



**CONTINU
PLUS
ACADEMY**

2020-2023

Remote Learner Policy

Government expectations as of August 2020 are:

For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). See section on [remote education support](#).

In the event of a local outbreak, the LORT team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.

The ContinU Plus Academy will adhere to the Government's 4 Tier approach to increasing restrictions in the event of a localised / national 'significant increase in Covid-19 cases' scenario although 'local' exemptions may apply. It is noted that The ContinU Plus Academy expects face coverings are to be worn by Year 7 pupils upwards and all staff (unless exempt) whilst on corridors or whilst in communal areas such as the dining hall(s). Exemptions only apply to pupils or staff with medical reasons for not wearing face coverings or for those who have completed an 'opt out' disclaimer form. It should be noted that the ContinU Plus Academy classes facial expressions as a critical factor of effective education and that this is seen as a reason for exemption. All pupils should attend unless there is a centre-based situation and The ContinU Plus Academy is following local Public Health advice on partial or full closure.

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The ContinU Plus Academy – Remote Learning Policy 2021

Rationale

In the event of a school closure, or forced isolation of pupils or a bubble of pupils, the school is committed to providing continuity of education to its pupils and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but where a high proportion of pupils and teachers remain healthy and able to work as normal from home online learning will apply. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term pupil absence.

Remote learning may also be appropriate in situations when pupils, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer term illness, assuming pupils are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, pupils are self-isolating at home but are not suffering with relevant symptoms.

There is no obligation for the school to provide continuity of education to pupils who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take pupils on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their children from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

At the time of writing, the school has not experienced an example of an extended school closure and so this policy is under review and may be revised as necessary in light of further experience of remote learning and the circumstances around its necessity. For example, the extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both pupils and teachers to participate in remote learning, owing to widespread illness.

Remote Learning for Individual Pupils

Assuming an absence has been agreed with the school, and the pupil in question is healthy enough to work from home, the school will provide work for the pupil who is unable to attend in person. If this occurs for an individual pupil, the collation of work and communication with the parent or carer will be coordinated by the pupil's head of year and form tutor.

The pupil's subject teachers will use Google Classroom to make work available to the pupil. If there are any issues with the compilation of work, tutors should liaise with the relevant head of year or subject leader (particularly if a classroom teacher is unavailable).

Though every case will have its own specifics, a rough guideline for the frequency of communication between school and parent would be at least twice, but maybe more times per week.

Remote Learning in the Event of Extended School Closure

In the event of an extended school closure, the school will provide continuity of education in the following ways:

- a) Regular direct instruction from teachers, with the ability of pupils to ask questions online
- b) The setting of work that pupils complete, with written responses (if relevant) completed electronically
- c) The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided

Pupils and teachers are expected to have access to the internet whilst at home; the school recognises that many families may not have home printers and will therefore not require the printing of material. The primary platform the school will use to deliver continuity of education is Google Classroom.

If pupils have difficulty with logging in, they should contact main school office on 01562 822463 or office@cpa.worcs.sch.uk

The Setting of Tasks

Subject areas will provide work broadly in line in accordance with existing schemes of work, and tasks will be designed to allow pupils to progress through schemes of work at the same pace as if they were in school, where possible. Naturally, remote learning will require pupils and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-school teaching, and ensure pupils do not fall behind. The nature of tasks set should allow pupils to learn independently, without complete dependence on the specific support of an adult at home.

Unless there is a good reason not to, tasks will be set for individual classes. The type of task set will vary between subjects, but examples of appropriate tasks might include:

- Reading and noting new material from a common subject area textbook or electronic resource
- Working through subject-specific presentations or worksheets provided by the subject area
- Watching a relevant video resource and making notes on it

- Completing a listening exercise
- Written responses to prompt questions, essay plans etc.
- Completion of practice questions or past papers, particularly for those in examination years
- Working through relevant exercises offered by external providers (e.g MathsBuster and National Oak Academy)
- With agreement through a pupil's Home school platform

Live Sessions

Staff are advised to record all 'live' sessions for safeguarding purposes.

