

Children leave Allanson Street Primary School well equipped with the knowledge, skills and values needed to become happy, confident, productive citizens ready and willing to make a positive contribution to the world.

Basic needs fulfilled

Relationships

Outstanding teaching and learning

Authentic, high quality curriculum

Development of core values

Family and community engagement

Aspirations



Remote Learning Policy

Issue Date: November 2020

Review Date: November 2022

Introduction

In September 2020, all our classes returned to full-time education following the Covid-19 closure in March. Although we hope that the majority of our children will now have an uninterrupted experience, there is the possibility that an individual child, a class bubble, or indeed the whole school, will need to self-isolate for a period of time. We have therefore put in place a plan for remote learning so that all children can continue with their education. Remote learning will be shared with families when they are absent due to authorised Covid related absence.

Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school due to the impact of Covid19 through the use of quality online and offline resources and teaching videos.
- Set out expectations for all members of the school community with regards to high quality, interactive remote learning.
- Ensure pupils, unable to attend school, remain fully included within the school community.
- Continue to ensure that every child receives the best education that we can provide as well as supporting their health and well-being.
- Ensure that remote education continues to deliver the planned curriculum so it is an essential part of a child's education.
- Support effective communication between school and families.
- Provide appropriate guidelines for data protection relating specifically to remote learning.

Roles and responsibilities

When providing remote learning, all staff must be available during their usual working hours.

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.

Senior Leadership Team

Senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning for all children.
- Monitoring the workload and well-being of staff, providing support where necessary.
- Organise alternative teaching provision if a class teacher is unwell and unable to lead remote learning.

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

Teachers

Teachers have the following responsibilities:

- To provide daily learning activities (see Learning Provision)
- To provide additional learning support to children and parents as necessary.
- To give daily feedback to children which enables children to make progress.
- To tailor learning activities to the needs and abilities of their pupils.
- To monitor the wellbeing of pupils and act if they have any concerns.
- To assess children's outcomes in order to target next steps thus maximising progress.

Teaching Assistants

Following direction from the class teacher, Teaching Assistants should support remote learning by:

- Responding to children's outcomes on Dojo portfolios (once they have been approved by the class teacher).
- Finding resources and adapting them to the needs of targeted children.
- Creating short instructional videos for targeted children.
- Joining class meetings alongside the class teachers.

Pastoral Team

Members of the pastoral team are responsible for ensuring that, as far as possible, children's basic needs are met to enable them to focus on their learning:

- Work with Teardrops to organise school lunch parcels for isolating FSM children.
- Ordering, delivering and collecting laptops to ensure that children can participate fully in remote learning activities.
- Making welfare calls to children who are not engaging in Class Meetings.
- Continuing to attend professional meetings to ensure that our most vulnerable children's basic needs are being met at home.

Subject Leads

- Alongside their teaching responsibilities, subject leads are responsible for monitoring the provision and, via class pages on Dojo, the children's outcomes in their subject.

Children

Children have a responsibility to:

- Engage in daily learning activities to the best of their ability.
- Act on any feedback given to them by their teacher.

Parents / Carers

Parents / Carers have a responsibility to:

- Promote a good attitude to remote learning in their children.
- Provide the conditions for children to be able to carry out their remote learning to the best of their ability.
- Enable their child/ren to access remote learning.
- Liaise with staff in school to source a laptop where necessary.
- Collect work-packs from school until set up with the necessary ICT equipment.
- Give / source support to enable their child to make progress.
- Upload their child's outcomes onto their Dojo portfolios or ensure work is kept in a safe place until this can be achieved.
- Make the school aware if their child is unwell or otherwise cannot complete the work set.
- Seek help from school if they need it.

Governing Body

The governing body is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that guidance and monitoring systems are in place to ensure that remote learning is appropriately secure, for both data protection and safeguarding reasons
- Liaising with SLT in order to monitor staff wellbeing.

Learning Provision.

Individual children isolating

When children are required to isolate, either in the short term whilst awaiting a Covid19 test result, or for a period of up to 14 days following direct contact with a person who has tested positive, learning activities will be provided daily via Class Dojo. In order to strike an effective work-life balance for staff, teachers will send the day's activities to individual students via a direct message to parents, or by uploading to the child's portfolio - every effort will be made by staff to ensure that work is set promptly. Support and feedback will be provided by direct message or commenting on portfolio posts.

Children isolating due to a bubble closure

Children and parents will be provided with a suggested weekly timetable. Parents / carers have the flexibility to move sessions around each day to fit in with their own 'working from home' schedule. Most sessions are provided through pre-recorded videos for the same reason.

Nursery

| | Session 1 9am – 10.0am 12:30-1:30 | Session 2 11pm 3pm | 30hr funded children 1:30 |
|------------------|---|--------------------------|------------------------------|
| Monday | Story chest | Story & phonics | Project |
| Tuesday | Project | Story & phonics | Project |
| Wednesday | Project | Story & phonics | Project |
| Thursday | Project | Story & phonics | Project |
| Friday | Project | Story & phonics | Project |

Reception

| | Session 1 9am – 10.0am | Session 2 11am – 11:30pm | Session 3 1pm – 2.pm | Live Storytime 3pm |
|------------------|---------------------------|-----------------------------|-------------------------|-----------------------|
| Monday | Story chest | Phonics | Number time | |
| Tuesday | Number time | Phonics | Project | |
| Wednesday | Literacy | Phonics | Project | |
| Thursday | Number time | Phonics | Project | |
| Friday | Literacy | Phonics | Project | |

