**Aberchirder Primary School**

Remote Learning Policy

Draft January 2021

Aberchirder Primary School – Our Vision, Values and Aims

Our Vision

**‘Yes We Can’**

Our Values

**PRAISE**

Persevere Respect and Responsibility Attitude Included

Safe Enthusiastic

Our Aims (linked with UNCRC)

* To foster a mutual respect for the rights of all pupils and staff, ensuring inclusion for all (ARTICLE 4 and 28)
* To encourage everyone to take responsibility for their actions, choices and daily lives (ARTICLE 12 and 19)
* To encourage a passion for learning (ARTICLE 5 and 29)
* To create opportunities to work together, in partnership with our community and our families (ARTICLE 2, 15 and 29)
* To embrace challenges and conquer difficulties (ARTICLE 28 and 29)

**Policy Rationale**

In March 2019 the country went into a National Lockdown in a bid to combat the global spread of the of Covid-19 virus. The prospect of remote learning for both families and staff were new and much of what was being undertaken was unchartered waters for everyone. Schools returned in August, under risk assessed measures but there has always been the possibility that at any point remote learning could be required with short notice as the Covid-19 Global pandemic is still in existence.

The rationale behind this policy is to provide clear guidelines and expectations that should remote learning be implemented, pupils are able to continue learning from a distance with consistency and support.

**What is remote learning?**

Remote learning is the process of learning and teaching from a distance which allows teachers and pupils to remain connected and engaged whilst working from home. Remote learning is typically linked to emergency situations, for example the Covid-19 Global Pandemic.

Remote learning can be delivered to whole classes, groups or individuals depending on the specific circumstances around the need for this taking place. Remote learning can be delivered in a variety of ways. It may include reading, doing, creating and inventing, playing, problem solving, observing and investigating with some of the best learning examples not requiring technology at all, although in the current context, digital and online approaches will be commonly used.

Remote learning can take place over a short, medium or long term basis and what this looks like will vary based on the expected time that remote learning is in place for.

**What remote learning looks like at Aberchirder Primary School?**

At Aberchirder Primary we have set out clear expectations for what remote learning would look like depending on the length of time we anticipate remote learning to be required. Irrespective of timescale all remote learning tasks can be found on the Google Classroom Platform.

Short Term: This would usually involve remote learning for a few days, for example school closure due to snow, no heating etc. Pupils would be issued with a grid with a variety of curricular activities being provided. Activities should involve a variety of practical and online task and may be more generic in terms of learning contexts. Pupils would be asked to engage with 2-3 activities over the period of the day, not exceeding 2 and half hours.

Medium to Long Term: This involves remote learning for an extended period, often weeks or months. Learning and teaching should be a continuation of the outcomes that would have been planned for had pupils been in school (although this will not fully replicate face to face teaching) so as to allow the transition into and out of remote learning more seamlessly.

Key messages for pupils, parents and staff on medium to long term remote learning:

* Each pupil should expect to have learning around literacy, numeracy and one other curricular area each day. The tasks within these should involve a variety of screen and non screen activities,
* Activities should have clearly stated learning intentions and success criteria. The purpose of providing learning intentions and success criteria is to allow parents and pupils to see what learning should be happening during a task and what pupils need to do, so they know they have been successful in that learning.
* Tasks should be appropriately differentiated (altered to meet individual needs). All pupils in one physical class will have one Google classroom to access and tasks will be specifically assigned to them. This ensures differentiation whilst maintaining confidentiality of the others in the class.
* Tasks will have a time allocation to them – please note that some pupils may take less time due to the learning taking place out with a classroom context and others may require slightly longer, however the advice is if pupils are spending significantly longer on tasks please highlight this privately to the teacher and do not spend significantly longer doing the task than the time allocation - We are aware that families may have more than one child to support and may also be working from home, so logistically, time may be a challenge. Learning time should not exceed more than 2 and half to 3 hours in total.
* Tasks do not have a set finish time on them. This is to support families who may be undertaking tasks later in the day.
* Please ensure that where appropriate, (some tasks may not require this) that work is attached to tasks when submitting– this allows the teacher to mark the work, respond and use the information to support with next lessons.
* Pupils should receive feedback on submitted tasks – feedback may vary if submitted after school hours.
* If a pupil is unable to complete their learning for the whole day for whatever reason, please communicate this with the class teacher privately via Google classroom and also via the school email for registration purposes. This means they are aware of why learning has not been done and support can be given for what tasks to do/ complete first, when they are able to do so.
* Parents are able to communicate with teaching staff between 9am-3pm. Any communication received out with these times may not be responded to immediately (or even on the same day if after 3pm).
* Moving forward pupils will be issued with usernames and passwords for all online access at the start of each session. This can be found in pupils homework diaries/ reading records. It is the responsibility of parents to inform the class teacher if they change passwords at home and the responsibility of the teacher to ensure any changes are updated if amendments are made in school. This is to ensure access is not a barrier and to maintain engagement.
* Where there are concerns with remote learning (what is being provided, how a pupil is performing) this should be communicated privately and appropriately. Please remember tasks have a private comment section and whole class section. Anything on the whole class and stream can be seen by anyone in that classroom.

**Engagement**

During remote learning it is essential that engagement between pupils, their families and the school is maintained - We still have a legal requirement to monitor attendance and a duty of care to our pupils and pupils engagement during periods of remote learning will facilitate this. Where the school raises concerns regarding engagement of a pupil, contact will initially be made to discuss how we can support engagement on a more regular basis.

**Remote Learning and Health and Well-being**

During remote learning periods it is essential that we continue to look after our health and wellbeing therefore it is important to implement the below suggestions to ensure a healthy work-life balance.

* Try and establish a routine for remote learning – this could be set times for doing tasks, set meal times, set times for extended break including having set spaces for desktop working to separate work from home. All of this should fit in with your own family circumstances. It is also important to maintain bedtime/morning routines as much as possible.
* Avoid the use/ access of social media during task times to create a safe and focused working space.
* Take regular breaks throughout the day. This should be a minimum of 15minutes each time and should involve totally stepping away from any tasks (screen based or practical).
* Monitor the amount of time you are spending on the screen and as well as regular breaks from tasks, ensure to take regular breaks from the screen. It is suggested to follow the 20/20/20 approach to avoid eye strain. This approach involves setting a timer for 20 minutes, when the timer goes off stare into the distance (about 20 feet) for 20 seconds and then resume the task. Continue this throughout the task.
* Stop after the allocated time on a task if you’re are finding it too much or too challenging.
* Communicate with the school if learning is taking significantly longer.
* If engagement with tasks is becoming more difficult or you have concerns around mental health please share this with the school to identify support and solutions.

**How we support remote learning at Aberchirder Primary School?**

At Aberchirder Primary School we are committed to ensuring that all families have access to the resources and devices required to undertake remote learning – we appreciate that families have different circumstances and we would ask that where remote learning is taking place on a medium – long term basis that contact is made with the school as soon as possible to discuss individual needs.

We also recognise that during periods of medium- long term remote learning that support may be required around mental, social and emotional health and we would urge anyone with concerns to raise these with the school.

**Additional resources**

In addition to remote learning being provided by the teaching staff at the school, there are a number of fantastic resources which can be accessed using the link below:

<http://bit.ly/ShireDigitalSupport>