



THE THOMAS ALLEYNE ACADEMY REMOTE LEARNING POLICY

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INTRODUCTION

At the Thomas Alleyne Academy we understand the need to continually deliver high-quality education, including during periods of remote education – whether for an individual pupil or for many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring all pupils have access to online lessons where required.

In September 2021 TAA began using Google Classroom to develop and enhance students' learning for students working in school or at home. Google Classroom has provided the opportunity to develop our remote learning provision should we need to teach students remotely again. Our plans for remote learning now see Google Classroom at the centre, along with subject specific online learning portals.

INTENT

In the event of remote learning being required TAA staff will use Google Classroom. Google Meet will be used where whole classes/cohorts are required to be taught remotely, thus enabling the frequent interactions between class teachers and their students which is needed. Full training has been given to all staff and students, with further support being provided where needed. Technical support is available to staff whilst in school teaching students remotely.

IMPLEMENTATION

Plans for different scenarios

1. In the event of individual students having to access remote learning:

- Students will access work from their teachers on Google Classroom.
- Students should complete work for each day as per their usual timetable.

2. In the event of a class or year group having to access remote learning:

- Remote learning will take place using Google Classroom.
- All lessons will take place as per the current timetable.
- The work set by teachers will follow the usual curriculum overviews; no project work will be set.
- All teachers of the affected class/cohort will be expected to be in classrooms teaching remotely as per the timetable. Teachers will be expected to use Google Classroom and Google Meet on the desktop PC in classrooms (using visualisers as cameras and microphones).
- Each lesson will:
 - Begin with a live session with the class teacher on Google Meet, lasting no longer than 15-20 minutes. The live session may include direct instruction/explanation, modelling or a recap of prior learning. The live session should be recorded to allow students to access the lesson at a later time if needed.

- o The remainder of the lesson time should be spent by students completing the work set and taking no longer than one hour to complete (as in a lesson).
- o Teachers should stay on Google Meet for the full lesson (camera and microphone can be turned off), to be available to respond to comments/questions asked by students and mark work/provide feedback as work is submitted by students.
- o Students will be expected to have cameras and microphones switched off, but can switch them on if they need to ask/respond to a question. Full details of the expectations of students whilst working at home will be sent in a letter to parents/students should a class or year group need to isolate.
- o Students can leave the Google Meet session when the teacher allows, and spend the remainder of the lesson completing the work, or they can stay in attendance but they should be muted and have the video off during this time.
- o If teachers would like students to rejoin the lesson before the Google Meet session ends (e.g. for a plenary) this expectation should be clearly communicated to students at the start of the session.
- Subjects with a large practical component will need to prepare theory-based work for students to complete.
- Students will submit work via Google Classroom; teachers will provide feedback as usual.
- Google Classroom will contain all resources which students need to complete and submit work.
- Student engagement with Google Classroom will be monitored, with any concerns followed up by the pastoral team.
- Technical support will be provided through a 'digital on call' system which teachers will be able to access when delivering remote learning.

3. In the event of all students having to access remote learning:

- Remote learning will take place using Google Classroom and Google Meet.
- For live lessons, teachers will teach remotely as per the timetable, using Google Meet. Teachers will follow the usual timings of our school day.
- The content of lessons should follow the usual curriculum and unit overviews as set by Curriculum Leaders.
- Before each timetabled lesson, the details of the lesson and relevant resources will be made available to students on Google Classroom.
- Each timetabled lesson will begin with a live session with the class teacher on Google Meet, lasting no longer than 15-20 minutes. The live session may include direct instruction/explanation, modelling or a recap of prior learning. (For double lessons in KS4 or longer lessons in KS5, the live session time will increase to a minimum of 40 minutes for a double lesson and 60 minutes for a longer KS5 lesson. This could be delivered as one longer live session or be split across the lessons.)
- Following the live session, the remainder of the lesson time will be spent by students completing the work set, taking no longer than one hour to complete (as in a lesson).

- Teachers will stay on Google Meet for the full lesson (camera and microphone can be turned off), to be available to respond to comments/questions asked by students and mark work/provide feedback as work is submitted by students.
- Students will leave the Google Meet session when the teacher allows and spend the remainder of the lesson completing the work, or they can stay in attendance for the teacher to lead activities, discussions as appropriate. If teachers would like students to re-join the lesson before the Google Meet session ends (e.g. for a plenary) this expectation should be clearly communicated to students at the start of the lesson.
- Teachers will explain to students that they will be expected to have cameras and microphones switched off during the lesson. Students can unmute to ask/respond to a question or can communicate via a message in the chat box.
- Following the lesson, if appropriate, students will submit work via Google Classroom for teachers to provide feedback as usual.

TEACHER CONTACT DURING PERIODS OF REMOTE LEARNING

- Teachers should respond to queries raised by students or provide additional explanations or resources, ideally on the same day the student has made contact. All work submitted by students should be acknowledged by the class teacher, with either general or formative feedback given, as appropriate, no later than one week after the submission date.
- All communication between teacher and student should take place via Google Classroom or, if this is not possible, teachers must use their school email to communicate.
- Any concerns about submission of work should be followed up with messages, which are encouraging in tone, sent to students on Google Classroom. Persistent concerns about lack of work should be discussed with Curriculum Leaders, in order to decide upon suitable next steps.

WELLBEING AND PASTORAL SUPPORT

- Alongside academic progress, students' mental wellbeing has an equal priority. Regular contact will be made with all students and their families, by email by phone or if necessary through a home visit.
- Where concerns are raised about students' wellbeing, bespoke support will be put in place by the pastoral team.
- Regular student surveys will be carried out, which will be posted on Google Classroom to ensure as many replies as possible are received. These surveys will gauge students' opinions on their school work and their wellbeing. Where students identify issues they are struggling with in the survey, school staff will ensure prompt follow up.
- Signposting of suitable support such as websites, charities and apps will take place on the school website, and in parent letters and newsletters.

IMPACT

On their return to school following previous periods of remote learning, students have been able to continue making good progress with their learning and have shown a positive attitude towards their work. However it is clear that remote learning has many shortcomings and students will make better progress when taught in person, in a class, with their teacher.

During any period of remote learning, we will measure the short-term impact of our provision, looking at levels of engagement, rates of completion of work and students' wellbeing. Views of staff, students and parents will be sought.

- This policy will be reviewed every 2 years, or more regularly if required, in response to the national strategy for school provision during a pandemic.

OTHER POLICIES

- Child Protection Policy
- Online Safety Policy
- [DfE's 'Safeguarding and remote education' guidance](#)