Remote Learning Policy
Ensuring continuous & safe provision of education away from school
Cidari | All Academies | Public St Aidan's C of E primary Academy
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Statement of intent

At Cidari, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.
- Ensure remote learning does not place additional burden or workload on staff and contextualised in the operational climate in which it is being used.

1. Legal Framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2019) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'
- [New] DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'

This policy operates in conjunction with the following Trust and Academy policies:

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behavioural Policy
- Accessibility Policy
- Marking and Feedback Policy
- Curriculum Policy
- Assessment Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance and Truancy Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct
- Data and E-Security Breach Prevention and Management Plan
- Children Missing Education Policy
- Staff wellbeing policy

2. Roles and responsibilities

2.1. The Trust executive is responsible for:

- Ensuring that the Trust has robust risk management procedures in place.

- Ensuring that the Trust has a business continuity plan in place, where required.
- Evaluating the effectiveness of the Trusts remote learning arrangements.

2.2.   The Headteacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring all required consents are in place.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the Academy has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.

2.3.   The health and safety officer is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

2.4.   The DPO (working with the COO) is responsible for:

- Overseeing that all Trust-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

2.5.   The DSL is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the COO and ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.

- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working Ensuring all safeguarding incidents are adequately recorded and reported.

2.6.   The SENCO is responsible for:

- Liaising with the COO ICT technicians 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 headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

2.7.   The SBM (Supported by the COO) is responsible for:

- Arranging (via the agreed ICT purchase processes) the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the Academy has adequate insurance to cover all remote working arrangements.

2.8.   The ICT technicians are responsible for:

- Ensuring that all Trust-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensure that the Trust Google ecosystem is administered appropriately meeting the requirements of all Academies and users.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

2.9.   All staff are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to work during their normal agreed contractual hours, or as agreed by local agreement with their Headteacher during periods of prolonged closure. This may include working rota's or other more flexible approaches to ensure the health and wellbeing of staff and pupils.

- Reporting any health and safety incidents including near misses to the health and safety officer and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.
- Reporting any defects on Trust-owned equipment used for remote learning to an ICT technician.
- Adhering to the Staff Code of Conduct at all times.

2.10. Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the times set out in appendix 1 of this policy, and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the Academy as soon as possible.
- Ensuring that their child always has access to remote learning material during the times set out in appendix 1.
- Reporting any absence in line with the terms set out in paragraph 9.6.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to the Parent Code of Conduct at all times.
- Informing the Academy should they choose to withdraw consent for live remote learning.
- Ensuring any live lessons are not recorded, screengrabbed, copied or shared without the express permission of the teacher.

2.11. Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely at the times set out in paragraphs appendix 1 of this policy, and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behavioural Policy at all times.
- Ensuring any live lessons are not recorded, screengrabbed, copied or shared without the express permission of the teacher.

3. Resources

Learning materials

3.1.   The Trust provides access to the Google for Education platform allowing safe and secure access from any internet enabled web browser. Google Classroom is the core delivery method for remote learning however academies may also make use of other platforms including (but not restricted to) Class Dojo, Purple Mash & Tapestry. Any such platforms will be agreed and approved for use by the Trust CEO/ COO.

3.2.   For the purpose of providing remote learning, academies may make use of:
- Work booklets
- Email
- Past and mock exam papers
- Online learning portals eg My Maths
- Educational websites eg Oak National Academy, BBC Bitesize
- Reading tasks
- Live webinars via Google Meet
- Pre-recorded video or audio lessons

3.3.   Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.

3.4.   Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

3.5.   Lesson plans will be adapted to ensure that the curriculum remains fully accessible via remote learning, where practical – where this is not practical, the Academy will ensure pupils can catch up on these areas of the curriculum when they return to Academy.

3.6.   Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.

3.7.   Any defects or issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

3.8.   Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the Trust/ Academy agrees to provide or loan equipment, e.g. laptops.

3.9.   Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

3.10.   Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with section 7 of this policy.

3.11.   The arrangements for any 'live' classes, e.g. webinars, will be communicated via email or other Academy applications or learning platforms no later than one day before the allotted time and kept to a reasonable length of no more than one hour per session.

3.12.   The ICT technicians are not responsible for providing technical support for equipment that is not owned by the Trust.

Food provision

3.13. The Academy will signpost parents via letter towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

3.14. Where applicable, the Trust may provide the following provision for pupils who receive FSM:
- Making food hampers available for delivery or collection
- Providing vouchers to families

Costs and expenses

3.15. The Trust will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.

3.16. The Trust will not reimburse any costs for travel between pupils' homes and Trust premises.

3.17. The Trust will not reimburse any costs for childcare.

3.18. If a pupil is provided with Trust-owned equipment, the pupil and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

4. Online safety

This section of the policy will be enacted in conjunction with the academies Online Safety Policy.

