Remote Learning Policy

Approved by:

Approval date:

Date of Review:

1. WE ARE COMMITTED TO:

1.1. using a curriculum sequence that allows access to high-quality online and offline resources which are linked to the school's learning expectations

1.2. giving all pupils access to high quality remote education resources

1.3. selecting the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback

1.4. setting rigorous work so that pupils have meaningful and ambitious content each day in their lessons

1.5. teaching through a progression model, so that knowledge and skills are built incrementally, with clarity about what is intended to be taught and practised in each area

1.6. providing frequent, clear explanations of new content to avoid misconceptions, delivered by a teacher in the school or through high-quality remote pathways such as google drive or Zoom

1.7. gauging how well pupils are progressing through the curriculum, with a focus on what they can remember and do more off

1.8. using suitable tasks which teachers can provide feedback on to close gaps and inform future learning

1.9. planning a programme that is of equivalent length to the teaching students would experience whilst in school

2. THIS POLICY AIMS TO:

2.1. ensure consistency in the approach to remote learning for all pupils (inc. SEND pupils and disadvantaged pupils) who aren't in school through the use of quality online/offline and remote resources

2.2. provide clear expectations for members of the school community with regards to the provision of high-quality remote learning

2.3. secure continuous delivery of the school curriculum regardless of situation

2.4. support effective communication between school and families

2.5. support attendance to learning

3. CONTENT AND DELIVERY TOOLS INCLUDE:

3.1. online curriculum for KS3 - KS5 (Zoom, Google Classroom, Google Suite etc.)

3.2. use of recorded videos as well as live lessons

3.3. phone calls home to ensure participation through the Zoom command centre

3.4. materials such as digital books and writing tools

3.5. use of high-quality resources developed solely for remote teaching

3.6. use of enrichment content such as BBC Bitesize, YouTube, Seneca, Educake

3.7. application of Bluetooth technology to ensure clarity of audio during hybrid/classroom isolation teaching

4.   HOME AND SCHOOL PARTNERSHIP:

4.1.   King's Leadership Academy is committed to working in close partnership with families and recognises each family is unique and because of this, remote learning may look different for different families to meet their individual needs

4.2.   it is beneficial for young people to maintain regular routines. King's Leadership Academy recommends that each 'school day' maintains a structure analogous to what student would experience whilst on site

4.3.   we would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to apply effort to succeed

4.4.   should accessing remote classrooms be an issue, parents should contact school promptly solutions may be available. These will be discussed on a case-by-case basis

4.5.   all children sign an 'Acceptable Usage Policy' at school which includes e-safety rules and this applies when children are working on computers/devices at remotely home.

5.   SAFEGUARDING DURING A SCHOOL CLOSURE:

5.1.   In the event of a school closure, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school. This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy:

    5.1.1.   the DSL will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

    5.1.2.   the DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.

    5.1.3.   phone calls made to vulnerable pupils will be made using school phones where possible.

    5.1.4.   the DSL will arrange for regular contact with vulnerable pupils, with additional contact, including home visits, arranged where required.

    5.1.5.   all contact with vulnerable pupils will be logged and suitably stored.

    5.1.6.   the DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

    5.1.7.   contact may occur face to face using zoom video conferencing to ensure that the child is safe and well