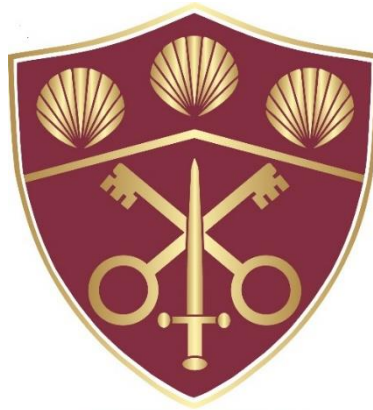


Ad Gloriam Dei et Servitium Omnium

Remote Learning Policy

The Palmer Catholic Academy

MISSION STATEMENT



Ad Gloriam Dei et Servitium Omnium

The Academy's Mission promotes the academic and personal development of each member of its community, both students and staff alike.

We serve Christ in each other to the Glory of God and Service of all.



Adoption by Governing Body of The Palmer Catholic Academy:

Date of Implementation: June 2024

Signature of Chair of Governors:

Signature of Headteacher:

Review Date: Update as required

1. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for students who aren't in school
- Set out expectations for all members of the academy community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Use of remote learning

All students should attend the academy, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Students receiving remote education will be marked absent in line with the Pupil Registration Regulations.

We will consider providing remote education to students in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when we decide that opening our academy is either:
 - Not possible to do safely
 - Contradictory to guidance from local or central government
- Occasions when individual students, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
 - They have an infectious illness
 - They are preparing for or recovering from some types of operation
 - They are recovering from injury and attendance in school may inhibit such recovery
 - Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The academy will consider providing students with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the academy, parents/carers, students, and if appropriate, a relevant medical professional. If the student has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
- Put formal arrangements in place to regularly review it and identify how to reintegrate the student back into the academy
- Identify what other support and flexibilities can be put in place to help reintegrate the student back into the academy at the earliest opportunity
- Set a time limit with an aim that the student returns to in-person education with appropriate support

Remote education will not be used as a justification for sending students home due to misbehaviour. This would count as a suspension, even if the student is asked to access online education while suspended.

3. The Remote Curriculum

A student'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.

During the first few days of remote learning, students will be able to access their Google Classroom account and follow the set work according to their usual academy timetable. A variety of tasks will be set and responded to by Google Classroom.

- We aim to teach the same curriculum remotely as we do in the academy wherever possible and appropriate. However, we have needed to make some adaptations in some subjects.
- Our academy website has updated curriculum overviews which give parents / carers and students the topics to be taught over the course of the term.
- Lessons will continue to follow the planned curriculum with all subjects offering a variety of live and pre-recorded lessons. All timetabled lessons will continue to be followed. For the more practical subjects, teachers will adapt lessons to promote learning and skills development. PE lessons will continue to encourage students to be active whilst studying remotely.

How long should the work set take a child to complete?

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

Secondary school-aged students not working towards formal qualifications this year	5 hours per day (as per DFE guidelines)
Secondary school-aged students working towards formal qualifications this year	5 hours per day (as per DFE guidelines)

The academy day will run as follows:

Registration	8.45am -	9.05am
Period 1	9.05am -	10.50am
Period 2	11.10am	12.55pm
Period 2	1.35pm -	3.20pm

4. Accessing the Remote Curriculum

- All work will be centralised through Google Classroom.
- All students have been taught to use the online platform Google Classroom. The academy website has video tutorials for parents on how to use and monitor the use of Google Classroom.
- All live-lessons and pre-recorded lessons will be delivered on Google Classroom.
- Various subjects will use further online resources to support remote learning, including Oak National Academy, Hegarty maths, Dr Frost, Seneca, GCSEpod and Kerboodle.

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:

- Email office@tpc.academy to request the use of a laptop/chromebook or extra data for internet use
- Parents/carers without means to access remote learning are welcome to request their child to attend the academy to access their learning. Please email this request at office@tpc.academy
- We are able to send home printed resources for those not able to access remote learning, please request this at office@tpc.academy

How will my child be taught remotely?

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

- Live teaching (online lessons) via Google Meets.
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers).
- Textbooks and reading books students have at home
- Work set on a range of platforms that we subscribe to as an academy, including Hegarty Maths, Dr Frost, GCSEPod, Kerboodle, Seneca Learn and others.

