



Aspire Academies Trust Remote Education Policy

Reviewed: Spring 2024

Review Frequency: Annually

Approved by: Board of Trustees

Where children are required to stay at home and to access remote learning, (for example, during a period of prolonged illness or recuperation), the following will apply.

If bad weather forces a school to close, remote learning will be offered only from the second day of closure, should this be necessary.

1. Aspire Philosophy

Aspire Academies Trust schools always strive to support 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.
- 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.
- Engage with and work collaboratively with external agencies (eg. Health) in supporting the child's needs.

3. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan could include:

- Online tools for EYFS KS1 KS2
- Use of Recorded video, 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 online resources.

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

4. 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.

5. 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.
- 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

If TAs 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 A - *Broadfield Academy - Remote Education Plan*

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 all or some pupils to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section.

THE REMOTE CURRICULUM

Will my child be taught broadly the same curriculum as they would if they were in school?

As far as possible, the curriculum will follow the same curriculum as would have been taught had school been open to all pupils. This is to minimise gaps in learning. However, we will need to make some adaptations for some subjects, e.g. practical subjects such as subjects within our Topic curriculum, e.g. Art & Design and Design Technology that are heavily dependent on children having access to resources will either be adapted or moved to another term when the children will be in school. PE will focus on maintaining fitness levels rather than on the full range of sports taught in school and some aspects of investigative Science will be moved to a term when the children are in school so that they can access resources that would not be found in the average home.

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 (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

- Early Years Foundation Stage: up to 3 hours per day
- Key Stage 1 - 3 hours per day
- Key Stage 2 - 4 hours per day

ACCESSING REMOTE EDUCATION

How will my child access the online remote education you are providing?

For pupils learning from home:

EYFS pupils: Tapestry will be the main platform used to provide remote education for Nursery and Reception pupils. However, some work will be set on Google Classroom.

KS1 and KS2: Google Classroom will be used to provide remote education for pupils in Y1 - Y6.

For pupils in school (when the school is open just for vulnerable and critical worker children):

EYFS pupils: the learning for these pupils will be closely aligned to the remote education being provided for pupils at home. The learning will be led by teaching assistant

KS1 pupils: the learning for pupils in Y1 and Y2 will be closely aligned to the remote education being provided for pupils at home. However, pupils may have to share chrome books due to the number of devices available. The learning will be led by teaching assistants.

KS2 pupils: pupils in Y3 - Y6 have been prioritised for using school chrome book devices. They will be closely aligned to the remote education being provided for pupils at home. However, pupils may have to share chrome books due to the number of devices available. The learning in Y5 and Y6 will be led by HLTAs as much as possible, but due to unpredictable staff absence rates, teaching assistants will also be used to support learning.

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:

Children without a suitable device will in the first instance be asked to engage in learning at school. If this is not possible, they will be provided with a school chrome book device to access remote learning.

School devices will be loaned to families who do not have any suitable device for children to access remote learning, followed by families where the largest number of children are sharing a device. However, the school will offer these pupils the opportunity to learn in school first before loaning of devices is considered.

If necessary, children will be provided with printed packs of materials which can be collected daily or weekly from the school. The learning in these packs will be closely aligned to the remote learning other children are accessing. The learning should be returned to school when new packs are collected so that teachers can provide feedback on the learning.

How will my child be taught remotely?

We will use a combination of the following approaches to teach pupils remotely:

Recorded lessons made by teachers. This will include voiceovers to PowerPoint slides, and videoed demonstrations, e.g. where teachers model handwriting or demonstrate the method a child should follow when carrying out a maths calculation.

Recorded lessons made by other organisations, e.g. Oak Academy, White Rose Maths and Joe Wicks.

Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

Activities that are suitable for siblings to do together, whilst also being suitable for children working on their own, e.g. PE and Music.

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?

EYFS children: parents/carers will be expected to support their children by ensuring they watch and listen to the pre-recorded lessons/demonstration. Children will be able to access some of the tasks independently but would benefit from adult support for other tasks. Teachers will make this clear in their daily communication with parents. Parents will be expected to upload their child's learning, e.g. photographs, videos and completed tasks for teachers to assess and provide feedback.

For pupils using Google Classroom at home and in school, teachers will provide ongoing feedback on learning. This will include general feedback to the whole class as well as specific written and recorded verbal feedback to move individual pupils on in their learning.

For pupils using printed packs, these should be returned to school so the teacher can mark their work and provide feedback.

Class teachers will monitor how much learning children are accessing each day along with the quality of the work they submit. If a child does not access learning on any given day, and the parents have not informed the class teacher of a reason for this, the teacher will contact parents to find out the reason and to provide support if it is needed. If children continue not to engage or continue to submit poor quality work, parents will be contacted by the safeguarding team to assess further support or action.

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

Feedback will 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. The feedback provided in Reading, Writing and Maths will be more detailed than the feedback provided in other areas of the curriculum, and will often provide the children with response tasks where children will improve particular aspects of their work before resubmitting the work to the teacher.

ADDITIONAL SUPPORT FOR PUPILS WITH PARTICULAR NEEDS

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

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:

All children with an EHCP will be invited to attend school on either a full-time or part-time basis so that they can receive support from adults in school.

Teachers will provide differentiated learning for children with SEND who are unable to access the learning provided for the majority of the class.

The Hub Lead or and Inclusion Lead will have a weekly check-in with children with an EHCP. For the children who are in school, they will visit them in their bubble classrooms. For the children who are at home, they will phone the parents weekly to offer support and guidance. Parents have been informed that they can contact them via email or phone.

All vulnerable pupils will be offered a place at school. Where parents/carers decided to keep their children at home, class teachers will monitor how often the pupils engage in learning and the quality of learning.

SUPPORT FOR PARENTS AND CARERS

What support will be provided for parents?

The school website provides a variety of written instructions and videos to support parents with accessing Google Classroom. Parents should use these in the first instance if they encounter a technical issue. If the information on the website does not provide the answer to technical issues, parents can contact the school or e-mail the dedicated year group e-mail address. The teacher will be able to support you to either deal with the issue or provide you with information regarding further support that may be beyond their capacity, e.g. liaise with Con-Ed.

REMOTE EDUCATION FOR SELF-ISOLATING PUPILS

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

When an individual pupil is self-isolating, remote education will be different from that described above because the teacher will be in school teaching the rest of the class each day. In these circumstances, the teacher will provide remote learning, via Tapestry or Google Classroom, that as far as possible matches what is being taught in school. The teacher will not be available to provide feedback throughout the day but will provide feedback at the end of the day.