



**KING EDWARD VI
FOUNDATION
BIRMINGHAM**

Educational excellence for our City



**KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM**

Remote Learning Policy

<i>Committee</i>	SLT
<i>Policy Type</i>	School Policy
<i>Policy Owner</i>	D Clayton
<i>Statutory</i>	No
<i>Publish Online</i>	Yes
<i>Last Review Date</i>	March 2025
<i>Review Cycle</i>	2 Years This policy will not expire but will be reviewed as per its designated cycle. This policy remains effective whilst the review is taking place and will only become non-applicable once the updated version has been approved.
<i>Next Review Date</i>	March 2027

Purpose of This Policy

At King Edward VI King's Norton School for Boys, we are committed to ensuring high-quality education for all students, including in situations where remote education is necessary. This policy outlines our approach to remote education, in line with guidance from the Department for Education (DfE).

This policy outlines the school's approach to remote learning in circumstances where normal, in-person education cannot take place for an extended period due to:

- Public health outbreaks (e.g., flu pandemic, norovirus, measles, COVID-19 resurgence).
- Severe weather conditions (e.g., heavy snowfall, extreme heatwaves).
- Damage to the school estate (e.g., fire, flooding, structural damage).
- Utility failures (e.g., prolonged loss of electricity, water, or heating).
- Local or national government directives requiring temporary closure.
- Bespoke learning needs: Where a student has a long-term medical condition requiring extended periods at home.

2. Key Principles of Remote Learning

This policy is guided by research from the Education Endowment Foundation (EEF) and best practices in remote education. Our approach is built upon:

1. High-Quality Teaching – Effective explanations, clear learning objectives, and structured lesson delivery are prioritized over the mode of delivery (live or pre-recorded).
2. Digital Accessibility – Ensuring equitable access to technology and internet connectivity for all students, particularly disadvantaged families.
3. Student Engagement & Motivation – Encouraging interactive learning, peer collaboration, and teacher feedback.
4. Independent Learning Support – Strategies to help students manage their workload and develop self-regulation skills.
5. Flexible Learning Formats – A combination of synchronous (live) and asynchronous (self-paced) learning to accommodate diverse learning needs.

4. Digital Accessibility & Support for Under Resourced Students

We recognize that not all families have equal access to digital devices and the internet. To address this:

- The school will where possible loan laptops, tablets, and internet dongles to students in need.
- Alternative non-digital learning resources (e.g., printed work packs) will be provided as necessary.
- We will work with local charities, councils, and businesses to support digital access for families.

- We will aim to support SEND students through specialist resources and differentiated tasks as needed.

5. Expectations for Remote Teaching & Learning

5.1 Teaching and Learning

- Online lessons will be delivered via Microsoft Teams, where possible.
- A combination of live teaching, recorded lessons, and structured assignments will be provided.
- Students will have access to appropriate learning materials, including digital resources, worksheets, and reading materials.
- Teachers will follow the school's curriculum as closely as possible.

5.2 Expectations for Students

- Students should log in to online lessons on time and engage actively.
- Work should be submitted as per the deadlines set by teachers.
- Students should communicate with teachers if they encounter difficulties.

5.3 Expectations for Staff

- Teachers will set meaningful and ambitious work daily.
- Feedback will be provided through online platforms.
- Attendance and engagement will be monitored, with follow-up support provided if needed.

5.3 Expectations for Parents and Carers

- Encourage and support their child's engagement with remote education.
- Ensure a suitable learning environment at home.
- Communicate with the school regarding any barriers to learning.

6. Monitoring Engagement & Well-Being

- Heads of Department: Monitor lesson quality and ensure equitable access.
- Heads of Year: Track student engagement and maintain well-being communication.
- Senior Leadership: Oversee effectiveness and support staff workload management.

7. Support for Students with Additional Needs

- SEND students will receive tailored support, including adapted resources and one-to-one online sessions where appropriate.
- Vulnerable students will have regular check-ins from pastoral teams.

8. Safeguarding & Pastoral Care

- Online Safeguarding: The school's Safeguarding & Child Protection Policy applies to all remote interactions.
- Well-Being Support: Form tutors will check in with students, and parents should report concerns.

7. Safeguarding and Online Safety

- All remote lessons will follow safeguarding guidelines.
- Students and staff must use school-approved platforms for communication.
- Parents and carers will be advised on monitoring their child's online activity.

10. Monitoring and Review

- The effectiveness of remote education will be reviewed regularly through feedback from students, parents, and staff.
- Senior leadership will oversee remote education provision and make necessary improvements.
- This policy will be reviewed biennially (every two years) and updated as needed to reflect changes in government guidance or school circumstances.