Robert Bloomfield Academy

Remote Learning Policy
(Covid Addendum)

Current Version	*January 2022*
Minor changes made	*Appendix B added – Online "live" lessons*
Significant changes made	
Ratified	
Validity	Yearly
Next Review	January 2023
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Online Learning Policy – January 2022

Dear parents and pupils,

Over the past academic year, our understanding and ability to use ICT to provide remote learning has evolved and improved, as we are certain it has for you too. As we enter another period of online learning, we wanted to outline the provisions we are putting in place to ensure that pupils are able to access high quality learning opportunities, continue to engage with the full curriculum offer and ensure that they are able to have regular contact with school staff.

We will be monitoring pupil engagement through Google Classroom and will contact families where we have concerns about uptake to offer further support if needed.

We have therefore put together this booklet as an overview of our remote learning principles, what our remote learning provision will look like and a list of approved online technology.

We have responded to our school community who have stated that they would like a variety of resources and approaches to remote learning and this has helped inform the remote learning principles that we have drawn up.

We're extremely grateful for all the support we've received so far from the school community. We'll continue to keep in touch if there are any updates to our plans or if we need to make changes due to new or updated government advice.

Thank you,

Robert Bloomfield Academy

RBA's Remote Learning Principles

We have identified a number of learning principles that underpin our remote learning provision at Robert Bloomfield Academy. These include:

- A blend of teaching approaches, that allow staff to identify the most appropriate and relevant to the task and curriculum area
- Feedback to be provided in a variety of ways depending upon the task and the curriculum area that allows the teacher to identify misconceptions and promote progress
- Pupils are provided with clear explanations of new content to support pupil progress
- Close contact with families to ensure all pupils are engaging with work to ensure that any issues can be addressed promptly
- Ensure all pupils can access pastoral support on a frequent basis

Details of the Remote Curriculum: What is taught to pupils at home

When working remotely, students will continue to follow our broad curriculum, with our full range of subjects being delivered through Google Classroom lessons.

Remote Teaching and study time each day

With the remote learning principles underpinning our provision, we have identified the following approaches as most effective for supporting academic progress:

1		**Independent Study** This incorporates all tasks that pupils are expected to complete individually. Examples include worksheets, power points, extended writing tasks. These are most appropriate for consolidation of knowledge and retrieval practice.
2		**Guided Lessons** Guided lessons will include pre-recorded sessions either by teaching staff or professional organisations on our approved technology list. This will be produced in programmes, such as Loom or Power point and links will be provided on Google Classroom. It must be a podcast or an activity from Oak National. This is most appropriate to support the acquisition of new subject knowledge and for retrieval of prior knowledge.
3		**Live Sessions** There will be clear expectations in place for pupil conduct within the session. Live sessions will enable teaching staff to engage with their classes to provide feedback, identify and correct misconceptions, assess curriculum knowledge and answer any curriculum questions pupils might have. Staff will give prior notice of this session on Google Classroom will be delivered via Google Meet. This is most appropriate for consolidation of knowledge and assessing retention of knowledge.

Therefore, pupils in all curriculum areas will access a diet of these three approaches at some point over a two-week cycle. Teaching staff will use their professional judgement to identify which method is most appropriate and when depending on the class and task.
Feedback will be provided in a selection of ways. As identified in the table above, this may be provided through the live sessions, however, for both key stages there will be regular acknowledgement of work completion through written comments and achievement points on SIMS. Pupils will also receive written feedback and whole class feedback where appropriate.

The expectation is that pupils follow their normal school timetable when accessing the remote curriculum offer. We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

| Key Stage 2 | 4 hours |
| Key Stage 3 | 5 hours |

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:

Central government makes provision for a limited number of devices to be used by families that do not have sufficient access.

We also work with data providers to support the provision of sufficient internet capacity for families that do not have this. Provision of supportive technologies is assessed through our pastoral support network.

In extreme cases, we would look to make alternative paper-based provisions for those families that did not want a technology-based solution.

Please contact RBA-Enquiries@bestacademies.org.uk if you feel you may qualify for support regarding access to appropriate devices or data.

What remote pastoral provision will be in place?

It is important to us that pupils have regular contact with school staff through our remote provision, particularly at a time that social contact is limited. We will be running the following sessions in addition to any contact you will have form tutors and school staff:

Week 1 Wednesday P1 (9am) Whole School Assembly	Every other Wednesday, all pupils will be able to join our whole school assembly, as they would in school. This will be delivered by a senior member of staff and will allow us to have direct contact with the school community. This will be delivered via Zoom and the link will be sent in advance of the session. Following the assembly, tutors will then coordinate a tutor group session via Google Meet, which can be accessed via Google Classroom.
Week 2 Wednesday (from 9am) Year Assembly	Every other Wednesday, each Head of Year will conduct a year assembly to allow Heads of Year to communicate directly with their year groups. Following the assembly, tutors will once again run a tutor group session via Google Meet, accessed via Google Classroom.
Drop Everything and Listen (DEAL)	Reading is very important to us at RBA and that does not stop because we are in lockdown. Twice a week during form time, we would have a DEAL session. We will be recording these sessions and delivering them remotely via a YouTube link that will be shared in the tutor Google Classroom for pupils to enjoy and follow along to. In addition, staff will be recording short stories, excerpts from books they enjoy and articles to share with pupils on a regular basis.