Where possible, all interactions will be textual and public.

Video Communication

4.1. **All staff and pupils using video communication must:**
- Communicate in groups – one-to-one sessions are not permitted.
- Consider carefully whether sharing video of all participants is necessary.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, if possible, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Dress as they would when in school.
- Always remain aware that they are visible.

Audio Communication

4.2. **All staff and pupils using audio communication must:**
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.

- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

4.3. The Academy will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO.

4.4. Pupils not using devices or software as intended will be disciplined in line with the Behavioural Policy.

4.5. The Trust will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

4.6. The Academy will consult with parents at least two weeks prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

4.7. The Trust will ensure that all Trust-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

4.8. The Academy will communicate to parents via letter about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

4.9. **During the period of remote learning, the Academy will maintain regular contact with parents to:**
- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

4.10. The Trust will not be responsible for providing access to the internet off its premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the Trust.

5. Safeguarding

5.1. This section of the policy will be enacted in conjunction with the academies Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.

5.2. The DSL and headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

5.3. The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.

5.4. Phone calls made to vulnerable pupils will be made using Academy phones where possible.

5.5. The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.

5.6. All contact with vulnerable pupils will be recorded and suitably stored in line with the Records Management Policy.

5.7. The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

5.8. All home visits must:
- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded on paper and the records stored so that the DSL has access to them.
- Actively involve the pupil.

5.9. Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.

5.10. The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

5.11. All members of staff will report any safeguarding concerns to the DSL immediately.

5.12. Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The Academy will also signpost families to the practical support that is available for reporting these concerns.

6. Data protection

6.1. This section of the policy will be enacted in conjunction with the Trust Data Protection Policy.

6.2. Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

6.3. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

6.4. Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

6.5. Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.

6.6. All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy.

6.7. The Trust will not permit paper copies of contact details to be taken off Trust premises.

6.8.   Pupils are not permitted to let their family members or friends use any Trust-owned equipment which contains personal data.

6.9.   Any breach of confidentiality will be dealt with in accordance with the Trust Data and E-Security Breach Prevention Management Plan.

6.10.   Any intentional breach of confidentiality will be dealt with in accordance with the academies Behavioural Policy or the Disciplinary Policy and Procedure.

7.   Marking and feedback

7.1.   **All schoolwork set through remote learning must be:**
- Complete when returned to the relevant member of teaching staff.
- Returned before the deadline set by the relevant member of teaching staff.
- Completed to the best of the pupil's ability.
- The pupil's own work.
- Marked in line with the feedback arrangements set out in appendix 1
- Returned to the pupil with feedback within a reasonable timescale (as set out in appendix 1)

7.2.   The Trust expects pupils and staff to maintain a good work ethic and a high quality of work during the period of remote learning.

7.3.   Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email or telephone call if their child is not completing their schoolwork or their standard of work has noticeably decreased.

7.4.   Work that cannot be completed for genuine reasons will be reviewed by the class teacher and a decision made regarding any completion required when the pupil returns to school.

7.5.   Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the headteacher as soon as possible.

7.6.   Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

8.   Health and safety

8.1.   This section of the policy will be enacted in conjunction with the Trust Health and Safety Policy.

8.2.   Teaching staff and ICT technicians will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

8.3.   If using electronic devices during remote learning, pupils will be encouraged to take a five minute screen break every two hours.

8.4.   Screen break frequency will be adjusted to five minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.

8.5.   If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the health and safety officer or other relevant member of staff immediately so that appropriate action can be taken.

9.   School day and absence

9.1.   The timing of the remote learning and expectations is outlined in Appendix 1

9.2.   Breaks and lunchtimes will be agreed by the Academy. Pupils are not expected to do schoolwork during these times.

9.3.   Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

9.4.   Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.

9.5.   If their child is unwell, parents will inform their child's teacher as set out in appendix 1.

9.6.   The Academy will monitor absence and lateness in line with the Attendance and Truancy Policy unless specified in appendix 1.

10.   Communication

10.1.   The Academy will ensure adequate channels of communication are arranged in the event of an emergency.

10.2.   The Academy will communicate with parents via letter, the academy website, and other usual communications channels about remote learning arrangements as soon as possible.

10.3.   The headteacher will communicate with staff as soon as possible via email about any remote learning arrangements.

10.4.   Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.