5. Engagement and Feedback

- Students are expected to log on to Google Classroom each day at **9.00am** (*unless online form time is taking place - parents will be notified*)
- Students should follow their academy timetable for each day, so they will be completing work from 3 subjects for approximately 100 minutes per subject.
- Some work will require students to participate in live lessons and some tasks will be set for students to complete independently.
- Please support your child in ensuring they are up and ready to learn by 9am each day. Students should take regular breaks from the computer at their normal break times (10.50 - 11.10am and 12.55 - 1.35pm). Please encourage your child to avoid distractions where possible, such as the television and social media.

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 feeding back on student work is as follows:

- Students' will receive feedback on their work through self-marking quizzes, either on Google forms or from other learning platforms as listed in the first section,
- Students may also receive feedback as written or recorded verbal feedback on their work submitted via google classroom.
- Teachers may also give whole class feedback during live or recorded lessons.
- Students can expect to receive feedback from each subject at least once per fortnight, with subjects taught more frequently giving feedback more regularly.

6. Additional support for students with particular needs

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:

- The academy recognises that normal face-to-face learning cannot be replicated to online learning for all students. As a result, the SENCO and other academy staff are working with SLT, teachers, teaching assistants, pastoral team and outside agencies to ensure that parents and students are supported at home.
- All students supported by an Educational Health Care Plan have been assigned a keyworker to work with students and parents/carers on a weekly basis at a minimum with any concerns. Where the student had specific intervention some of these will continue, such as Speech and Language Therapy (SaLT) on a weekly basis as well as outreach support from SEaTSS.
- Students identified as school support (K) on the SEN register will have weekly calls from a member of one of the following groups:
 - Learning Support Team
 - Class teacher
 - Pastoral team.
- The SENCO/SLT will continue to provide information to families to support home learning especially looking at wellbeing and availability of devices/Wifi connection.

7. Roles and Responsibilities

Teachers

When providing remote learning, teachers must be available between 8.45am - 3.20pm.

When providing remote learning, teachers should:

- Provide students with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners
- Make reasonable adjustments for students with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that students can access remotely

They are also responsible for:

- Making sure that work provided during periods of remote education is of high quality, meaningful and ambitious
- This includes considering the needs of individual students, such as those with SEND or other additional needs, and the level of independent study skills
 - This also includes considering the needs of students' families or carers, including how much adult involvement is needed in each activity and whether students have a suitable place to study

Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Alerting teachers to resources they can use to teach their subject remotely

- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Making decisions about the use of online video lessons such as Oak National Academy

Senior leaders

Alongside any teaching responsibilities, senior leaders should continue to use the academy's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.

They should continue to overcome barriers to digital access where possible for students by, for example:

- Distributing academy-owned laptops accompanied by a user agreement or contract (if possible)
- Securing appropriate internet connectivity solutions where possible
- Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep students on track or answer questions about work
- Having systems for checking, ideally on a daily basis, whether students learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern

They are also responsible for:

- Co-ordinating the remote learning approach across the academy
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from students and parents/carers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring staff remain trained and confident in their use of online digital education platforms
- Training staff on relevant accessibility features that your chosen digital platform has available
- Providing information to parents/carers and students about remote education – specify if you will do this on your website or via email
- Working with the catering team to ensure students eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

Designated safeguarding lead (DSL)

The DSL is responsible for ensuring the Child Protection Policy applies to all aspects of remote education.

IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents/carers with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (DPO)
- Assisting students and parents/carers with accessing the internet or devices

Students and parents/carers

Staff can expect students learning remotely to:

- Be contactable during the academy day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Act in accordance with normal behaviour rules / conduct rules of the academy (and any specific online behaviour rules where applicable)

Staff can expect parents/carers with children learning remotely to:

- Engage with the academy and support their children's learning, and to establish a routine that reflects the normal academy day as far as reasonably possible
- Make the academy aware if their child is sick or otherwise can't complete work
- Seek help from the academy if they need it
- Be respectful when making any complaints or concerns known to staff

Governing board

The governing board is responsible for:

- Monitoring the academy's approach to providing remote learning to ensure education remains of as high a quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

8. Contact

If you have any questions or concerns about remote learning, please contact the following office@tpc.academy.

9. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy