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Remote Learning Policy

Policy Lead	Assistant Headteacher (EA)
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Approved/reviewed by	Headteacher



Remote learning provision: information for parents

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 entire cohorts (or bubbles) to remain at home.

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

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Work will be uploaded to Microsoft Teams for all groups by individual teachers. This work will be as closely matched as possible to the planned class work to ensure consistency and continued progress, and will involve pupils working remotely through set tasks.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school, wherever possible and appropriate. Pupils will follow their normal curriculum and timetable. Lesson will be scheduled into the pupil's Microsoft calendar and delivered live via MS Teams.

- Lessons will consist of 30 minutes live MS Teams lesson and then a 30 minute independent or facilitated task.
- Each year group has a weekly assembly with their Head of Year

The following subjects will follow an adapted curriculum:

- Core PE have signposted a menu of tasks, both theory and practical which can be done in their PE timetabled time or at another time in their day.
- Art, Music and Drama will adapt their curriculum in light of faculties and equipment available at home. Lessons will still be live and broadly in line with planned learning to ensure consistency and progress in line with expectations.

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:

Key Stage 3	4-5 hours a day
Key Stage 4	4-5 hours a day.

Accessing remote education

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

MS Teams will be used for the setting of all remote learning and any live lessons.

In most cases pupils will be required to upload assessed tasks to the 'Assignments' set by individual teachers, teachers will then be expected to provide feedback on assessed tasks via this tab. Other digital platforms and tools will also be used for delivery and/or assessment. These include Mathswatch, MS Forms, Whiteboard.fi, Seneca, and YouTube

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:

- Parent can communicate with their child's form tutor, pastoral manager or key contact worker. Alternatively, parents can contact the school by phone.
- The Academy has issued a large number of laptops and internet dongles. We have also provided multiple devices to families where they have more than one child at the Academy.
- Pupils who are awaiting a device or unable to access the remote education will be offered a place at the on-site provision.

How will my child be taught remotely?

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

The core principles of effective teaching and learning remain the same for remote learning. Lesson will be well planned and sequenced. They should incorporate a welfare check, clear modelling and instruction, scaffolding, questioning, feedback and the opportunity for practice.

- Live online lessons via MS Teams for most subjects. Other digital platforms and tools will be used within these lessons for delivery and/or assessment. These include Mathswatch, MS Forms, Whiteboard.fi, Seneca, YouTube and
- Core PE have signposted a menu of tasks, both theory and practical which can be done in their PE timetabled time or at another time in their day.

Spare exercise books have been left at reception for any pupils that would prefer to complete hand written tasks. Teachers will require pupils to submit work online, photographs of this work is acceptable

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?

- A register will be taken each lesson by the teacher to record attendance. Any non-attendance will be followed up and a member of staff will contact parents to find out why they have not attended and to offer support if needed.
- If a student persistently misses lessons we arranged for a home visit to be made by the pastoral manager.

- If we have further concerns around lack of attendance to live lessons then we refer to the EWO who contacts families via phone or home visits.
- To support student who persistently fail to engage in online learning we are inviting some students onto site to complete work in our onsite provision.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

When students are attending the live lesson but are not engaging with their work, parents will be contacted by text, or by phone directly by the classroom teacher.

To support your child’s online learning and progress, we expect all parents to collaborate with the academy by doing the following:

- Engage with and respond to all communication from the academy. This includes reading all emails and texts that are sent to parents and answering calls from the academy’s staff during the working day.
- Ensure your child is ready to learn before the start of the school day. This includes making sure your child is awake, has had breakfast and has their equipment ready to start learning.
- Make sure your child has a distraction-free environment to learn in. This can include keeping background noises to a minimum, ensuring your child has turned off their notifications and is not getting distracted by other people.
- Monitor your child throughout the school day to make sure they are focused and engaged. This will include checking your child is logged into Teams and is completing work set by their teacher.
- Check your child’s engagement with their learning. Asking your child the following questions will help you connect with their learning online.
 - What lessons do you have today?
 - What have you been learning in your online lesson?
 - What work have you produced?

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

Feedback can 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.

Marking and feedback varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Immediate feedback will be given through chatroom discussions, one-to-one interaction tools, questioning and adaptive learning software. Verbal feedback, MS Forms quizzes, whole class and individual written feedback and automated feedback will be provided as per the individual faculty assessment policies, reports to parents will continue as per the school calendar.

Additional support for pupils with particular needs

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

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 EHCP students invited into school for on-site provision
- Children with additional needs have appropriately differentiated work in place for them and are supported by TA's either on site or in TEAMS classes wherever possible.
- All SEN children have been provided with a key worker who will contact home daily to support with task and liaise with staff as appropriate.
- Staff have been provided with guidance regarding effective practice for engaging SEND learners and supporting them making progress in live lessons.
- Online support session for all parents of children with EHCP or on SEND support.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

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

All pupils will have the resources and an appropriate task from each of their lessons uploaded into the class Teams.