10.5.   The Trust and its academies understand that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.

10.6.   Members of staff will have contact with their line manager once per week. This may be one to one, or as part of a virtual team meeting via Google Meet or telephone.

10.7.   As much as possible, all communication with pupils and their parents will take place within the school hours outlined in section 9.

10.8.   The Academy will be clear on how parents can contact them with queries. This may include specific contacts/ methods for specific requests. Parents are expected to follow the instructions set out by each Academy when raising queries.

10.9.   Teachers and staff will endeavor to respond in a timely manner but they will prioritise delivering learning both in person in school and supporting their remote learning. Most queries will be responded to within 24 hours.

10.10.   Pupils will have verbal contact with a member of teaching staff at least once per week.

10.11.   Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

10.12.   Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.

10.13.   The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.

10.14.   The headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

11.   Parental Involvement and Expectations

11.1.   Having the support of a parent/carer in setting up the lesson is often needed. And being within earshot is important for safety as well as for practical help. Parents are expected to be present at the start and finish of lessons wherever possible.

11.2.   The level of involvement of the adult during the lesson will depend on the age of the pupil. Younger children may need a person in the room to help keep them focused and safe, particularly if it's a new activity. But too much parental involvement can also be distracting or cause shyness with older students. In general, it is recommended that after the first few lessons, the parent/carer is within earshot but not "in the lesson", particularly with older students wherever possible.

Remote Learning Policy Appendix 1

Local arrangements for St. Aidan's Church of England Primary Academy in respect to remote learning.

General expectations and principles

St. Aidan's has the highest academic aspirations for all. Our curriculum is rich, innovative and varied. It seeks to provide our pupils with opportunities to see life outside their immediate environment and to give them life-changing opportunities irrespective of how or where teachers guide pupil learning. We are driven by our mission to encourage and celebrate a love of learning, where each pupil is known and cared about as an individual. We have created not only a school but a community of pupils, parents and teachers brought together by their shared dedication and relentless commitment to doing whatever it takes to ensure every child reaches his or her full potential.

Remote Learning Philosophy and Plan

To fulfill the Academy's mission in a remote learning environment, we consider the ages of pupils, as well as their academic, social, and emotional needs. There is a concerted effort to balance the Academy's desire to extend learning to the home with pupils' varying abilities to attend to schoolwork in a self-directed or family-supported environment. This careful balance influences our remote learning objectives, plans, and definition of success as St. Aidan's works in fulfillment of the Academy's mission.

All remote learning is delivered under the principles outlined in Section 1 - Legal Framework. Related local policies are available on the Academy website or copies can be requested. Policies relating to data protection can be found on the Trust website.

Applications and software used to support remote learning.

Applications and software used:

- ❏ Google Classroom
- ❏ Class Dojo
- ❏ Purple Mash
- ❏ Sora
- ❏ Learning by Questions
- ❏ BBC bitesize

- ❏ White Rose Maths
- ❏ Times Tables Rock Stars
- ❏ Maths Shed
- ❏ Literacy Shed
- ❏ Spelling Shed

- ❏ Junior Jam
- ❏ Phonics Play
- ❏ Grammarsaurus
- ❏ Topmarks
- ❏ Pobble
- ❏ TeacherMade

How remote learning will be delivered

All classes are using a combination of Class Dojo, Google Classroom and learning packs to teach, manage, create, and share work. The main vehicle for delivering remote learning will be Google Classroom. This enables teachers to set and teach lessons online as each class has an online 'Classroom'. Pupils are expected to access their work when lessons would normally take place. (Please see an example schedule below). The work set will be in line with that delivered during normal school days/weeks/terms. To view a Quick Guide to using Google Classroom click here.

The majority of lessons will be taught via live streaming. This means that the teacher will be online and oversee the learning in the lesson through Google Meet. An overview of a typical lesson may include the teacher introducing the lesson, explaining the tasks and then being available for the remainder of the lesson to support with answering questions. The teacher may well then summarise the learning at the end and question pupils to ensure learning. This will vary from subject to subject and teacher to teacher.

Ultimately, the teacher is there to ensure that the pupils are following and learning the planned curriculum and guiding students' learning appropriately. EYFS, Year 1 and Year 2 will also be given a weekly learning pack specifically created to support online lessons that children can work through. The tasks and lessons that are set for Key Stage Two pupils by staff may take a number of different forms including the applications and software listed above and (but not limited to):

❏ Google Docs/ Slides tasks
❏ Activities away from the computer that can be uploaded later
❏ Working from learning packs and worksheets

In the event of a live lesson being missed some lessons will also have been pre recorded. Every maths lesson also comes with a short video from White Rose Maths showing clearly and simply how to help your child complete the activity successfully.

