

Aldington Primary School



This document is a statement of the principles, aims and strategies for the use of Remote Learning at Aldington Primary School.

Remote Learning Policy

January 2021

Nurture and Challenge

Aldington Primary School Remote Learning Policy

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire classes (or bubbles) to remain at home.

1. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils who are not in school through use of quality online and offline resources
- Provide clear expectations to members of the school community with regards to providing high quality remote learning
- Include continuous delivery of the school curriculum, as well as support of health and wellbeing for pupils
- Support effective communication between the school and families

2. Who is this policy applicable to?

- Children and staff who are not permitted to attend school because they, or another member of their class bubble, have tested positive for Covid-19.
- Children and staff in the case of a local or national lockdown
- Children and staff who are self-isolating due to contact with a positive Covid case outside of the school community.

If a child or staff member is absent because they are unwell, there is no expectation that they complete work until they are recovered.

3. Tools/Resources to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools: Tapestry (EYFS only), Google Classroom (KS1/KS2)
- Links to educational sites that offer remote learning opportunities (e.g. Oak Academy, BBC Bitesize, Joe Wicks P.E. etc.)
- Regular Google Meet sessions for each class
- Each child is provided with an exercise book and a pencil.

4. Roles and responsibilities

Teachers

When providing remote learning, teachers will be available during the usual school day via Google Classroom, Tapestry and Google Meet, providing they are fit for work. Teachers will not respond to parent or pupil messages/ emails outside of school hours. If teachers are unable to work for any reason during this time, for example due to sickness or caring for a dependant, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

Setting work:

- During a bubble closure or local/national lockdown, teachers will set work for the pupils in their classes. This will be on Tapestry (EYFS) or Google Classroom (KS1 and KS2). Work set will be presented in a timetable format by each teacher. For KS1 and KS2 It will usually consist of set

lessons in the morning of Maths and English, and each afternoon will cover a foundation subject – Art, Science, PSHE, History/Geography, RE. Some flexibility in this timetabling can be made by teachers to accommodate the best teaching of curriculum areas.

- PE will be included during the week and may be timetabled in the morning.

Providing feedback on work:

- During a bubble closure or a local/national lockdown teachers will provide feedback on work submitted through Tapestry/Google Classroom, this may include oral or written comments.
- Where work is not submitted teachers may contact parents to ascertain if there are any issues preventing the work being carried out or sent to school
- If work is submitted more than 48 hours after the published deadline teachers may not be able to provide specific feedback.
- During a bubble closure or a local/national lockdown teachers will be available during school hours to help with any queries.
- During a bubble closure or a local/national lockdown teachers will use regular Google Meet sessions for teaching and pastoral contact with their whole class.
- During a bubble closure or local/national lockdown, if a pupil is unable to access online learning, teachers will maintain contact via email and telephone calls to offer support.
- All parent/carer emails should come through the school office account (office@aldington.kent.sch.uk)
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL

Teaching assistants and part-time PPA/SEN staff

Teaching assistants and part-time PPA/SEN staff must be available during their usual working hours, excluding statutory breaks. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependant, they should report this using the normal absence procedure. During the school day, they must complete tasks as directed by their Class Teacher, Line Manager or Head Teacher if not class based.

Pupils/Parents/Carers

Aldington Primary School is committed to working in close partnership with families.

- 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.
- Should accessing work be an issue, parents should contact school by telephone or email and alternative solutions may be available. These will be discussed on case-to-case basis.
- Using Tapestry/Google Classroom, pupils should complete class work daily, to the deadline set by class teachers. The type of task, number of tasks and time required on each task will look different for each year group because of the age and abilities of the children.
- The school requests that families be mindful of the amount of posts sent in. Avoid sending multiple posts and videos per task because this takes away the teacher's time from planning and commenting on the children's' work.
- Parents/carers should alert teachers if pupils are not able to complete work.
- The expectation is that parents/carers and pupils are respectful when speaking to staff.