Key Stage 1

| | Session 1 9am – 9.30am | Session 2 9.45am – 10.45am | Session 3 11am – 12pm | Session 4 1pm – 2.30pm | Free Learning 2.30pm- 3.15pm | |
|------------------|---------------------------|-------------------------------|--------------------------|---------------------------|---------------------------------|---------------|
| Monday | Phonics / Reading | English | Maths | Project | | |
| Tuesday | Phonics / Reading | English | Maths | Project | | Class Meeting |
| Wednesday | Phonics / Reading | English | Maths | Project | | |
| Thursday | Phonics / Reading | English | Maths | Project | | |
| Friday | Phonics / Reading | English | Class Meeting | Maths | | P.E |

Key Stage 2

| | Session 1 9am – 10am | | Session 2 10.15am – 11.15am | Session 3 11.30am – 12pm | Session 4 1pm – 2.30pm | | Free Learning 2.30pm- 3.15pm |
|------------------|-------------------------|---------------|--------------------------------|-----------------------------|---------------------------|----------|---------------------------------|
| Monday | English | | Maths | Guided Reading | Class Meeting | R.E/PSHE | |
| Tuesday | English | | Maths | Guided Reading | Project | | |
| Wednesday | English | | Maths | Guided Reading | Science | | |
| Thursday | English | | Maths | Guided Reading | Project | | |
| Friday | English | Class Meeting | Maths | Guided Reading | P.E | | |

Each day, by 9am, the class teacher (or a replacement in the event of the class teacher being absent from work) will share a good morning post on Class Dojo containing a link to the school website which will list the day's activities. See example below:

| | 9am – 10am | 10.15am – 11.15am | 11.30am – 12pm | 1pm – 2.30pm | 2.30pm- 3.15pm |
|--|---|--|---|-----------------------|---|
| Monday | English | Maths | Guided Reading | Class Meeting | R.E/PSHE |
| Please click on the hyperlink on the top row and then complete the worksheet for your group from the second row. | https://www.youtube.com/watch?v=yKhPSdIQoCQ Phonics 05.11.20 Group 1 Phonics 05.11.20 Group 2 Phonics 05.11.20 Group 3 | https://www.youtube.com/watch?v=SZA13PoQorI Number bonds to 10 - 05.11.20 Group 1 Number bonds to 10 - 05.11.20 Group 2 Number bonds to 10 - 05.11.20 Group 3 | https://www.youtube.com/watch?v=7yaA31PmON4 Group 1 GR Text 05.11.20 Group 1 GR Task 05.11.20 Group 2 GR Text 05.11.20 Group 2 GR Task 05.11.20 Group 3 GR Text 05.11.20 Group 3 GR Task 05.11.20 | Teams Invite sent out | https://www.youtube.com/watch?v=SaS_ePAJcVvk Group 1 RE Task 05.11.20 Group 1 RE Task 05.11.20 Group 1 RE Task 05.11.20 |
| | | | | | Free Learning |

- Children will be provided with 4 lessons each day. Most will start with a video either recorded by the class teacher / teaching assistant or external source (e.g. Oaks Teaching Academy, Espresso, BBC Bitesize). Most videos will give direct instruction and be aimed directly at the children so as to make learning as accessible as possible for all children. Where direct instruction isn't given by video, instructions from the teacher will be given in written form. These will be kept brief and, where possible, at an age appropriate level.
- Once the input has taken place (by watching the video), children will complete the appropriate task listed in the second row. Children will have been told their group numbers / names via direct message at the start of their isolation period.
- Children / parents can access further support from the class teacher by sending a private message on Class Dojo.
- All work submitted will be acknowledged by the class teacher. Feedback will be given for English and Maths on an individual basis. Feedback will be age appropriate and designed to enable children to progress.
- Throughout the day, the class page of Class Dojo will be used by the teacher to celebrate children's outcomes (when given consent by parents/ carers via #h2s) and to offer further support / information to the whole class.
- Each week, all children will be invited to 2 class meetings which will be held via Microsoft Teams. The purpose of these meetings is to promote mental health and wellbeing. During these sessions, the children will have time to feel connected to

their teacher and classmates. Children who do not attend 2 consecutive sessions will receive a welfare call from a member of the pastoral team or class teacher.

- Class teachers will receive PPA time as they would in school. During this time, their class provision will be taken over by one of our PPA teachers.

Safeguarding

Please refer to the Safeguarding and Child Protection Policy and the newest addendum - 'Safeguarding and Remote Education During Coronavirus' guidance.

Data protection

Please refer to the Data Protection policy.

When accessing personal data for remote learning purposes:

- Teachers are able to access parent contact details via SIMS using a secure password.
- No information is shared with third parties.
- Access to Class Dojo can only be obtained by entering the correct username and password allocated to parents by Allanson Street Primary School.
- No access can be gained to children's individual portfolios on Class Dojo unless granted by a school administrator.
- Information will not be shared wider than individual portfolios unless a parent / carer gives consent by adding the #H2S to a post. When this occurs, information may be shared to the class and school Dojo pages but no further.

Children and parents must:

- Keep personal details secure. This includes not sharing pupil's details any further than their individual portfolios.
- Refrain from sharing any information posted on Class Dojo with anyone outside of our school community. Parents / Carers are made aware that should this occur, their access to Class Dojo will be withdrawn.

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

Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding policy
- Data protection policy
- Home-school agreement
- ICT and Internet acceptable use policy
- Anti-bullying policy