Accessing Remote Education

Goggle classroom is the main platform used in school. All pupils have a Google account and lessons will be set on the Google classroom platform, in line with their normal school timetable.

Engagement and feedback

Engagement in remote learning is monitored across the school on a weekly basis, and on a lesson by lesson basis by teaching staff. Deadlines will be set for work assignments and teachers and tutors will follow up pupils who do not engage with online provision. Fortnightly, we will run a remote whole school assembly and alternating with this will be a year assembly delivered by the heads of year. Once a week each tutor will also hold a remote live session with all their tutees.

Parental support is key to establish a successful remote education. It would be beneficial to set routines to support your child's education and we advise

On a regular basis, teachers will report on pupil engagement in their subject area. This will then be collated and reported back to parents. This will allow us as a school to identify any areas of concern and notify parents promptly.

Assessment

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to assessing pupil work is as follows:

Knowledge Retention Quizzes
Regular low stakes quizzing has proved successful in fostering feelings of progress in our pupils. The teacher can then use the results of the quiz to check pupil understanding to offer feedback and address any misconceptions.

Formal assessment through extended writing pieces
Formal assessment allows up to capture a snapshot of pupil attainment and progress at that point. This also allows pupils to apply their acquired knowledge and demonstrate their abilities at that point.

Questioning
Regular questioning, both verbal and written responses, allow teachers to identify progress and misconceptions and allow them to address these in a timely manner.

Additional support for pupils with particular needs

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), 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:

A range of activities will be assigned to pupils, providing differentiated tasks so that all pupils are able to engage with the work. Teachers will give individual guidance and feedback to SEND pupils regarding the amount of work they are expected to produce and deadlines.

Remote Learning Expectations

As part of our remote teaching, teachers may invite you to take part in a 'live' session online using Google Meet.

They will share a link with you in Google classroom to access the meeting.
When you take part in a 'live' session, you must **conduct yourselves appropriately at all times, in the same way you would in a real classroom.**

The online code of conduct is as follows. Pupils who don't follow it may face sanctions in the same way as they would in school, parents will be contacted and may not be allowed to take part in online lessons.

Remote education for self-isolating pupils

We want all students to receive a full curriculum offer this year, despite the Global Health pandemic and local / national restrictions which may get in the way! To this end, we have devised a clear programme of study for all students.

Firstly families and students should familiarise themselves with our curriculum maps for the year ahead in each subject. We have them matched to our units of learning to a variety of easy to use online platforms such as My Maths, Dynamic Learning, Rising Stars and Oak National Academy.

We will clearly link all activities and lesson materials through our google classroom pages.

Appendix A: Website Links

There is a great deal of information also on our school website

Remote Learning section	https://www.robertbloomfield.academy/curriculum/remote-learning
Google Classroom guide	https://www.robertbloomfield.academy/curriculum/remote-learning/home-learning-the-basics
Staying safe online during Remote Learning	https://www.robertbloomfield.academy/our-academy/admission-arrangements/remote-learning/remote-learning-stay-safe-on-line
Additional Learning Programmes	https://www.robertbloomfield.academy/curriculum/remote-learning/additional-learning-programmes

Appendix B: Online "Live" Lessons

As part of our remote teaching, teachers may invite you to take part in a 'live' session online using Google Meet. They will share a link with you in Google classroom to access the meeting.

When you take part in a 'live' session, you must **conduct yourselves appropriately at all times, in the same way you would in a real classroom.**

Pupils who fail to follow this policy may face sanctions in the same way as they would in school, parents will be contacted and you may not be allowed to take part in online lessons.

When taking part in an online live lesson I agree to:

Before and after the lesson
- keep my login details and password safe and never share them with anyone else

- **At the start of the lesson**
- set up in a public space within your house. Lessons should not be taken in your bedrooms, unless this is the only suitable space available.
- if possible blur out your background.
- have my camera switched on and respond clearly to the register so my teacher knows I am in the lesson
- mute my microphone once I've responded to the register
- be aware that the audio from the lesson may be recorded

- **During the lesson, at all times**
- conduct myself appropriately and follow my teachers' instructions, in the same way I would in a real classroom
- be polite and show respect to my teacher and fellow students by never doing, or helping someone else to do, anything which could make them feel uncomfortable, threatened or unsafe, or disrupt the lesson in any way
- leave my camera switched on and facing me so that my teacher can communicate with me
- mute or unmute my microphone if asked to so that I can communicate with my teacher
- never share my screen unless directed to by the teacher
- never display an inappropriate or offence profile picture
- dress appropriately for the meeting. I won't wear pyjamas, anything revealing or anything with an offensive image or slogan
- report any inappropriate behaviour I see or hear to a member of staff
- work hard and be nice

- **At the end of the lesson**
- leave the lesson immediately when asked to by my teacher