



## **Remote Learning Policy: 2025-26**

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## I. Introduction

This document is created to provide clarity for teachers, governors, students, parents, and carers in the Fitzharrys community around our remote education provision.

The information will firstly outline guidance on full bubble or school closures, before detailing procedures for smaller group or individual periods of self-isolation (See point 6).

## 2. The remote curriculum

In the event of a full bubble or school closure students will receive daily work virtually. We will always endeavour to implement this immediately, but in the event of an unexpected closure there may be one day of different provision, to enable staff to take necessary actions to prepare for a longer period of remote teaching.

### a. What will remote education look like?

- All students will be set 5 lessons per day, in addition to a morning registration period with their form tutor. Lessons will follow the students' usual timetable.
- Each day the student should log into epraise using their usual log in details. These can be requested by contact the school office [office.4127@fitzharrys.school](mailto:office.4127@fitzharrys.school)
- Once on epraise students will see a weekly timetable of lessons. Lessons will be labelled with subject and the period at which they would normally take place.
- Students click on the desired lesson and will be taken to a description of their remote learning.
- Daily tutor time (Fitz Focus) will run at 8.40am as a Live Lesson via Microsoft Teams. A link will be shared on epraise each day. Here attendance will be taken, and any key notices will be discussed.
- Their lessons will be delivered online. For each subject, at least 1 in 3 will be delivered live with their usual class teacher via Microsoft Teams. Links for all lessons will be shared on epraise.
- All non-live lesson materials will also be shared daily via epraise. These lessons will contain audio or video instructions from the teacher and all resources and materials for the students' lesson.
- Lessons will run for 50 minutes to allow time for students to successfully transition between lessons and take sufficient breaks.
- Students at KS3 will not receive homework during lockdown but will instead receive a daily wellbeing activity. This will include exercise, mindfulness and reading activities.
- Students at KS4 will have a limited homework timetable of one quiz per fortnight per subject and one short assessment task per fortnight, which will receive teacher feedback. These tasks may be started in lessons.

### b. Following the first few days of remote education, will students be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we will make some adaptations in some subjects. For example, in practical subjects or where specialist equipment is required, we will adapt the curriculum to allow meaningful learning to take place at home.



### **3. Remote teaching and study time each day**

We will set five daily 50-minute lessons. KS3 students will also receive a daily wellbeing activity, while KS4 will receive homework which will take between 30 minutes to 1 hour per day. This will mean your child completes 5 hours of schoolwork each day.

### **4. Accessing remote education**

#### **a. How will students access any online remote education?**

Lessons will be set via epraise. This is the site we usually use for the setting of homework and therefore students will have record of their log in details. Any difficulties in accessing their accounts can be supported by contacting [office.4127@fitzharrys.school](mailto:office.4127@fitzharrys.school)

Once on epraise students will receive links either to Live Lessons on Microsoft Teams, or Non-live lesson resources on SharePoint. All will be accessible using their school log in details.

#### **b. If a student does not have digital or online access at home, how will the school support them to access remote education?**

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

- Each term we share a remote access survey with all families. This enables us to gain an understanding of where access is not available and support accordingly.
- Families that do not have access to any devices for working at home will be lent a school laptop. A home-school agreement document will be completed, and the device shared with families as soon as possible. The school will be in contact regarding specific arrangements for collection.
- Where internet access is an issue routers and dongles will also be loaned to families.
- Any documents that provide printing will be created and available to be collect from school. However, we will only do this if working without them is not possible.
- If a child is not able to collect work from school, work in school or access online learning we will arrange for printed resources to be delivered by a member of staff.
- Where a child is vulnerable or unable to access work, even with the correct devices at home they will be invited to attend school, as part of the Key Worker and Vulnerable student provision.

#### **c. How will students be taught remotely?**

We use a combination of the following approaches to teach pupils remotely:

- Live lessons using Microsoft Teams. Here students will receive interactive lessons with teacher delivery, set tasks, real-time chat with their teacher and paired/group work (where appropriate) using breakout rooms. Live lessons will make up at least 1 in 3 lessons in all subjects.
- Recorded lessons with audio/video teacher instructions and links to resources. These include those made by teachers and links to relevant resources from Oak National Academy and other subject specific organisations.
- Printed work booklets or paper packs produced by teachers.



- Long term project work set through lessons and as homework.

## 5. Engagement and feedback

### a. What are the school's expectations for student engagement and the support that parents and carers should provide at home?

Students are expected to engage with remote education every weekday. In the event of a child's absence, such as for a medical appointment, they should contact the school as per the usual attendance arrangements.

Students are expected to attend morning registration and all live lessons at the set times, published daily. If a child cannot get online at the set times, they should catch up on missed live events by watching the recordings, available by clicking the link in epraise.

Remote education is set to be completed independently by the student; therefore, parental support is only required to ensure they can get online and remind them to take sufficient breaks. Do encourage your child to set a clear routine and take time away from their computer whenever they can.

### b. How will the school check whether students are engaging with their work and how will parents, and carers be informed if there are concerns?

The school will check student attendance and engagement with remote learning in several ways:

- Daily attendance check through tutor time and live lessons which is recorded centrally.
- Tutors will follow up non-attendance with support phone calls to families unless information has been received by our attendance officer of authorised absence or illness.
- Monitoring of epraise engagement will take place weekly to review how many lessons are accessed by each student and followed up by tutors where concerns arise.
- Subject teachers will monitor engagement in three ways:
  1. Collection of fortnightly retrieval quiz responses in each subject. Students will receive a fortnightly knowledge check 'retrieval quiz' which will review how well they have understood the remote curriculum. Students will receive results and feedback on each quiz online.
  2. Teacher marking and feedback of set tasks. The frequency of these will be dependant on the year group and subject as follows:

Subject	KS3	KS4
Eng/Ma/Sci	1 per fortnight	At least 1 per fortnight
Hums/Languages	2 per term	At least 1 per fortnight
Rest of curriculum	1 per term	At least 1 per fortnight

3. Teachers will also take attendance to all live events and pass any concerns over lack of attendance or engagement to tutors who will raise with parents/carers.

### c. How will Fitzharrys assess students' work and progress?

As mentioned above (5c.) work and progress will be assessed through fortnightly retrieval quizzes and teacher-marked set tasks, which will include summative assessments. All results and feedback will be available through Microsoft Teams using the 'Grades' tab and notebook functions.



In addition, students' work and progress will be assessed through their involvement in and engagement with live lessons. In lessons, students will participate using the chat function, class notebooks and through the completion of interactive tasks.

We will continue to send home 3 reports per year, including an extended progress report featuring subject teacher and tutor targets and feedback.

## **6. Additional support for pupils with particular needs**

We recognise that some students, for example some 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:

- Where appropriate students will be invited into school to receive support and complete remote learning in the school environment. Here they will be provided with computer access and small group support and interaction.
- At home, the SENCo and SEND team will work with families to provide support and guidance via telephone and email communication.
- Teachers will deliver quality first teaching, to support all, in addition to providing appropriate support and resources for those with special educational needs or disabilities.
- Where a child is likely to struggle to complete tasks, even with this support and differentiation, printed resource packs will be arranged, and further support offered over the phone and by email.

## **7. Remote education for self-isolating pupils**

Where individual pupils need to self-isolate, but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If a student is not in school because they are self-isolating, but their bubble or school is otherwise open, they will receive a PDF document with links to online lessons for each subject to complete. These will include Oak National Academy resources and will provide sufficient work for the full isolation period. Work is set in line with the taught curriculum.