**Alderley Edge Community Primary School**

**Policy for Remote Learning**

**Rationale**

In Alderley Edge Community Primary School we nurture every child’s talents to enable them to flourish in a climate of high expectations and creativity. If children are unable to attend school due to closures or self-isolation, we are committed to providing remote learning opportunities to deliver a coherent range of curricular experiences. The policy outlined here reflects a clear commitment to reinforce skills and give pupils access to learning activities which will meet their needs, building upon prior learning.

**Mission Statement**

An Inclusive Community Inspiring Life Long Learners

**Our School’s Aims**

1. We provide a secure, safe and nurturing environment where children flourish.
2. We provide all children with an exciting range of experiences and opportunities to recognise their own qualities regardless of need, ensuring that there is equality of opportunity.
3. We provide a broad and balanced curriculum that inspires children to maximise their potential.
4. We promote mutual respect, understanding and tolerance so enabling children to embrace diversity.
5. We foster an ethos of teamwork to ensure continuous improvement and the highest standards of achievement and behaviour.
6. We enable children to develop self-confidence, resilience and independence taking ownership of their learning and enabling them to meet future challenges.
7. We promote professional relationships and mutual respect between all members of the school community thus modelling positive behaviours and attitudes for our children.
8. We will keep the school at the heart of the local community, collaborating for mutual benefit to create and sustain positive opportunities for all.

**Links with Core Drivers - ALPS**

*Our core drivers underpin our curriculum and are our intent that will enable us to shape the curriculum around the needs and wants of our school and the children.*

* **Academic Excellence –** our curriculum strives for excellence.We know that only our best is good enough and we work hard to maximise progress in learning for all children regardless of their starting points— academic, social and emotional, so that they can be the best they can be and make a positive difference to themselves and others in their community.
* **Life Long Learning –** our curriculum allows children to develop learning skills: readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners they can be so that they are prepared for the challenges we will face.
* **Possibilities and Risks –** our curriculum allows children to explore what is possible to be achieved when they identify goals based on consideration of people as unique individuals, with their own passions and ideas. We challenge children to extend their boundaries and develop independence.
* **Social Intelligence –** our children learn how to appreciate and respect differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings

**Uses of Remote Learning**

All pupils should attend school, in line with our attendance policy.

We will consider providing remote education to pupils in circumstances when in-person

attendance is either not possible or contrary to government guidance.

This might include:

* Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because they have an infectious illness linked to a national pandemic
* Occasions when we decide that opening our school is either:
* Not possible to do safely
* Contradictory to guidance from local or central government

**Our Remote Learning Aims are:**

* To have structured daily opportunities to connect with learners
* To provide continuity of learning and skills development
* To ensure planning for opportunities for pupil achievement and attainment

**Roles and Responsibilities**

**The role of staff:**

* To provide a learning platform where all children have the opportunity to engage in learning
* To promote an ethos of inclusion, respect, fairness and equality
* Ensure that cyber resilience and internet safety is central to all digital technology use as set out in the Internet Safety and Safeguarding policies
* To observe and monitor children’s learning
* To provide support and guidance for pupils
* To provide feedback to children on their work – orally or through marking
* To keep abreast of research and national agenda and demonstrate an ongoing commitment to professional learning
* To engage with effective learning and teaching resources
* To meet online with parents if required

**The role of the pupils:**

* To participate in online learning and activities as published by their teachers
* To follow the school rules and policies for behaviour and bullying prevention
* To contribute their views through Microsoft Teams
* To offer peer support and guidance through shared learning

**The role of parents:**

* To encourage pupils to access online learning and associated activities
* To establish clear routines for remote learning including identified times and quiet spaces to learn
* To support the school values
* To foster an open pathway of communication between the school and home where appropriate

**Expectations for learning provision in the event of a whole class closure**:

* Teachers to follow class timetable as far as possible with reinforcement and consolidation of skills and concepts. All classes have access to Microsoft Teams.
* Teachers to be responsible for planning, assessment and for meeting the needs of all children.
* School leaders to ensure continuity of provision in the event of staff illness as far as possible
* Teachers to deliver a blended approach of face to face and online learning including ‘live’ sessions daily: 1x English, 1x maths and 1x foundation subject
* Teachers to set independent tasks linked to face to face sessions daily to be completed by the child
* Teachers to direct children to supplementary activities including reading, times tables, My Maths, mental well-being and physical activity

**Sharing completed tasks**

The assignment function within Teams should be used to enable pupils to submit evidence of their learning .Teachers should assess and track all learning submissions. Where possible pupils should log in to their accounts to track progress. Where web-based activities do not offer a tracking/assessment function then pupils should record their progress and share with the teacher. This could be in a document/spreadsheet or a screenshot of the result.

School cannot be held responsible for technical issues relating to Microsoft Teams outside of its control.

**Governing Body**

The Governing Body is responsible, including as advised by the DfE, for:

* Supporting staff and pupil wellbeing;
* Being pragmatic about what is covered in virtual meetings by prioritising urgent, time bound decisions only;
* Keeping monitoring to a minimum by focussing on safeguarding, health and safety, headteacher and staff wellbeing and (to a lesser extent) the school’s approach to providing remote learning for pupils;
* Directing any approaches by parents made to them directly or indirectly to the school via email to [admin@aecps.org](mailto:admin@aecps.org)
* Determining how to handle statutory procedures during a period of enforced closure such as grievance and disciplinary panels, exclusions, complaints and admission appeals, noting that:
* Exclusions – the DfE has clarified that the statutory timeframes for considering exclusions are still in effect but that the regulations already anticipate that these timeframes cannot always be met.
* Complaints - the DfE has updated their guidance for school’s complaints policies to provide that new or existing complaints should not be handled whilst schools are closed. If a school is closed during the enforced closure period, the Headteacher should write a response to outline the school’s position and explain that the school is unable to follow its usual complaints process until school has reopened.

**Who to contact**

If staff have any questions or concerns, they should contact the following individuals:

* Issues in setting work – contact the Deputy Head Teacher
* Issues with behaviour – contact the Headteacher
* Issues with IT – contact the Headteacher who will log it with the IT technician for support
* Issues with their own workload or wellbeing – contact the Headteacher
* Concerns about data protection –contact the Headteacher
* Concerns about safeguarding – contact the DSL or DDSLs as set out within the school’s Child

Protection Policy

If parents have any concerns above and beyond the acknowledgement of work by the class teacher,

then they should contact the Headteacher or a member of SLT at school via [admin@aecps.org](mailto:admin@aecps.org)

**Data protection**

* Accessing personal data

When accessing personal data, all users will:

Only use their official school email account and never use personal messaging systems;

Connect to the school network using only a school remote desktop connection to work with any

personal data to ensure that no data actually leaves the school premises.

* Sharing personal data

Users are unlikely to need to collect and/or share personal data.

However, if it does become necessary, users are reminded to collect and/or share as little personal

data as possible online.

* Keeping devices secure

All users will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

* Keeping the device password-protected
* Accessing school files using the remote log in server
* 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 the school’s following policies:

Behaviour Policy

Child Protection Policy

Data protection policy and privacy notices

ICT and Acceptable Use Policy

Staff Code of Conduct

**Review**: every 3 years

**Next review**: September 2026