

The logo for Parallel Learning Trust features a horizontal bar at the top and bottom, divided into four colored segments: yellow, light blue, purple, and teal. Below the top bar, the words "Parallel Learning Trust" are written in a large, bold, black sans-serif font, stacked vertically. The bottom bar is positioned below the text.

Parallel Learning Trust

Remote Learning FAQ

Victory Park Academy

Reviewed: March 2021

Next to be reviewed: May 2021

This information is intended to provide clarity and transparency to students, parents and carers about what to expect from remote learning if local restrictions require cohorts/bubbles/groups to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

Our Learners

The remote learning expectations and provision set out here detail how we feel best we can meet the needs of our students to ensure they are engaged in learning if the need arises for them to remain at home.

If something doesn't appear to be working for your child an alternative solution will be found by working together with your child's teacher.

Does the Academy have a Remote Learning Policy?

Yes. The Remote Learning Policy can be accessed from the 'Remote Learning' link on the Academy's website homepage.

What remote learning platform is used by the Academy?

Remote learning is delivered via Google Classroom.

Google Classroom is an all-in-one hub for the collaborative classroom. It is equipped with generic software, Docs, Slides and Sheets, which have similar features to Microsoft Word, Excel and PowerPoint. It allows teachers to host video and audio calls, share documents, conversations, files and notes, collaborate on virtual whiteboards and issue and mark assignments.

Will pupils be taught broadly the same curriculum as they would if they were in school?

Yes. Every effort will be made to ensure that curriculum quality, breadth and balance are not sacrificed where pupils are required to learn remotely.

Remote learning will follow the normal school timetable. Pupils need learning routines and consistent expectations when working at home. Every effort will be made to ensure equality of curriculum provision and continuity between pupils learning at school and those learning at home.

The principles and qualities underpinning effective teaching and learning are fundamentally the same, irrespective of whether learning takes place remotely or in the classroom.

How many hours a day will pupils be expected to engage in remote learning?

- Key stage 1: 3 hours a day
- Key stage 2: 4 hours a day
- Key stages 3 and 4: 5 hours a day

As part of the lesson, teachers will use a variety of internal and external resources which they will make available to pupils.

What are the Academy's expectations of pupils?

In a broad sense, pupils are expected to fully engage and participate in the remote learning

provision. In terms of a Code of Conduct, this is covered in Appendix 3 of the Remote Learning Policy i.e.

- Arrive on time to all their online lessons.
- Turn off their camera/webcam facility unless the teacher asks them to turn it on.
- Under no circumstances, record the lesson or share any images from the lesson on any platform.
- Keep their microphone muted unless the teacher asks them to speak and mute themselves when they have finished.
- Only use the 'chat' function if directed to by the teacher and only for the purpose they specify.

Gain permission from the teacher if they need to leave the lesson for any reason.

What are the Academy's expectations of parents?

In a broad sense, to support their child as much as possible.

In terms of a Code of Conduct, this is covered in Appendix 3 of the Remote Learning Policy i.e.

- Support their child's personal organisation so that they attend lessons punctually, in accordance with their timetable.
- Encourage their child to participate fully in online lessons and to complete independent work set by their teachers.
- Ensure that no element of an online lesson is recorded by their child or family members.
- Avoid making any comments, or sharing any material, on social media that could identify their child, school or staff.
- Ensure that their child takes care of any equipment that they have been loaned by the Academy and uses it only for the purposes for which it was intended.

What are the Academy's expectations of staff?

In a broad sense, to replicate, as much as possible, the same educational experience as face-face teaching inside of school.

In terms of a Code of Conduct, this is covered in Appendix 3 of the Remote Learning Policy i.e.

- Send lesson invites for their groups (between 15.00 – 16.00 p.m. the day before).
- In advance, upload resources relevant to the lesson.
- Sign into GC before the lesson is due to begin, ensuring there are no issues in terms of access, content etc.
- Ensure settings are configured so that only they can present during the lesson and share their screen.
- Ensure that e-mails are closed and only those programs that are necessary for the lesson are open.
- At the start and end of each lesson, open the camera/webcam facility to personalise the lesson.
- Where teaching from home, blur the background (or choose a background) to protect personal privacy, wear suitable professional clothing and try to teach from a place in the house that is quiet, with minimal disruption.
- At the end of each lesson, select 'end the meeting' (not 'leave the meeting') so that pupils cannot continue the meeting unsupervised.
- When teaching pupils online, ensure that all communication is through MS Teams. Never share personal details or contacts with pupils or communicate through social

- media or other channels. Private 'chat' with pupils is prohibited.
- Ensure that they model high professional standards at all times.
- Monitor attendance and inform the SLT of pupils not attending/engaging.
- Provide follow up work to the lesson.
- Provide feedback e.g. verbal (through the audio facility) and written (through the 'chat' and 'assignment' facilities).

Will pupils' attendance be monitored?

Yes. Parents will be contacted if their child misses a live lesson.

How will the Academy check that pupils are engaging with their work?

This will be checked in the following ways:

- Attendance to live lessons.
- Participation in live lessons.
- Completion of set tasks/assignments.

How will the Academy check pupils' work and progress?

This will be checked in the following ways:

- Through the audio facility i.e. verbal answers to questions from the teacher.
- Through the 'chat' facility i.e. short, written responses to questions.
- Through the 'quiz' and 'assignment' facility.
- Through additional learning platforms which support Google Classroom e.g. Methodmaths, Mathswatch.

Will pupils be set additional work outside of the remote learning day?

The Academy appreciates that pupils are working at a computer or alternative digital device for over 5 hours a day and there is a need for a sensible balance.

Teachers are expected to incorporate regular assessment into live lessons. Where this is not possible, or essential follow up work is required for the next lesson, additional work will be set outside of the remote learning day.

For examination groups e.g. Year 11, teachers are likely to set additional work outside of the remote learning day.

What support does the Academy provide to pupils who do not have access or have limited access to suitable digital devices at home?

The Academy has distributed laptops to pupils. Where pupils have no access to a suitable digital device, they are encouraged to attend school.

How is the Academy supporting pupils with special educational needs and disabilities (SEND)?

Pupils with an EHCP are encouraged to attend school.

Where pupils with EHCP are not able to attend school, ongoing appropriate guidance and support will be provided by SLT.