The schools code of conduct applies for the duration of all 'live' sessions.

Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to pupils on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning.

Assessed work will be set using Google Classroom, regardless of how pupils' work is eventually submitted, with clear due dates given to pupils for completion, thereby helping pupils to effectively organise their time.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research
- Using the "Comments" function
- Sending a direct email to pupils with specific feedback/targets
- Recording oral feedback and sharing an audio file

Expectations of Pupils

Assuming that a pupil is healthy and well enough to work, pupils will be expected to participate as fully as possible in the remote learning process, completing independent

work, and submitting assessed tasks promptly and to the best of their ability. Pupils will also be expected to read and respond to communication from the school.

In the event of an extended school closure, teachers will continue to deliver content in line with existing schemes of work once the school is reopened; if any pupil misses significant parts of the content, they will be able to view material posted online and the school will give consideration to the practicalities of helping pupils to catch up once the school reopens.

Pupils should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress. If pupils or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant subject area. If there are questions about a pupil's overall workload (e.g. a pupil feels they are overwhelmed or falling behind), these should be directed to school/subject leaders through the comments pages and/or school email/reception.

Teachers must work on the assumption that pupils will not necessarily have the full range of books and equipment that they would usually have in school. The school does not expect pupils to have access to any specialist equipment that would usually be provided by the school (e.g. Science). Teachers should ensure they are able to scan or upload photos of important resources in case pupils do not have access to them at home.

The school is aware that most families will have internet access at home to access remote learning resources, but teachers will make no presumption of the pupil's ability to print at home.

Expectations of Teachers

Teachers should ensure they have effective internet at home. If there are IT related issues while remote working, teachers can contact the IT Support Desk directly or via the School Business Manager, Craig Murphy.

In order that we are providing a consistent approach subject leads/head of year/SLT are responsible for overseeing the nature and frequency of tasks set and assessed within their subject areas. All teachers should pay due care to the nature of tasks set, so that pupils have a range of activities to complete at home and are not exclusively working on a screen.

Teachers are responsible for providing constructive feedback to their pupils in a timely manner and in accordance with the schools marking expectations.

Teachers are expected that remote education (including remote teaching and independent work) will take pupils 3-5 hours each day is provided by teachers in accordance with the weekly timetable.

In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of school to ensure work is set to her/his classes. Note that illness in these cases will be treated as normal with back to work discussions conducted remotely if required.

Subject Areas are Expected to:

- Plan and deliver appropriate lessons in consultation with subject leads
- Respond to reasonable amounts of communication from pupils, parents and teachers
- Plan and set tasks for their pupils using the tasks functionality in Google Classroom
- Be able to set and mark assessed work promptly, in line with school and subject area policies, returning it to pupils electronically (or after the period of remote working for written and project work)
- Teachers should be available to contact parents if needed, by email or phone
- If parents ask for additional work beyond that set as part of the requirements above, subject areas should have a bank of general resources available, such as interactive websites and support activities, and point pupils and parents in that direction.
- In order to ensure teachers are able to perform the minimum expectations outlined above; the school will provide a range of training opportunities that teachers should access to before any planned school closure.
- Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, pupils and parents.
- Teachers also should ensure their communication with pupils does not encourage unhelpful work habits.
- All communication should take place during usual school hours, with no expectation for colleagues to read or respond to emails after their contractual working hours. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.
- Communication must always occur via official school channels, and not through personal accounts or other websites

Support for Pupils with SEND, EAL and Other Specific Learning Enhancement Needs

Teachers should ensure that work is differentiated as required for all pupils when setting online tasks. Profiles are available for SEND pupils and advice can be sought from the SENCO (A Wootton).

