



**Sutton Community Academy**

# **Remote Learning Policy**

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# Remote Education Policy

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## Statement of Intent

At Sutton Community Academy, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all students have access to the learning resources and support they need to succeed.

We aim to:

- Minimise the disruption to students' education and the delivery of the curriculum.
- Ensure provision is in place so that all students have access to high quality learning resources.
- Protect students from the risks associated with using devices connected to the internet.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all students have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

## Remote education provision: Information for parents

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

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

## The remote curriculum: what is taught to students 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 students being sent home?

In the first instance, it is our ambition to provide lessons on Microsoft Teams as part of our remote learning offer. In the event that this is not possible, students will be provided with written work to complete independently and may be referred to lessons made available through the Oak National Academy and BBC Bitesize. This will be communicated to students via their school email accounts.

## **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, we have needed to make some adaptations in some subjects. For example, lessons where students require access to specialist facilities, equipment or resources will be adjusted.

## **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 students broadly the following number of hours each day:

As provided by our remote learning offer, we expect that remote education (including live remote teaching, pre-recorded and independent work) will take students 5 hours each day and follow the normal school timetable. Where a national/local lockdown is in place this will also include tutor time at the start of each day.

## **Accessing remote education**

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

All lessons are set via [Microsoft Teams](#) across the Academy. Individual curriculum areas will also make use of subject specific learning platforms to support the remote provision on offer. For example, [Hegarty Maths](#) is used to support the curriculum offer in Mathematics.

### **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 students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

It is our ambition to ensure all students can access remote education through Microsoft Teams.

Therefore, we will endeavour to provide a means to access the learning platform, whether through loan laptops, increased data allowances, internet dongles or additional technologies (for example, keyboards for use with games consoles). An array of information, including a dedicated Remote Learning support number can be found on our [Remote Learning page on the Academy website](#).

In some circumstances where students are unable to access remote learning, for example students with specific additional needs, work will be provided via printed work packs. Teachers will contact students to negotiate the safest and most appropriate way to collect completed work.

## How will my child be taught remotely?

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

The majority of lessons are taught via Microsoft Teams. This will include a mixture of:

- Live teaching (online lessons)
- Pre-Recorded teaching (video/audio recordings made by teachers)
- Electronic worksheets/assignments

In some subjects, students may be asked to complete:

- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Textbooks and reading books students have at home
- Project work
- Tasks away from the computer to support mental wellbeing.

## 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?

We expect students to follow their normal school timetable and engage with all lessons each day.

It is important to attend all lessons, including daily tutor time. We encourage parents and carers to support, where possible, by helping to establish daily routines.

If there are concerns about a student's ability to attend a lesson, where possible this should be communicated to the class teacher before the lesson.

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

Each day attendance is logged, and it is recorded who has logged into Teams for their lesson. During tutor time and lessons, teachers will monitor student engagement.

Students engaging well with remote learning will be rewarded with a positive point on ClassCharts. Students not engaging will receive a negative point. This information is available to parents in real-time via the [ClassCharts parent app/website](#). Access codes have been sent to all parents/carers.

We will also analyse data through Microsoft Teams. Where students have been identified as not engaging, parents and carers will be contacted by email/text/telephone in accordance with our Communications Policy.

## 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.

Our approach to feedback will vary depending on the subject, but will usually include immediate feedback within lessons communicated through discussion as well as summative comments and marks after a piece of work has been submitted. An aspect of feedback will be incorporated within every lesson.

## Additional support for students 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 students, for example some students 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 students in the following ways:

All staff have access to SEND students profile information for SEND students and staff can seek additional guidance from the Learning Support Department as and when required.

- Undertake work with students on an individual basis based on their needs
- Refer to relevant services for support.
- Additional phone calls will be made to support individual students who are struggling to access remote learning.
- Provide additional equipment to support learning.
- Focus on quality first teaching ensures that work is differentiated and accessible to all.
- Support parents to be able to support their child.
- Maintain regular contact with students requiring support, by email or phone with parents/carers and learners and feed back to teachers, using CPOMS if required.
- Provide guidance on making workload manageable.
- Signpost to additional support agencies through the remote learning section of our website.
- Provide feedback.

## **Remote education for self-isolating students**

Where individual students 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 students 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?**

If a student is self-isolating the expectation is that they will access their lessons as described in this document to ensure that they can still access a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects.