



Countesthorpe Academy Remote Learning Policy 2022

Documentation Information			
Reviewed By	AMK	Responsibility	AMK
Last Reviewed	May 2024	Next Review	April 2024 or before if necessary
Review Cycle	Annually	Ratified by Governors-Learning and Teaching	

'The key is to make sure that pupils have the means to do what you're asking them to do.'
 Steve Rollett

Rationale

The Countesthorpe Academy Teaching and Learning Policy underlies our Remote Learning Policy. Countesthorpe Academy will make sure that all pupils have access to a broad and balanced curriculum both in school and when working remotely.

The College Values underpin the Remote Learning Policy:

- **Respect** – Staff plan engaging and effective lessons. A mutual respect of teacher and learner will produce an optimal outcome.
- **Resilience** – Staff persist in having high expectations of all students in all key stages to be certain that no student will underachieve, even if working remotely. Students are resilient, have high expectations of themselves and work towards their learning goals in all settings.
- **Success** – Common goals with clear success criteria will be a key teaching principle. Well planned lessons accessible to all pupils, with engaging, age-appropriate activities will lead to successful outcomes.

Countesthorpe Academy Approach

Aims

1. To ensure that all teachers are equipped to plan lessons that are accessible to all their pupils, both in the classroom and remotely, via google classroom/satchel:one, so that all pupils have access to a well-sequenced curriculum
2. To ensure all students receive regular feedback in-line with the Marking and Feedback Policy, including pupils working remotely

Expectations

Teachers are expected to have the capacity to provide a curriculum to all of their pupils. All teaching staff will be expected to:

- Deliver high-quality face-to-face education to all pupils. Remote education should only ever be considered as a short-term measure and as a last resort where in person attendance is not possible.
- Remote education should be provided as soon as is practically possible, to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance (e.g. it is not possible for the Academy to open safely, or that opening would contradict guidance from local or central government, or when an individual pupil, for a limited duration, is unable to physically attend their school but are able to continue learning for example, pupils with an infectious illness)



- The amount of work set for KS3-KS5 is in line with their usual school face to face teaching (5 hours)
- Asynchronous work could be set on google classroom/satchel:one by the classroom teacher/faculty leadership team
- Seneca learning – students can go to the website [senecalearning.com](https://www.senecalearning.com) and sign in using the Microsoft office365 button. On Seneca students can complete any assignments set, or search for their key stage, subject area and a topic to complete. Seneca provides instant feedback and marking.
- GCSE pod – KS4 students can sign in using the Microsoft office365 button. This platform provides learning materials and feedback for students studying GCSE courses.
- BBC Bitesize – students can go to www.bbc.co.uk/bitesize and search for subject and topic that they are currently studying in their lessons. They can read the page of materials, watch the videos and complete the test (quiz) to give them feedback on their learning
- Teachers, in liaison with the SEND department, should work collaboratively with families and put in place reasonable adjustments so that pupils with SEND can successfully access remote education

Strategies and Supporting Documents

To be effective, this policy is supported by the following key documentation:

- Teaching and Learning Policy
- Marking and Feedback Policy (whole class feedback and live marking)
- Behaviour for Learning Policy
- PP Policy
- SEND Policy
- Departmental Curriculum plans
- QA Policy
- Literacy Policy
- Professional Learning Programme