If my child does not have digital or online access at home, how will the school support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Hard copies of work are posted weekly
- Provision of DfE funded laptops have been provided (prioritising the most vulnerable Yr11 pupils)
- Issuing and/or lending devices with internet access

- Pupils who are unable to access remote learning or qualify for any of the above points, qualify as being 'vulnerable' and under the DfE guidance are welcome to continue to attend school

Pastoral Care and Well Being During a School Closure

In event of a school closure, the primary responsibility for the pastoral care of a pupil rests with their parents/carers. However, designated school staff will check in regularly with pupils/families to monitor both academic progress and their general wellbeing. Staff will be expected to pass on feedback to SLT, particularly if there are concerns or a lack of communication.

Safeguarding During a School Closure

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. It is important that pupils only communicate in a safe and appropriate manner with school, including the use of the "Student Help" button on the website.

More advice on safeguarding and pastoral issues is available in the guidance for teachers document. Any questions or concerns about safeguarding should continue to be raised with the Designated Safeguarding Leads:

Aimee Wootton – ab645@cpa.worcs.sch.uk

Sara Devo – sd263@cpa.worcs.sch.uk

To ensure best practice and a more complete understanding of expectations, this policy should be read in conjunction with the Safeguarding Policy, the Teaching and Learning Policy, the ICT policy, the school Code of Conduct and the Offsite Tuition Policy.

CPA Online Learning Commitment

- All pupils have a two-week timetable for online lessons
- 3 lessons a day, 10-11, 11:30-12:30 (can be linked to Oak Academy where appropriate), 1-2 (in line with government expectations of 3-5 hours a day)
- Weekly physical work packs to supplement online lessons
- All teachers are now in receipt of visualisers to assist with online lessons
- Phone calls to pupils each day from a teacher, safe and well/academic support

Timetables as follows:

KS3 A

Time	Week 1	Mon	Tues	Wed	Thurs	Fri
10:00 – 11:00		TS English	AWO Art	CH Food	LP PSHE	MC Citizenship
11:30 – 12:30		Oak Academy TS	Oak Academy AWO	Oak Academy CH	Oak Academy LP	Oak Academy MC
13:00 – 14:00		MC Citizenship	TR Maths	TS English	MC English	TS English

Time	Week 2	Mon	Tues	Wed	Thurs	Fri
10:00 – 11:00		AL	ECJ Art	EM Science	JL Pupil Voice	JB
11:30 – 12:30		Oak Academy AL	Oak Academy ECJ	Oak Academy EM	Oak Academy JL	Oak Academy JB
13:00 – 14:00		TH Maths	TH Science	AL	JB	AL

KS3 B

Time	Week 1	Mon	Tues	Wed	Thurs	Fri
10:00 – 11:00		MC	TR Maths	TS English	MC Citizenship	TS English
11:30 – 12:30		Oak Academy MC	Oak Academy TR	Oak Academy TS	Oak Academy MC	Oak Academy TS
13:00 – 14:00		TS English	AWO Art	CH Food	SD Pupil Voice	CH Food

Time	Week 2	Mon	Tues	Wed	Thurs	Fri
10:00 – 11:00		TH Maths	TH Science	AL	JB	AL
11:30 – 12:30		Oak Academy TH	Oak Academy TH	Oak Academy AL	Oak Academy JB	Oak Academy AL
13:00 – 14:00		AL	ECJ Art	EM Science	MV Maths	EM Science

Year 10

Time	Week 1	Mon	Tues	Wed	Thurs	Fri
10:00 – 11:00		LP	MC English	TR Maths	TS English	CH Food
11:30 – 12:30		Oak Academy LP	Oak Academy MC	Oak Academy TR	Oak Academy TS	Oak Academy CH
13:00 – 14:00		AWO Art	CH Food	AWO Art	TR Maths	AWO Art

