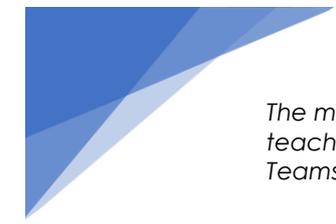
If any pupil does not attend the Teams meeting, a member of school staff will contact home, where appropriate.

Pupils can access the assignments using a PC, laptop, tablet or mobile phone. Once completed a photograph of the work should be sent back to the teacher for marking using the Microsoft Teams application.

Teachers will give feedback, via Microsoft Teams, and will return it to the pupil the same day.

If pupils are absent from school due to self isolation without their class bubble also being absent then Work will be set by their class teacher on the Purple Mash platform and feedback given by a member of staff on a daily basis.

- 5. In addition to the information on what schools should be doing to protect their pupils online, as outlined in the statutory guidance keeping children safe in education, we will implement any additional measures that will help to keep pupils safe online.**



The meeting will be attended by 2 members of staff at all times. Usually the class teacher and teaching assistant other than in exceptional circumstances. If any pupil does not attend the Teams meeting, a member of school staff will telephone home.

Special educational needs

For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

We will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions will be considered on a case by case basis, avoiding a one size fits all approach.

Vulnerable children

Where individuals who are self-isolating are within our definition of vulnerable, we have robust systems in place to keep in contact with them.

When a vulnerable child is asked to self-isolate, we will notify their social worker (if they have one). School leaders will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

We will check if a vulnerable child is able to access remote education. Where this is not the case, we will support them to access it (as far as possible) and to regularly check if they are doing so.

We will ensure that the teaching and learning offered to all pupils, but especially our most vulnerable pupils, secures their interest and engagement.