Remote Learning Policy

Kennington Park Academy







JANUARY 2021

1. **INTENT**

**1.1**

**Our aim is to provide remote learning that :**

1. Makes every effort to minimise disadvantages for children learning at home.
2. Meets individual needs in the areas of English and Maths –to enable pupils to make progress
3. Reinforces skills in the areas of English and Maths- to enable pupils to make progress
4. Includes aspects of the Foundation subjects that are being taught onsite
5. Engages learners
6. Is accessible for all of our learners

**2.0 Rationale**

**2.1** We have chosen to focus upon the reinforcement of the core skills of English and Maths in our remote learning curriculum as we know that our pupils require direct teaching and support in order to learn. Lexia and Mathletics are tools that underpin this aim. Where possible, we aim to support some learners via 1:1 live learning remote sessions –focusing upon phonics, spelling and the basics of number.

**2.2** Science and the foundation subjects will follow the main themes that are being taught on-site.

 **2.3**  Once pupils are back on site we will re-baseline all pupils so that we have a clear starting point.

**2.4** We are aiming to ensure that we have as many pupils on-site as possible –managing this in a planned and safe way. This requires class teachers and LAs to be in class teaching and supporting the pupils onsite. Staff may have to support the other classes in their bubbles if staff are absent through self isolation. We have chosen to have one staff member take responsibility for planning and delivering the learning for all of the remote learners across the academy.

**2.5** Dual –registered pupils : We will liaise with the parents/carers and schools and ascertain which learning programme the pupils will follow. We envisage that some of these pupils may be back in their school during this period due to low numbers. These aspects will only apply to those pupils who were in the process of reintegrating back into their schools. Those dual-registered pupils who were accessing education full-time in our academy pre 04.01.21 will participate in our remote learning curriculum.

**3.0 IMPLEMENTATION**

**3.1**

* One member of SLT is responsible for leading on-line learning –Stephen Orton.
* Learners are grouped by ability.
* Work is set through Google Classroom.
* English and Maths lessons are delivered via Oak Academy recorded lessons and set units of Lexia and Mathletics which pupils are expected to complete daily. These are tailored to pupils’ needs. Where possible, we will deliver 1:1 live learning support –for phonics, aspects of number etc.
* The foundation subjects are delivered via Purple Mash, BBC Bitesize and You Tube clips – these are linked to the topic work taking place on site.
* Engagement of online work is checked daily – and phone calls made/ emails sent to parents/carers. Refer to Engagement Escalation Flow Chart.
* Certificates are awarded during whole school assemblies (Fridays) and are linked to engagement. These are sent home with the weekly hard work packs.

**3.2** Classteachers organise hard work packs –which support basic skills and are also linked to the curriculum delivered on-site. These are sent to pupils in weekly or fortnightly packs.

**3.3** A timetable is given to pupils, parents/carers with the aim of providing structure at home –and a variety of learning activities for the children. A copy of this timetable is on our website.

**3.4** Our online learning provides a minimum of :

3 hours for KS1 pupils (daily)

4 hours for KS2 pupils (daily)

**3.5** The hard work packs and suggestions for Physical Exercise and Personal Development activities bolster the learning provided –so our pupils have access to learning that is above the minimum requirement outlined by the DfE.

**4.0 Laptops / supporting IT needs**

**4.1** We have ensured that each learner has access to the internet and/or laptops. We have loan agreements in place for those learners using academy laptops. We also liaise with the main schools of our dual-registered pupils to ensure that these pupils have access to resources, and we provide these if necessary.

**4.2 Teaching IT skills to pupils**

 **4.2.1** For those pupils on site, we ensure that they have 2 x lessons (minimum) per week through the medium of Google Classroom so that they will be able to have the skills needed to access remote learning should that be necessary. They are also encouraged to use Google Classroom to log onto the whole school assemblies (2 x a week).

**4.3 Supporting staff (IT skills)**

**4.3.1** Staff have received CPD in how to use Google Classroom to deliver lessons and assemblies. Further support is ongoing on an individual basis. The continuation of staff surveys will allow support to be targeted.

**4.4. Supporting parents/carers (IT skills)**

**4.4.1** We recognise that in KS1 and 2 pupils at times need direct support for their learning. Parents/carers may at also at times require support to access the learning programmes . Our role is to:

* Make regular checks that parents/carers are able to access the programmes –if necessary. This is done via our welfare phone calls that take place across the week –each family receives 2-5 checks a week.
* Encourage parents/carers to call/email/text us if they need support.
* Guide parents by talking them through the logging in processes, provide clear written guidance and to use our IT team to support parents/carers if necessary.

**5.0 Safeguarding**

* Our academy’s Google Drive is not open so it is only visible to users in our academy.
* Pupils are dissuaded to use the Chat Function –as inappropriate messages could be sent. We have disabled this.
* If working from home and presenting on Google Classroom, teachers will:
1. Sit against a neutral background
2. Be suitably dressed
3. Ensure there are no other tabs open (these could be seen mistakenly by pupils)
4. Use professional language
* Pupils are required to be dressed –as is anyone in the room that would be visible on the screen.
* Parents/carers are contacted if we have concerns about safeguarding issues.

**6.0 IMPACT**

**6.1 Engagement:**

* Google Classroom set work , Mathletics and Lexia can be tracked daily.
* Phone calls and emails are used to check engagement with the other aspects of the curriculum set.
* Engagement is tracked via our Remote Learning Tracker.
* Pupils and parents are encouraged to engage with our remote curriculum – refer to Engagement Escalation Flow Chart.

**7.0 Marking and Feedback**

**7.1** We will be receiving work in many ways – this is dependent upon the way the work has been set and upon the circumstances and skill sets of the pupils and parents/carers.

* Work set via Mathletics and Lexia provides instant marking and feedback.
* Work set on Google Classroom –will be marked and feedback will be given via Google Classroom. This will take place 2 x a week at least.
* Work can be sent back via email, post, photographed and text to teachers – this will be marked and pupils will be contacted by phone and email. This feedback will take place 2 x a week at least.

**8.0 Dealing with complaints from parents/carers**

 **8.1** If parents/carers are not happy with our remote learning curriculum we will endeavour to address their concerns by:

* Ensuring that we listen
* Addressing the concerns as much as we can
* Referring parents/carers to our Complaints Policy

**9.0 Review:**

This policy will be reviewed weekly.

Anne Sturman

HT