Time		Mon	Tues	Wed	Thurs	Fri
10:00 – 11:00	Week 2	JL Pupil Voice	JB Employability	TH Science	AL	EM Science
11:30 – 12:30		Oak Academy JL	Oak Academy JB	Oak Academy TH	Oak Academy AL	Oak Academy EM
13:00 – 14:00		ECJ PE	EM Science	ECJ PE	TH Science	ECJ Art

Year 11

Time		Mon	Tues	Wed	Thurs	Fri
10:00 – 11:00	Week 1	AWO Art	CH Food	AWO Art	TR Maths	AWO Art
11:30 – 12:30		Oak Academy AWO	Oak Academy CH	Oak Academy AWO	Oak Academy TR	Oak Academy AWO
13:00 – 14:00		SD Pupil Voice	MC English	TR Maths	TS English	MC English

Time		Mon	Tues	Wed	Thurs	Fri
10:00 – 11:00	Week 2	ECJ PE	EM Science	ECJ PE	TH Science	ECJ Art
11:30 – 12:30		Oak Academy ECJ	Oak Academy EM	Oak Academy ECJ	Oak Academy TH	Oak Academy ECJ
13:00 – 14:00		MV Maths	JB	TH Science	AL	JB

Staff Training

In order to promote high-quality online learning provision, staff have received training, have provided additional medium term plans and are subject to regular online quality assurance. Staff training comprised of:

- Setting up classes
- Adding pupils and other teachers
- Setting work and assigning deadlines
- Providing feedback to pupils work once submitted
- Setting up online lessons from Google Classroom with google meet
- Setting up a visualiser

A further class has been set on Google Classroom for staff to:

- Identify area of good practice and share with others
- Useful videos for setting up Google Classroom
- Blogs relating to online learning
- Useful websites

The National Oak Academy is validated by the UK Government and it is recommended that this becomes a principal source of curriculum guidance and materials:

<https://www.thenational.academy/oaks-curricula>

Supportive resources for remote learning:

<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources>

Additional Guidance on Marking and Assessment Whilst Remote Education is in Operation:

Medium term plans for online learning have been created by teachers to support online/remote provision. The content of these plans is based around lost learning due to periods of lockdown or self-isolation in addition to that which would have been covered if all pupils/staff were accessing the school and its curriculum as normal.

Key Stage 4 and 5 core and optional subjects have content split between generation of evidence to provide valid and reliable Centre Assessed Grades (CAGs) if required by Government as well as preparing pupils for any examinations/assessments that they may yet still face.

Subject teachers/leaders are in at least weekly contact with every remote learner and are expected to be assessing their progress through work being emailed back, physically returned or through conversation. Clear, published deadlines for when any finished work must be submitted/returned are provided to learners and regular phone / virtual check-ups by staff provide the support needed to get work completed on time. Staff are expected to then mark/assess work that is submitted in line with the school's Assessment and Marking Policy. Staff report progress and attitude to learning grades every half term – it is expected that the method of learning (on-site, off-site or a combination) be considered carefully when making these judgements.

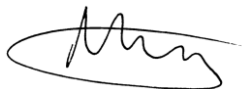
Additional Support Provided to Pupils at The ContinU Plus Academy

- Workpacks and resources (physical)
- Food vouchers (with top up)
- Fair share hampers
- Food parcels
- Careers remote support
- Mental health remote/on-site support
- ICT equipment and technical support
- Daily safe and well calls including discussion/encouragement of further transition from online to on-site learning

A policy summary is included in the ContinU Plus Academy's Prospectus and the Remote Learner Policy is published in its entirety on the CPA's website (www.continuplus.org.uk).

Date Policy Created: September 2020 - reviewed and adapted annually
Member of Staff Responsible: Mark Venross (Deputy Headteacher)
Review Date: September 2023

Signed:



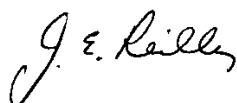
(Staff member responsible)

Signed:



(Headteacher)

Signed:



(Chair of Governors)