



Aughton St. Michael's C. of E. School

Remote Learning Policy

Approved January 2021

Mission Statement

Achieving all we can to develop fully our hearts and minds.

Sharing in a loving, caring, Christian community.

Making sure everyone is valued.



1. Statement of School Philosophy

Aughton St Michael's CE School has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality Online and offline resources and teaching videos.
- Provide clear expectations to members of the school community with regards to delivery of high quality interactive remote learning.
- Include continuous delivery of the school curriculum that also supports the pupils' well-being.
- Consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher).
- Support effective communication between the school and families.

3. Who is this policy applicable to?

Remote learning will be shared with families when the child is absent due to Covid related reasons.

- A child *who* is absent because they are awaiting test results and the household is required to self-isolate whilst the rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- Any children who are being home- schooled as a result of a National Lockdown

4. Content and Tools to Deliver this Remote Education Plan

Depending on the age and ability of the child the resources will vary.

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 (Teams and School website), as well as for staff CPD and parents' sessions.
- Use of live sessions at different points throughout the day.
- Use of recorded videos.
- Phone calls home

- Printed learning packs (if requested)
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, Oak Academy, Oxford Owls, Phonics Play, My Maths, SPAG.com.

5. Home and School Partnership

Aughton St Michael's CE School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Aughton St Michael's CE School will provide information to parents on how to use TEAMS and the School Website.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Aughton St Michael's CE School would recommend that each 'school day' maintains structure.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

All children must sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

All parents must agree to the terms and conditions established by school before an email for the TEAMS account will be distributed.

6. Roles and responsibilities

Teachers

Expectations of Teachers

Whole bubble self-isolating

- Staff to set daily differentiated assignments on TEAMS for Maths and English.
- In addition to Maths and English, staff are to set a daily assignment on TEAMS for one other subject.
- Staff to deliver at least one live session per day and to aim to facilitate a second live session.
- In addition to this, staff to try and facilitate one live guided reading/ independent reading session per week for every child.
- Staff to provide feedback for work submitted within the designated time frame.
- TAs to lead sessions as directed by the teacher.

Expectation for when a child is isolating

- Day 1, staff will advise the child to complete any outstanding homework including meeting the reading expectation for the day, access websites that school subscribe to (SPAG.com, Maths frame, Phonics Play, Oxford Owl) and access other educational websites (eg, BBC bitesize, Top Marks, Oak Academy).
- From Day 2, staff will upload to Teams on a daily basis appropriate Maths and English assignments, plus one other subject (eg RE, Science, PSHE etc).
- Staff will provide feedback for all work that is submitted within the specified time frame.
- Staff will offer the child at least one live session a day.
- In addition to the live lesson above, the child will be invited to a participate in an adult-led guided reading/ independent reading session.

Expectation for when a teacher is self-isolating and or, caring for a dependent.

- Staff to set daily differentiated assignments on TEAMS for Maths and English.
- Staff to set a daily assignment on TEAMS for one other subject.
- Staff to endeavour to deliver at least one live session per day and to aim to facilitate a second live session. Where this is not possible, then pre-recorded sessions must be made available. This must be agreed in advance with the headteacher.

Where the remote learning takes place in school and the teacher is self-isolating:

- Feedback will be provided verbally from the adults in the room. The adult in the room will then share this information with the teacher before the end of the school day, so that it can feed into the following lessons.
- For older children, school will endeavour to meet virtually at the end of the lesson to ascertain the general learning that has taken place.

Please note, school will make every effort to provide the live lessons stipulated. However, there will be occasions, such as staff absence, where these lessons cannot be facilitated. School will try to ensure these are back up and running as soon as practically possible.

Teaching Assistants

During the school day, teaching assistants must complete tasks as directed by a member of the SLT or by their class teacher.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning through oversight of all assignments set, discussions with staff and collating feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

The SENCO

The SENCO is responsible for:

- Ensuring that pupils with EHC plans and School Support 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.

Pupils and parents

Expectations for children/parents during self-isolation/ National Lockdown

- Children to complete Maths and English work and upload within the designated, stated timeframe.
- Children to try and attend all live sessions.
- Children to attend live guided reading session/ independent reading session.
- Children to try and complete the other assignment set.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work.
- Seek help from the school if they need it and support parents in identifying supplementary any resources if their child is struggling.
- Be respectful when making any complaints or concerns known to staff.

Please note, we fully understand the challenges of home schooling, along with the challenges of working from home. We know you will do your utmost to support your child/ children but recognise there are times when your child/ children will be unable to complete their work, upload it within the specified time frame and or attend live sessions. In these situations, please contact your child/ children's teacher and we will work with you to support you.

Governing Board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

7. Links with other policies and development plans

This policy is linked to our:

- Safeguarding Policy
- Good Behaviour Policy
- Data protection policy and privacy notices
- Acceptable use policy
- Online Learning Policy
- Staff Code of Conduct
- End User Agreements for School Spider