EYFS and Key Stage One (Year 1 and Year 2)

In addition to the example schedule below, all EYFS and Key Stage One classes share a story at 2.45pm each day through Google Classroom. Reception class also have 'Rhyme Time' every Friday afternoon. Year One has streamed their live phonic's lessons in order to cater for all abilities.

Key Stage Two (Year 3,4,5 and 6)

In addition to the schedule below, all Key Stage Two classes share a story at 2.45pm each day through Google Classroom.

Remote learning times

Children must log onto Google Classroom to access their lessons everyday. If a child is absent from a lesson the office/ child's class teacher must be informed. A lesson will also be delivered in the afternoon. Here is an example of a typical timetable:

Maths	Live times followed by work set		
9:00-9:30	Year 1	Year 2	Year 3
9:30- 10:00	Year 4	Year 5	Year 6
10:00-10:30	EYFS		

English/Phonics	Live times followed by work set		
10:30- 11:00		Year 2	Year 3
11:00-11:30	Year 4	Year 5	Year 6
11:30-12:00	EYFS	Year 1	
Afternoon lesson 1pm (foundation subject) 2:45pm Daily story time Live worship/ Celebration assemblies			

Marking and Feedback arrangements

At St. Aidan's, we recognise the importance of feedback as an integral part of teaching and learning and this is the same when learning is taking place remotely. Feedback is a vital component in maximising the full learning potential of all our children. We believe that the purpose of marking and feedback is that pupils are given an opportunity to improve, that successes are celebrated and that learning is moved on. Class Dojo and Google Classroom have a variety of ways within both platforms to provide feedback to pupils.

Marking and Feedback using Class Dojo:

To give encouragement in the classroom, teachers can award pupils with feedback points (also known as Dojo points). Teachers have customised the feedback types to many skills such as 'Excellent maths' or 'Expressive reading.'

Feedback can also be given on ClassDojo Portfolios. Teachers view and return as a draft/ approve work then leave positive feedback in the form of a like and/or comments. Work can also be shared on the class story to celebrate achievements. Feedback can also be given in the form of messages.

Marking and feedback using Google Classroom:

1. Question Comments

When a pupil responds to a question in paragraph form, for example, it gives teachers an opportunity to provide feedback instantly or clarify expectations. Feedback may include a response to a comment with a corrected version of the paragraph.

2. Returning comments on assignments

When assignments are returned feedback can be provided and exchanged using the comments box.

3. Quiz via Google Form

Feedback can be given by identifying which questions pupils get right or wrong for a selected response. There is also the more in depth form of automated feedback based on their response. Predetermined feedback is written by the teacher and can include links to resources to help the pupils better understand the content or dig a little deeper.

4. Comment on the stream

General feedback can be provided to the entire class on the Google Classroom Stream. Every post on the stream can include comments to which pupils can then reply (Peer review). Pupil replies could include clarifying questions, answers to questions posted by the teacher or other pupils , or just general comments about an assignment or other activity on the stream. This feedback is helpful because of its public nature in the classroom. Pupils know that other pupils will see the comments, so there's a sense of audience that builds community, just like what would be achieved in a classroom setting. Likewise, pupils may ask questions that other pupils could also have but who felt unsure about asking.

Individual pupils can also receive feedback from their teacher here.

5. Feedback through scoring/ mark giving

Teachers may choose to score/ give a mark for a piece of work where pupils get the results (instant feedback) as soon as their work is returned.

Work set on Purple Mash is also marked and feedback is given in the form of an emoji.

Please also see our Marking and Feedback Policy on our school website.

Specific Attendance Arrangements

During Covid-19 contingencies, normal attendance monitoring and processes are suspended.

Vulnerable pupils, who are not in school, are contacted by a member of staff either twice weekly or once weekly. This is recorded on a shared sheet with all DSLs

All CP,CIN, TAF and other meetings as requested by social care are attended by a trained DSL and outcomes are recorded on My Concern

All child protection concerns either in school or online will be reported on My Concern by the member of staff witnessing it.

Pupils who are not engaging with home learning are contacted by a member of staff to offer help and support

Safeguarding meetings are held weekly

Supervision has continued for EYFS, DSLs and other staff if requested

Key contact information to support remote learning: Mrs Harrison

Technical issues that cannot be dealt with in school are referred on to the Dataspire helpdesk

Your local arrangements for remote learning. Technical, teaching, safeguarding.