



## Preparing our Students for an Inspiring Future Remote Learning Policy 2020-21

**To provide every student with the life skills they need to become independent and confident through each stage of their life's journey.**

### **Aims of this Policy**

- Ensure consistency in the approach to remote learning for students who are not in school.
- Set out expectations for all members of the school community with regards to remote learning.

### **Background**

Due to the global pandemic Coronavirus Covid-19, the Secretary of State has given a temporary continuity direction in order to require schools to provide remote education for school-age children unable to attend school, which comes into effect on Thursday 22 October 2020. Schools have a duty to provide remote education, which reflects our students' characteristics, when students are absent from school to prevent the loss of learning time. This might be due to a pupil, class, group or small number of pupils need to self-isolate, or if there is a local lockdown requiring pupils to remain at home. The Department for Education (DfE) expects schools to be able to immediately offer students access to remote education which is high-quality and aligns as closely as possible with in-school provision.

This policy aims to future-proof against closure whilst also covering the ongoing education of students who cannot be in school but are able to continue with their education while the school remains open.

### **Preparation for Remote Learning**

In line with DfE guidance Remote Learning means Charlton Park Academy staff will:

- To ensure that all curriculum and planned learning activities meet our students' diagnosis/identified need(s).
- The family/carer confidence in using the software is known so that their involvement is in place and consistent.
- To continue to teach, as would be in place within the classroom, 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 practiced in each subject area or skill area.
- Provide frequent, clear explanations of new learning, delivered by a teacher in school or
- through high-quality curriculum resources and/or videos.
- Use formative assessment to gauge how well pupils are progressing through the curriculum, using suitable activities and questions and set a clear

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expectation on how regularly teachers will check students' engagement with activities.

- Enable teachers to personalise activities in response to questions, feedback or assessments, including, where necessary, revising material or simplifying explanations to ensure students' understanding.
- Plan a program that is of equivalent length to the core teaching students would receive in
- school, ideally including daily contact with teachers.

The Education Endowment Fund has also published guidance for remote learning which advises just as within our classroom and class delivered lessons, we should ensure that: :

- Teaching quality when using distant learning programs is more important than how lessons are delivered
- Ensuring families have access to technology is key, particularly for disadvantaged students
- Peer interactions can provide motivation and improve learning outcomes
- Supporting students to work, where possible given their identified need, independently can improve learning outcomes
- Different approaches to remote learning suit different tasks and types of content if planned with the audience as the focus.

### **Remote Learning Practice and Recommendations (school open)**

- Microsoft Teams acts as the single hub for all remote learning interactions.
- Resources for remote learning will be clearly indicated on the appropriate Team Classroom and organised into subject areas.
- These are sequenced to ensure students who are not able to attend are supported to understand new content and build new skills.
- When necessary, physical copies of activities and tasks and resources kits will be sent home for the student to return when they come back to school.
- Feedback to students will be at least twice each half term through online assessments or based on physical work sent to school.
- Should a student have to self-isolate, the expectation is Teams lessons should be available for this student while the remainder of their group is in school.
- AM reg should take place for any self-isolating student/group to allow students to 'check-in' with their teacher and to set them up for the day.

### **Remote Learning Practice and Recommendations (school full/partial closure: class/pathway/key stage)**

As above but additionally:

- Teachers will need to make themselves available for teaching during their normal working hours and should communicate with the Head and HR manager if this is not possible.
- Teachers will deliver a timetable which includes three hours of Teams lessons per day across subjects, plus a fortnightly tutorial hour, rather than a full timetable to prevent screen exhaustion.
- Teams lessons allow teachers to host video and/or audio calls and

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automatically invite members of their classes (students join by clicking the relevant meeting invite in the correct Team Classroom).

- Teachers should ensure their lessons reflect on previous Teams learning and clearly plan for progression.
- Teachers should record the lesson for easy cloud access at a future date and time - particularly for those pupils who are unable to access the live lesson.
- Screen sharing will allow teachers to broadcast their screens and open resources during the lesson calls for discussion and sharing with the class.

### **Charlton Park Academy will be proactive in ensuring:**

- Staff have access to Microsoft Teams and are supported to set up their classes.
- Students within classes have access to the relevant Microsoft Teams.
- Students and parents/carers will be provided with Teams refresher sessions to ensure they can access material.
- Staff are familiar with the main functions of Microsoft Teams.
- Staff have the ability to host a Teams Meeting (video and/or audio) with their classes either from their classrooms or from home.
- Parents and students are made aware in advance of the arrangements in place for the continuity of education.

### **Exceptional Circumstances**

- If a staff member is required to self-isolate but is well, they should liaise with their SLT as to when they are able to live-stream lessons into the classroom or need to set appropriate cover. This is also the case should a staff member need to care for dependents who are also required to self-isolate.
- SLT may wish to live stream colleagues' lessons into the absent staff-members' classroom if this would be an effective way of progressing learning.
- If staff are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.

### **Summary**

Using existing school systems (specifically, Microsoft Teams) means this provision can be put in place quickly and students need only their existing login details (email addresses). This should ensure the continuity of education for students at Charlton Park Academy if they are unable to physically join their teachers in the classroom.

**Review date: 22.02.22**