



Aston Hall  
Junior & Infant School

# REMOTE LEARNING POLICY

**ASTON HALL  
JUNIOR & INFANT SCHOOL**

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**HEADTEACHER:** Mr S Holmes



WICKERSLEY  
PARTNERSHIP  
TRUST.



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## **Aston Hall Remote Education Policy (updated March 2023)**

### **Introduction**

Remote education provided will be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day

Aston Hall will teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress. This will utilise Aston Hall's current long and medium term planning where possible.

We have selected a digital platform for remote education provision (Google classroom/ class dojo) that will be used consistently across the school in order to allow interaction, assessment and feedback and made sure staff are trained and confident in its use. We will overcome barriers to digital access for pupils by:

- distributing school-owned laptops accompanied by a user agreement or contract
- providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work. (Lockdown learning books)

We recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and we will work with families to deliver an ambitious curriculum appropriate for their level of

need. It may also be that some pupils who have difficulty engaging in remote education may be considered to be [vulnerable children](#), and therefore eligible to attend provision in person. This is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors.

Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. Therefore, solely digital means will not be used to teach these pupils remotely. Children will also be provided packs of materials and resources to support this parent-facilitated approach, along with appropriate guidance.

We have a system for checking, daily, whether pupils are engaging with their work, and will work with families to rapidly identify effective solutions where engagement is a concern. This is shared with all leaders to ensure that attendance can be addressed as quickly as possible.

Mr S.Holmes has overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education

## Teaching and Learning Provision

When teaching pupils remotely, school will:

- set meaningful and ambitious work each day in an appropriate range of subjects, including maths, literacy and foundation subjects.
- provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:
- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day

*NB: Online video lessons do not necessarily need to be recorded by teaching staff at the school: [Oak National Academy](#) lessons, for example, can be provided in lieu of school led video content.*

School will transfer into remote education what we already know about effective teaching in the live classroom by, for example:

- providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources

- providing opportunities for interactivity, including questioning, eliciting and reflective discussion
- providing scaffolded practice and opportunities to apply new knowledge
- enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate

## SEND

For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. We will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers. This will be carried out by both the SENDCo, Mrs Becky Breedon and individual class teachers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered will be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions will be considered on a case by case basis, avoiding a one size fits all approach. The SENCo will liaise with these families, as well as with any support staff who work with these children, to provide a bespoke programme.

## Vulnerable Children

Where individuals who are self-isolating are within our definition of vulnerable, We have put systems in place to keep in contact with them, which includes phone calls from the school office, dojo communication weekly from class teachers and welfare checks (where appropriate) from the SLT.

When a vulnerable child is asked to self-isolate, school will notify their social worker (if they have one). School leaders will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

We have procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so. This is through the form of google sheet attendances and liaising with parents where additional devices are required.

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## **Appendices Section**

### **Delivering remote education safely**

Keeping children safe online is essential. The statutory guidance [keeping children safe in education](#) provides schools and colleges with information on what they should be doing to protect their pupils online.

Support on delivering online remote education safely is available

from: • [safe remote learning](#), published by SWGfL

• [online safety and safeguarding](#), published by LGfL, which covers safe remote learning

• the National Cyber Security Centre, which includes which [video conference service](#) is right for you and using video conferencing services securely

• [safeguarding and remote education during coronavirus \(COVID-](#)

[19\)](#) • annex C of [keeping children safe in education](#)

### **Code of Conduct for Live Lessons**

- Use of Zoom OR Google Meet if children have a valid email address they can use from home. (Google Hangouts can be launched from any major browsers from an email link.)
- If using Zoom, ensure that the meeting has an ID code and also employs a 'waiting room' that only admits children into lesson once the teacher is ready. Please ask if you are not sure.
- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred or neutral.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day (30 mins max, each lesson Ks2, 20-30 mins max, Ks1.)
- Language must be professional and appropriate, including any family members in the background
- Where possible, we will set up a rota system so not every class or bubble is utilising all devices at once.

