



Remote Learning Policy

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1.0 CONTEXT

REMOTE EDUCATION 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.

2.0 THE REMOTE CURRICULUM

What is being 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?

Students should continue to follow their timetable and check the posts on Google Classroom for work set by their teacher. We aim to provide as many live lessons as possible, but due to the short notice staff receive about switching to remote learning, live lessons may not be possible in the first few days for all subjects.

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. However, practical activities in subjects like Science, Design and Technology, Art and Performing Arts need to be adapted due to lack of specialist equipment at home and students being unable to work collaboratively.

3.0 REMOTE TEACHING AND STUDY TIME EACH DAY

HOW LONG CAN I EXPECT WORK SET BY THE SCHOOL TO TAKE MY CHILD EACH DAY?

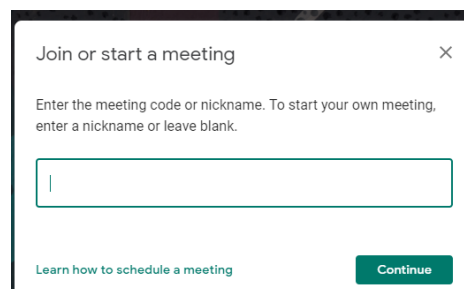
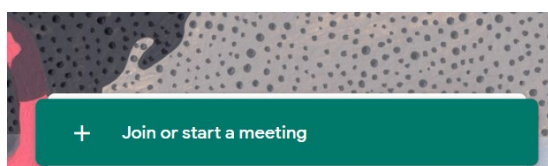
We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 3	As students continue to follow their timetable they will have up to 5 hours of learning each day. We have made the decision not to set homework tasks in addition to this. The exception may be revision for assessments.
Key Stage 4	As students continue to follow their timetable they will have up to 5 hours of learning each day. They may also be set consolidation tasks for homework in addition to this.
Key Stage 5	As students continue to follow their timetables they will have between 3-5 hours of structured learning each day. They will be set independent tasks in addition to this.

4.0 ACCESSING REMOTE EDUCATION

HOW WILL MY CHILD ACCESS ANY ONLINE REMOTE EDUCATION YOU ARE PROVIDING?

Where possible, we aim to provide students with the opportunity to log onto live lessons. These can be accessed at: <https://meet.google.com/> Then clicking the join meeting button and entering the staff code for their teacher in the joining information.



If a live lesson is not taking place then work will be set through Google Classroom. This is also where additional resources for lessons will be posted.

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:

We continually monitor online lesson attendance and send out surveys on a regular basis. We use this data to identify which students might be having problems accessing remote learning and contact parents. This has enabled us to establish need and support students by issuing a combination of devices, WiFi dongles and free data SIM cards.

If your child is experiencing problems accessing online learning please contact the Learning Manager.

HOW WILL MY CHILD BE TAUGHT REMOTELY?

Below are examples of remote teaching approaches:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- commercially available websites supporting the teaching of specific subjects or areas e.g. MyMaths, Linguscope.

5.0 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?

The expectation is that students will join all their live lessons and complete the work teachers have set through Google Classroom.

We would be grateful if you could help your child at home by keeping them in as normal a school routine as possible. At the start of the day, if possible, check in with them to make sure they know which lessons they have and encourage them to have all their books and resources for the day ready for a 9.05 start.

HOW WILL YOU CHECK WHETHER MY CHILD IS ENGAGING WITH THEIR WORK AND HOW WILL I BE INFORMED IF THERE ARE CONCERNS?

If a student does not attend an online lesson this is recorded on a central spreadsheet. The Learning Manager for each Year Group monitors attendance and contacts home when students are regularly missing lessons or not engaging in the work that is being set.

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.

Student work will be assessed through a variety of methods including:

- Verbal feedback during online
- Online quizzes
- Written comments on google documents
- Written feedback through google forms

6.0 ADDITIONAL SUPPORT FOR PUPILS WITH ADDITIONAL 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:

Students who are entitled to additional support because they have a TA or access to our Inclusion/Learning Support continue to do so. This in the first instance is in school with support staff attending all online lessons and working with students face to face. Support staff have access to each student's Google Classroom and therefore the work they have been set, which they can differentiate if needed. Support staff have set up shared Google Drives to work 1:1 with students. Sometimes this support is provided live in the lesson, they may also schedule additional 1:1 sessions to check understanding and offer support. The Inclusion Team is continuing to support students in school and at home, the school counsellor is also continuing to work remotely. Intervention support lessons continue as timetabled - supported again by the TA.

7.0 REMOTE EDUCATION FOR SELF-ISOLATING STUDENTS

IF MY CHILD IS NOT IN SCHOOL BECAUSE THEY ARE SELF-ISOLATING, HOW WILL THEIR REMOTE EDUCATION DIFFER FROM THE APPROACHES DESCRIBED ABOVE?

If your child has to self-isolate they will be able to follow their normal timetable by joining the lessons remotely in the same way as described above.

The purpose of this remote learning policy is to support students who are directed to isolate for Covid related reasons. It is not intended to provide remote access to school for students who are absent for other reasons (e.g. other illnesses).

Setting up online lessons does create additional workload for our staff and does have a negative impact on the learning environment for those students who are attending school. While these are essential compromises for us to make in response to the Covid crisis, we do not think it is appropriate for us to make these adjustments for more general absence issues.