



Aspire Academies Trust Remote Education Policy

Reviewed: Autumn 2021

Review Frequency: Annually

1. Aspire Philosophy

Aspire Academies Trust schools always strive to be creative and innovative in supporting our children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning aligns with this.

2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils 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 the delivery of high quality interactive remote learning.
- Include continuous delivery of the school curriculum, as well as supporting pupils' motivation, health and well-being.
- Consider continued training / education for staff and parents.
- Support effective communication between the school and families, as well as to support attendance

3. Who is this policy applicable to?

- A child who is absent in relation to COVID-19 and is required to self-isolate. The rest of their peers are attending school and being taught as normal.
- A child, who is not permitted to attend school for any other COVID-19 related issue in accordance with DfE guidance and legislation.
- A child, who in exceptional circumstances, is unable to attend school for health reasons, where agreement is reached between the school, family and external agencies, that remote learning is required.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2
- Use of Recorded video (*or live video if used*), eg. instructional videos, lessons, assemblies.
- Viewing live classrooms where peers are being taught.
- All Aspire schools subscribe to and are trained in the use of Google Classrooms.
- Phone calls home.
- Printed learning resources.
- Physical resources, (although this is kept to a minimum).
- Use of good quality recommended resources such as Oak Academy, BBC Bitesize.

The school's detailed remote learning planning and resources to deliver this policy can be found in the appendices below.

5. Home - School Partnership

Our school is committed to working in close partnership with families and recognises each family is different. Whilst remote learning will look the same for the vast majority of children, where school has

agreed with parents that small adjustments might be needed for an individual, these will be factored in.

Staff will do all they can to make remote learning accessible to all children and families and will share guidance and instruction, as appropriate.

Where possible, it is beneficial for children to maintain a regular learning routine, so we strongly recommend finding a structure that suits your child and maintaining this.

We encourage parents to support children's learning, including finding an appropriate place to work, discussing tasks, offering encouragement, motivation, support and praise.

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 in an effort to resolve issues.

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

Parents should be aware that there may be times when it is not right or possible for the school to provide remote learning, even though parents might make this request. Individual cases should be discussed with the school in such cases.

6. Roles and responsibilities

Principals and Senior Leaders

Principals and senior leaders are responsible for:

- Agreeing and communicating the Remote Learning Plan amongst staff, pupils, parents and governors.
- Co-ordinating the remote learning approach across the school, including monitoring levels of engagement.
- Monitoring the effectiveness of remote learning, taking into account feedback from teachers, children and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Teachers

If teachers are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

- Setting work.
- Following the school's plan, below.
- Responding to children's work, as outlined in the plan, below.
- Ensuring arrangements are made to keep in touch with children about whom the school has particular concerns or needs.
- Communicating with parents where there are concerns or needs relating to remote learning or self-isolating; eg. if a child is not engaging.
- Ensuring parents adhere to the agreed ways to contact the school.

- Sharing any concerns about children / families arising during periods of isolation / closure are shared immediately with the Principal and DSL.

Teaching Assistants

Teaching assistants must be available during their normal working hours.

If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.

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

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.

IT Technicians

IT technicians are responsible for:

- Fixing issues with systems used to set work.
- Supporting staff with any technical issues they're experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.

The SENCO

The SENCO is responsible for:

- Liaising with the IT technicians and teachers to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Principal and other organisations to make any alternate arrangements for pupils with EHC plans.
- With teachers, identifying the level of support needed and strategies to help in this.

The SBM

- Ensuring value for money when arranging the procurement of equipment, technology and resources.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers.
- Alert parents / teachers if they're not able to complete work.

Staff expects parents, with children learning remotely, to:

- Make the school aware if their child is unwell and can't complete work
- Seek help from the school if required.
- Be respectful when communicating with school, particularly if making a complaint or raising a concern.

Governors

The Local Advisory Board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure the quality of education remains as high as possible.
- Ensuring that remote learning systems are appropriately safe and secure, for both data protection and safeguarding reasons and are in line with school policies and procedures.

Appendix 1:

At Bovingdon Primary Academy, the follow plans are in place:

One child or a small group of children are required to self-isolate:

The class teacher will be informed that work is needed for a child/group of children by the school office. The class teacher will upload English and mathematics lessons that are being used in the classroom each day to Google Classroom. This will usually consist of a PowerPoint/IWB presentation and an activity. Where appropriate, other curriculum subject lessons and activities will also be uploaded. When planning and resourcing lessons, teachers need to keep in mind that the resources may have to be used for remote learning. Key questions and clear explanations should be present to support children working at home.

If a child does not have access to a computer or the internet, we will review on a case by case basis. We will either print relevant resources that can be collected or posted to the child, or we will provide a school Chrome Book.

If a child or parent has a query or needs support with the remote learning that has been set, they should contact the school using the remote learning email address (remotelearning@bovingdonacademy.org.uk). The email address will be checked by SLT/staff working from home. They will either respond themselves or seek to find an answer from the relevant member of staff at a convenient time.

Children can upload their work from home onto the Google Classroom platform and ask direct questions. Teachers should check Google Classroom at the end of each school day and respond to any questions. Teachers should provide feedback on submitted work. This can be a simple comment to acknowledge the work, or more detailed if appropriate. If the work is submitted before 3pm, the class teacher should endeavour to provide feedback the same day. If the work is submitted after 3pm, feedback may be left the following day.

A class or year group are required to self-isolate:

If a class or year group are self-isolating, class teachers should use Google Classroom for setting work, communicating with children and parents, and feeding back.

The class teacher should set daily English and maths in the 'classwork' tab. These lessons should include pre-recorded video with a class teacher speaking over a PowerPoint presentation. This can be pre-recorded on Google Meet. This should be uploaded alongside the original PowerPoint/Screen and activity sheets. Additional support can be uploaded for children with additional needs. Teachers should upload lessons each day to ensure they adapt lessons where needed following feedback.

Children should also have access to one additional curriculum subject each day. This can be a pre-recorded video or PowerPoint presentation/activities for the children to access independently.

If a child or parent has a query or needs support during the day, they should contact the teacher using Google Classroom using the 'private comment' feature. Teachers should remain logged into Google Classroom all morning and endeavour to respond to children's comments within 10 minutes. Afternoons will be used to prepare lessons for the following day.

Children can upload their work to the Google Classroom drive. Teachers should provide individual feedback where appropriate. The recommendation is that feedback is given as and when tasks are handed in to avoid a backlog. It is important that feedback is given on the day the task was handed in providing they submit it by 3pm.

Important note: If both class teachers in a group are unwell and unable to work, a member of SLT will be responsible for ensuring children have access to learning.