



**SOUTH LINCOLNSHIRE ACADEMIES TRUST (SLAT)  
BOURNE ACADEMY, GILES ACADEMY & SPALDING  
ACADEMY**

# **REMOTE LEARNING POLICY**

**Aspire - Challenge – Achieve**

<b>Owner</b>	<b>Approval</b>	<b>Date Approved</b>
<b>J Hind</b>	<b>L Conley</b>	<b>September 2021</b>
<b>Policy Type</b>	<b>Date of Next Review</b>	<b>Approved by</b>
<b>Trust Wide</b>	<b>September 2022</b>	<b>Executive Headteacher</b>

## **Remote Learning Policy**

### **Context**

South Lincolnshire Academies Trust (SLAT) comprises of three non-selective academy schools, Bourne, Giles and Spalding Academies which operate within the selective school catchment area of Lincolnshire. The schools provide for the needs of just over 3500 students, with two of the schools ranked as some of the top performing schools in Lincolnshire as evidenced by DfE data. Bourne and Spalding academies feed in to the Sixth Form located at Bourne Academy which offers a mix of GCE, GCSE and vocational courses.

### **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 when they are absent from school or if local restrictions require entire cohorts (or bubbles) to remain at home or if schools are instructed to close.

### **Remote education provision when schools are open**

Where individual students or staff need to self-isolate how remote education is provided will 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?**

- Whilst the school is fully open to all year groups all lesson work is set for students online to support any student that is absent from school. All lesson work is available on Show My Homework and listed as weekly '**Classwork**' tasks separate from Homework assignments and will be clearly labelled as work for those students absent from that lesson. Please note that students who are attending school and present in lessons may ignore these tasks.

- For those students who are classed as extremely clinically vulnerable and thus shielding at home for a prolonged period of time, assuming that the student is well enough to do so, at Key Stage 4 and 5, Microsoft TEAMS can be utilised to livestream the lesson at school directly to the student at home.

If a member of staff is required to self-isolate, then:

- For all exam groups, when feasible to do so, 'Internal Cover' will take place where another subject specialist will step in to teach the lesson.
- If Internal Cover is not possible and the member of staff self-isolating is well enough to do so, that teacher may livestream into the classroom via Microsoft TEAMS and teach their regular class from home with another teacher present in the classroom to monitor the group.
- If neither of the two previous options are possible and the teacher is too ill to teach from home, then an appropriate cover lesson will be set by the Head of Department.

### **Remote education provision when schools are closed**

#### **The remote curriculum: what is taught to students at home**

- We teach the same curriculum remotely as we do in school wherever possible and appropriate to do so.
- We have, however, needed to make some adaptations in some subjects. For example, Core PE lessons will not be set but replaced with a range of suggested weekly PE activities that can be undertaken at home under current COVID restrictions and there will be a reduced emphasis on the practical elements of the Creative Arts subjects (Drama, Art, DT, Music, Food).
- Content has been adapted to fit remote learning by balancing the consolidation of knowledge with the teaching of new content. This has included changing the order of units and leaving difficult concepts until later when students are permitted to return to school.

- The lessons set by staff are monitored, sampled and quality assured by senior staff on a daily basis to ensure that both the correct number of lessons has been set and that its content is appropriate.

### **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 4 -5 hours a day. At KS4 & 5, in particular the examination year groups (11 & 13), should expect additional revision tasks in preparation for forthcoming exams.
- Provided they are well enough to do so, students would need only complete the subjects they would normally have timetabled for that day and are to spend approximately, no more than 1 hour on a subject. Key Stage 4 and 5 students studying for potential future examinations, and those who need to catch up, would be expected to later continue and finish tasks set as they would normally do for homework.
- Students are encouraged to "move on after an hour" and will not receive sanctions for unfinished work especially at Key Stage 3.
- Additional Home Learning tasks (Homework) will not be set to maintain the normal 5 period day and manage student workload except for Accelerated Reading which will be set for Years 7 & 8 and Bedrock Learning for Year 8 both at Bourne Academy.

### **Accessing remote education**

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

- All work will be set on the 'Show My Homework' website for which all students and parents have access to.
- Sign in using Office 365 via the Satchel One website and Show My Homework is also accessible from school website where there is also a 'Help guide' (*click on the Show My Homework icon in the menu bar*).

- Further queries specific to Show My Homework can be emailed to the team via:  
ShowMyHomework@bourneacademy.org  
ShowMyHomework@spaldingacademy.org.uk  
ITSupport@gilesacademy.co.uk
- If further IT assistance is required contact either the IT Department at:  
ITSupport@bourneacademy.org or call 01778 422365  
ITSupport@spaldingacademy.org.uk or call 01775 722484  
ITSupport@gilesacademy.co.uk or call 01205 870693

**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:

- Laptops and internet connection devices are available for disadvantaged students who meet the necessary criteria. School has made direct contact with the parents and carers of eligible students. Further information is available on request by contacting the school office.
- Students are able to access their remote learning via an 'Xbox' and keyboards to facilitate their use can be provided on request.
- Pastoral Year Leads or SEN staff will co-ordinate the posting home of lesson resources on a regular basis to students upon request.
- Work by students can submitted to teaching staff by post to the school (long-term closure) or upon their return to class (short-term closure).
- If all avenues of supporting remote education have been explored and the school is of the opinion that the student is being disadvantaged or falling behind, then the school will recommend that they attend in person.