- Parents/carers should seek help, if needed, from teachers using messaging on Google Classroom, or telephone or email (office@aldington.kent.sch.uk)

Google Meet Sessions Y1-6 / Zoom YR:

- Children should attend the regular Google Meet sessions if at all possible. They should be ready and attentive to participate as appropriate, with minimal distractions. Google Meets are for the whole class and will focus on motivating children. The focus will not be on teaching.
- Google Meet sessions are not for parents/carers to raise issues with teachers.
- Only pupils from the relevant class should participate in the Google Meet session (not parents/carers, siblings or others).
- Safeguarding: Google Meet sessions should not be recorded at any time by participants other than the organising teacher.

5. Additional support for pupils with particular needs

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:

- Contact from the Inclusion Manager, class teacher and/or the school Parent Support Advisor to offer advice and support
- Access to online learning that has been set for other year groups where appropriate
- Paper based activity packs can be provided to those in younger year groups who may find accessing online learning a challenge or not appropriate for age/stage
- Supporting liaison between home and Speech and Language therapy
- Facilitating online meetings with external agencies where appropriate i.e. play therapy or speech and language
- Continued support from Inclusion Manager with regards to applications and filling in forms for health referrals

6. Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

EYFS

- Daily phonics activities
- Weekly activities for Maths and English will be set on Tapestry (minimum of 3 maths and 3 English activities per week).
- Weekly wider curriculum questions and activities

Yr 1

- 5 English and Maths activities will be set on Google Classroom for completion during the week.
- Children can continue to access Spelling Shed – two lists a week based on either phonics or tricky words
- Children can complete and access independent activities on Purple Mash.
- The homework menu/grid will signpost additional activities

Yr 2

- 5 English and Maths activities will be set on Google Classroom for completion during the week.
- Children can continue to access Spelling Shed and Times Table Rockstars
- Additional spellings will also be available for the children to practise
- Children can complete and access independent activities on Purple Mash.
- The homework menu/grid will signpost additional activities.

Year 3/4

Children are to access Google Classroom activities regularly, daily if at all possible.

- The class teacher will direct children to lessons and activities for English and Maths and Topic work to be completed and handed in.
- Children can continue to access Spelling Shed, Read Theory and Times Table Rock Stars and other school provided learning platforms to supplement their learning.
- Children should complete the weekly Mathematics tasks.
- Children can complete and access independent activities on Purple Mash.
- The homework menu/grid will signpost additional activities.
- Children can leave private comments on assignments within Google Classroom.

Year 5/6

Children are to access Google Classroom daily.

- The class teacher will direct children to lessons and activities for English and Maths and Topic work to be completed and handed in.
- Children can continue to access Spelling Shed, Read Theory and Times Table Rock Stars and other school provided learning platforms to supplement their learning.
- Children can complete and access independent activities on Purple Mash.
- The homework menu/grid will signpost additional activities.
- Children can leave private comments on assignments within Google Classroom – the class teacher will respond to such comments as soon as possible and at least in time for the next lesson.

7. If your 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:

- We have some laptops available for loan whilst the children are at home. Please contact Mrs Harris or the school office to discuss this.
- Parents are advised to contact the school office to discuss the best way of accessing further capacity for broadband or data if this is causing an issue for remote learning. In some cases, parents/carers may be able to resolve this by contacting their provider directly and requesting a short term increase in data capacity.
- If you are having difficulty in accessing remote learning, we can provide some printed materials to work through at home. Please contact your class teacher via the school office to arrange this. It is possible to be provided with some Maths, English and Topic packs but these may not directly correspond with all of the lessons being set on line although they will broadly cover the subject areas.
- If your child is not accessing learning online, work can be submitted via the class or office email.

8. Who to contact

If parents/carers/pupils have any issues accessing or completing work, they should contact the class teacher in the first instance via Tapestry/Google Classroom if possible, during school hours. For any other issues, they should contact the school office either by telephone or email (office@Aldington.kent.sch.uk).

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, Inclusion Manager or EAL Lead Teacher
- Issues with IT – talk to IT Technical support / Helpdesk
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about safeguarding – talk to a DSL

9. Links with other policies and development plans

This policy is linked to our:

Learning, Teaching and Assessment Policy

Equalities Policy

Inclusion Policy

Computing Policy

Online Safety and Acceptable Use Policy

Safeguarding Policy

Health and Safety Policy