

## Remote Learning Policy

### 1 INTRODUCTION

The Remote Learning Policy (Implementation Plan for Home Learning during compulsory school closure or long-term student absence) is to enable learning to continue when students are not permitted to attend school for health and safety, or government directed reasons.

The purpose of this policy is to ensure consistency of approach in learning. Teachers will be expected to provide quality instruction and lessons via online platforms.

The use of existing technology should enable students to learn at home and parents to support in collaboration with teachers.

### 2 AIMS AND OBJECTIVES

- To ensure the continuity of learning for our students
- Provide guidelines on how to deliver high quality lessons and to ensure consistency
- Explain the method of online lesson delivery through technology and platforms
- Set out expectations for staff, students and parents in the event that students cannot attend school
- Instil confidence in the provision for online learning

### 3 APPROACH

To ensure quality of learning and teaching is in line with normal lessons, the following should be evident:

- Reflect students' existing timetables for year groups. Each class will study the same lessons each week
- Timetables as per normal and can be seen on myLearning
- Learning is new and shows progression in every child's learning
- In addition, examination year groups will also continue the revision and consolidation
- Ensures that a teacher is contactable through online platforms or email
- Communication will be in a timely manner
- Learning objectives are clearly shared
- Time expectations follow timetable structure
- Direct teaching videos will be incorporated as appropriate
- Specialist teacher lessons - including Arabic and Islamic will be similar to normal planning structure
- PE to provide suggested physical activities not necessarily based on the current topics
- Learning will include online, small group collaborative sessions, and live online full class sessions
- Phoenix Classroom and Microsoft Teams will be the main learning platforms used. Other third party applications will be used for supplementary learning in the same way they are used during normal school time.

## 4 EXPECTATIONS

### Teachers

- Teachers should ensure that quality lessons contain new learning and meet guidance standards from school leaders
- Resources are differentiated where appropriate to the needs of class
- Learning strategies will be sent home to aid the parents with their children's learning. (where needed)
- Model answers will be provided in order for students and parents to assess own learning
- **Teaching assistants** are required to help teachers with the preparation of resources
- **LSAs and Inclusion Team** will be available to help parents and teachers with any enquiries where applicable
- Teachers will update on a daily basis on Phoenix any children that are unable to work on the day using correct codes
- For staff who are sick or absent, they must inform line manager and set auto response on email
- High quality feedback and assessment for learning should be part of every learning activity

### Parents

- Parents should support the school's aims and objectives of on-line learning by encouraging participation
- The age of the child should be considered - home learning environment should be adjusted to suit their educational needs.
- Children should be provided with an environment conducive to learning (access to technology, safe and quiet space during daytime).
- Parents should try to engage in conversations on posted materials, assignments, including ensuring students use correct and relevant guidance, videos and documents
- Time spent engaging in online and offline learning should be monitored, including variables like that of preferred learning times (morning, afternoon, evening).
- Emotional balance should be supported by providing ample room and time for reflection, physical activity, conversation, and play

### Admin and FOH Staff

- If staff are allowed in school during the Home Learning period, Administration, Front of House and support staff will continue normal duties as directed according to the circumstances
- Attendance updated to SIMS for both pupils and staff

### Marking and Feedback

- There should be a range of activities for students, using a mixture of on-line and written responses
- Each year group will set the expectations of the balance between on-line activities and copy book activities to balance screen time
- Feedback on completed work should be given by the end of the following working day. This should be a mixture of
  - Vocal response

- Written response (e.g. annotated work, photographs etc)
- Some tasks will be projects which require feedback at the end of the week
- Where teachers assign projects and coursework, students may be required to submit work to the teacher directly who will in turn provide feedback and next steps
- Marking schemes, rubrics and answers may be provided to allow for self-assessment and reflection opportunities
- A formal formative assessment should be carried for every child at least every two weeks. Marks from this assessment should be recorded in the normal way
- Grades from all assessments should be recorded in the same way as they would for assessments taken in the classroom

## 6. Attendance

- Parents to email in, if their child is sick or absent from learning as per normal school policy
- In order to get an attendance mark there must be evidence of completing online work. This could be through joining a remote classroom activity, submitting work to a teacher or communication from a parent confirming learning has taken place

## 7. Typical Lesson Structure

There is no set structure for a lesson as teachers have the freedom to teach in the way that is best for the subject and class. However, an example could be:

Period Length 1 hour

- ✓ Video introduction by class teacher using Microsoft Teams (session should be recorded) - lesson objective shared and new learning introduced (10mins)
- ✓ Children have an opportunity to practise what they have been taught. Teachers will provide questions/common misconceptions to help support the children with their learning at home (20 minutes)
- ✓ Consolidation activity, e.g. use of third party application, collaborative work, teacher questioning
- ✓ Review Time – self-marking, reflection, challenge activity. An opportunity to ask questions of the class teacher and connect with the class teacher and for the teacher to ask questions (20 minutes)

## 7. Contacts

- Learning related questions and initial contact should be sent directly to the class teachers using email or Phoenix Classroom
- Unanswered questions on Passwords and technical issues to Mr Shynnath Kalari Kunnummal, [shynnath.k\\_tws@gemsedu.com](mailto:shynnath.k_tws@gemsedu.com)
- Alternative general help enquiries: [helpline\\_tws@gemsedu.com](mailto:helpline_tws@gemsedu.com)
- All other communication as per normal communications channels

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