## **How will my child be taught remotely?**

We use a combination of approaches to teach students remotely:

- All lessons will be posted on Show My Homework for students.
- SLAT schools will adopt a 'Blended Learning' approach incorporating a variety of teaching styles including Microsoft TEAMS; presentations; and videos often recorded by their teachers.
- Staff may utilise a variety of external links/websites to set work such as Doodle, MyMaths. Oakwood Academy, GCSE Pod.
- Students will follow a normal school timetable with individual lessons set by their regular teacher and work is set in advance ready for Period 1 of each day.
- Each lesson will be clearly titled with an accompanying detailed lesson plan incorporating approximate timings for each task. Resources will be attached in their original format (typically Word or PowerPoint) and also converted into pdfs to allow them to be viewed from any device.
- Students' questions and queries can be posted to teachers via Show My Homework who will monitor this and respond within 24 hours.
- If the regular teacher is too ill to set work from home, then an appropriate cover lesson will be set by the Head of Department.

## **Engagement and feedback**

All students are expected to engage with remote education should they be well enough to do so. Working remotely from home presents a unique set of circumstances for each family and it is acknowledged that many families may share computer equipment and school work may have to fit in and around parents working from home schedule.

Listed below are some suggested guidelines that parents and students may choose to employ.

- Setting out daily routines for schooling but acknowledging the need for flexibility as and when appropriate.
- Creating a suitable home work space environment for their children to study.
- Promoting independent study and positive encouragement.
- Assisting when required and providing guidance on how to break up larger tasks into 'chunks'.
- Monitoring their child's work load to ensure that the 1-hour limit per subject is not exceeded.
- Ensuring that the teacher's instructions for submitting the work is followed.
- Checking of the Show My Homework website to ensure that all tasks set have been looked at and completed.
- Work with Pastoral Year Lead at school to design a structured and measured plan to catch up should a student fall behind.

### **How will you assess my child's work and progress?**

We also need to check whether pupils have actually learned the content we want them to through assessment. Feedback can take many forms and our approach to feeding back on student work completed via remote learning is:

- Whole-class feedback or quizzes marked automatically via digital platforms.
- Written comments for individual children communicated either across Show My Homework, school email or on the actual work itself.
- There is a positive emphasis on rewards and praise and staff are encouraged to utilise the full range of positive actions for students at all times.
- Contact home via phone, letters of commendation and prizes are utilised to recognise the high standards of remote learning achieved by our students.

Students may also be asked to upload photographic evidence of assessments – for example, they may complete exactly the same assessment work as they would in school on a written paper or in their book, photograph and upload their answers for the teacher to mark.

Summative assessment and reporting of students’ progress will continue as it would if they were in school. This ensures that students can be grouped correctly moving forward, gaps in knowledge can be identified and interventions put in place. The reporting of Attitude to Learning (ATL) needs to be subtly different whilst students are learning remotely and will reflect their levels of engagement.

<b>ATL Score</b>	<b>Level of Engagement</b>
<b>1</b>	The student engages in every lesson. They ask for support and advice when needed and consistently submit work in line with their ability.
<b>2</b>	The student engages in every lesson. Work is usually submitted that is in line with their ability.
<b>3</b>	Engagement may be inconsistent. At times work does not reflect the standard that we are confident that the student could produce. They are not taking advantage of teacher support to improve their work.
<b>4</b>	A lack of engagement. Work is regularly not submitted or may be well below that standard that we expect from the student.
<b>7</b>	We are aware of technical issues or other circumstances (for example, illness) which means that the student has not been able to provide evidence of engagement and completion.

Where a student has ATL scores of either 4 or 7 then they may be invited in to school to work, depending on the individual circumstances. If a student is falling behind and requires intervention, then the school will consider whether this can be provided remotely or if the student should attend school in person. This will be decided by the school on an individual basis.



The 'Progress Indicators' (for Key Stage 3) or 'Projected Grades' (for Key Stage 4 & Post 16) will be reported in the usual manner. However, teachers will take into account the effect of remote learning, so that no student is disadvantaged.

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

- Individually, each teacher will check each piece of work they set and record whether this has been completed or not on Show My Homework so that all students and parents can refer to this detailed record.
- Staff may choose to contact directly those students who have fallen behind via school email, Show My Homework or by phone.
- During a full lockdown SEN staff & Pastoral Year Leads will contact home on a regular basis to check on progress and address concerns as required.
- During full lockdown daily, weekly and termly checks of progress are co-ordinated centrally by senior staff with a range of rewards and recognition given to those students up to date with their work and catch up information and additional time given to those students behind.

### **Support for students with special educational needs**

We recognise that some students with special educational needs 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:

- All Teaching Assistants are allocated students with an Education, Health and Care Plan to work with. They check in via email with these students daily, laying out work for them on a lesson by lesson basis. They also send alternative/additional work home if required and contact parents/carers on a regular basis to provide support and advice.
- Where required this support is also offered to other students on the SEN register who need additional support to access remote education effectively.

- The engagement of students with additional needs in their remote learning is monitored closely by the SENCO and the SEN team to ensure that any concerns are addressed promptly and students' achievements are celebrated.
- SEN staff work with teaching staff to ensure that lesson materials provided for remote learning are accessible for students with additional needs as they would be in the classroom, for example with the continued provision of enlarged text for students with visual impairments, and to ensure that all materials are suitably differentiated.
- A dedicated SEN email address is in place in each school to ensure that parents/carers can contact the SEN team quickly and easily to access additional support:

[SEN@bourneacademy.org](mailto:SEN@bourneacademy.org)

[SASEN@spaldingacademy.org.uk](mailto:SASEN@spaldingacademy.org.uk)

[SENCO@gilesacademy.co.uk](mailto:SENCO@gilesacademy.co.uk)

**As with all enquiries, parents / carers and students are strongly encouraged to telephone or email the individual school with any questions regarding Remote Learning.**