



Athersley North Primary School

# Remote Learning Policy

Academic Year 2024/2025

<b>Approved by:</b>	<i>Elizabeth Iles</i>
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# Athersley North Primary School

## 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.**

The priority should always be for schools to deliver high-quality face-to-face education to all pupils. Remote education should only ever be considered as a short-term measure and as a last resort where in person attendance is not possible.

### 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 (2024) ‘Keeping children safe in education’
- DfE (2024) ‘Providing remote education: guidance for schools’
- DfE (2024) ‘Working together to improve school attendance’
- DfE (2022) ‘Health and safety: responsibilities and duties for schools’

- DfE (2020) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2024) 'Children missing education'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2021) 'Get help with remote education'

## 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.
- 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 4pm. 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.
- 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**

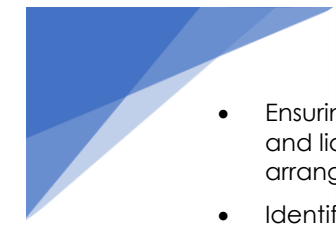
Senior Leaders are responsible for:

- 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.

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- 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**

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 PCs must be used by teachers when accessing any personal information on pupils.



## Remote Education Provision Information for Parents

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education.

### The Remote Curriculum: What is taught to pupils at home

#### What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Learning will be provided on Oak National Academy for Day 1 of remote learning. Unless information is provided otherwise, please select work from the appropriate year group for your child. Consider completing Literacy and Numeracy work.

#### Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We will provide the same curriculum remotely as we do in school from the second day of absence. However, initially we may need to make some adaptations in some subjects.

### Remote Teaching and Study Time each day

#### How long can I expect work set by the school to take my child each day?

We expect that remote education will take pupils broadly the following number of hours each day:

EYFS	<p>We provide daily phonics, numeracy or writing and a variety of activities across the curriculum linking with our current topic area.</p> <p>We encourage practical and outdoor learning experiences rather than solely paper based and digital learning.</p>
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Key Stage 1	Reading: 30 minutes Phonics: 30 minutes English: 45 minutes Numeracy: 1 hour Topic: 1 hour
Key Stage 2	Reading: 30 minutes English: 1 hour Numeracy: 1 hour Spellings/ Phonics : 10 -15 minutes Basic Skills: 10 -15 minutes Topic: 1 – 1.5 hours
All Key Stage 1 and 2 pupils will have an Internet Safety lesson each week to focus on how to stay safe online, due to the increased usage of the internet.	

## Accessing Remote Education

### How will my child be taught remotely?

Lesson content will be provided using the Oak National Academy Platform, White Rose Maths and Read Write Inc. content.

Lessons will be set through Microsoft Teams. Lessons will be set daily by class teachers.

All pupils will be provided with their Microsoft Teams login via the Class Dojo App.

All pupils (Key Stage dependent) also have access to a number of online learning portals including Bedrock Vocabulary, Charanga Music and TT Rockstars. Depending on how long the Remote Education is required, other platforms will be introduced as required.

### If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:



Efforts will be made to make technology available to loan out to pupils who do not have access.

The digital provision provided enables all children to engage in learning, submit their work and receive feedback through the appropriate platforms.

We have purchased devices to enable an internet connection (for example, dongles and data cards), if pupils do not have access to the internet at home.

If other additional/special arrangements need to be made to ensure every pupil is accessing remote learning, we will do everything we can to support families in our community.

## Engagement and Feedback

### **What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

We expect all children to engage with home learning each day they would normally be in school. We would encourage all pupils to participate in daily reading/phonics and complete their English and Numeracy work every day at minimum.

We understand that school work may need to work around the working day for parents and it may not work for your family to follow the school timetable for the day. We encourage all children and families to do their best and do what you can.

We would encourage parents to establish a daily routine to support your child's education wherever possible.

We appreciate some days are more difficult than others for families with work commitments, which can hinder support for younger children from parents. However, pupils in Key Stage Two will generally be able to access their remote learning independently and have means to contact the teacher through the general chat function if they need further support.



## How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

We will check pupil engagement with remote education on a daily basis.

If a child has not completed their home learning, we will contact parents via text, email or a phone call to find out what school can do to support and to share school expectations of home learning.

The school is adhering to its regular attendance policy when monitoring attendance on remote learning as published on the school's website.

Where engagement with home learning becomes more of a concern, a member of staff will contact parents/carers via a phone call to work with them on what can be done further. In the event of continued lack of engagement with home learning we will make personalised plans for engagement.

## How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

All work submitted by pupils will be marked. When this work is submitted in the evenings, any marking and feedback will not be given until the next school day. If work is submitted later than the day it is set, the teacher will check back at the end of every week to ensure they have not missed any work that has been handed in past the deadline date.

We will 'like' or 'comment' on pieces of work through Microsoft Teams therefore all completed work needs to be posted on this platform. Each child should receive personalised, developmental feedback on their learning for that day.

If additional support is needed, parents or pupils can contact school by sending a message on Microsoft Teams and the class teacher will contact you when they are able to.

Teachers will regularly respond back to work set between 8.30 a.m. and 3.30 p.m. daily.



## Additional Support for Pupils with Particular Needs

### How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

For all parents of a pupil with SEND, the class teacher will make reasonable adjustments to their daily learning as appropriate and provide the appropriate resources.

If your child is struggling to engage with remote learning and you feel you need additional support from school, then contact school at the earliest convenience, we will try to work with you to make further amendments so that the remote learning is as accessible as possible for your child.

We will endeavour to ensure that children will continue to receive the support they are entitled to, if you are struggling with any aspect of remote learning, then do contact school and we will do our best to support you.

We continue to liaise with other professionals to ensure your child's needs are met.