## Aston Hall Remote Learning Curriculum Plan

	EYFS
Writing	Activity in pack and modelled letter formation as part of live lesson.
Reading	Activity in pack and modelled phonics as part of live lesson. Recorded story time.
Phonics	Live sessions integrated into literacy 3x a week but planning on delivering more as they want to do phonics live everyday Follow up activities sent home (these are differentiated) including: games, practical activities, writing activities, reading challenges Links to online learning such as phonicsplay Education City phonics activities set
Maths	Activity in pack and modelled counting, number formation and basic operations.
Foundation Subjects	Follow MTP planning - directed activity as per normal class timetable every day. Feedback through lockdown books back in every two weeks. Weekly assembly video delivered by MR, picking up diversity, PSHE and RE elements of curriculum.
Physical Activity Support	Joe Wicks online, three times a week. WPT PE Team challenges once a week.

	KS1
Writing	Teacher modelled example focussing on key features, children then spend their own time developing response. The second lesson of the cycle will be uplevelling after teacher has marked via email or odojo portfolio upload.
Reading	10/20/30 minute text 3x a week - children read and respond in lockdown learning books. Recorded story time for adults to read to children (may be a set video). Children have the opportunity to read aloud during this point, and also have this opportunity through Bug Club online resource.
Phonics	2-3 live sessions a week with a teacher, plus separate phase 3 (LAP) group live sessions ran by JJ Follow up activities sent home (worksheets, links to online games, practical sound/word hunts etc) after each session free online resources <a href="http://www.phonicsplay.co.uk">www.phonicsplay.co.uk</a> Letters and Sounds videos <a href="https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw">https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw</a> Sent home sound mats to support
Maths	3 x weekly Fluency in Five, 3 x weekly focussed lesson on key skills to reinforce from Term 1 for first three weeks. WR videos also used in conjunction with teacher-led live sessions. Presentations used to support understanding and these are made available to all children after the session. Whiteboards and rulers have been made available to children at home. TT Rockstars as set activity for week.

Foundation Subjects	Follow MTP planning - directed activity as per normal class timetable every day. Feedback through portfolio upload or email as often as possible. Feedback from teachers through dojo. Weekly assembly video delivered by MR, picking up diversity, PSHE and RE elements of curriculum. Opportunities also for children to socialise and talk to each other (remote and in-school) once a week.
Physical Activity Support	Joe Wicks online, three times a week. WPT PE Team challenges once a week.

	KS2
Writing	Teacher modelled example focussing on key features, children then spend their own time developing response. The second lesson of the cycle will be uplevelling after teacher has marked via email. Teacher modelled example focussing on key features, children then spend their own time developing response. The second lesson of the cycle will be uplevelling after teacher has marked via email or odojo portfolio upload. SPAG books also used weekly. SPAG books also used weekly.
Reading	10/20/30 minute text 4x week - children read and respond in lockdown learning books. Class novel read to children for them to follow. Children reading aloud through Bug Club online resource and during text response.
Phonics	As KS1 for specific children where needed
Maths	3 x weekly Fluency in Five, 3 x weekly focussed lesson on key skills to reinforce from Term 1 for first three weeks. WR videos also used in conjunction with teacher-led live sessions. Presentations used to support understanding and these are made available to all children after the session. Whiteboards and rulers have been made available to children at home. TT Rockstars as set activity for week.
Foundation Subjects	Follow MTP planning - directed activity as per normal class timetable every day. Feedback through portfolio upload or email as often as possible. Feedback from teachers through dojo. Weekly assembly video delivered by MR, picking up diversity, PSHE and RE elements of curriculum. Opportunities also for children to socialise and talk to each other (remote and in-school) once a week.  Pledge Activities linked to wider enrichment, established with WPT once per month.
Physical Activity Support	Joe Wicks online, three times a week. WPT PE Team challenges once a week.