KING EDWARD VI FOUNDATION BIRMINGHAM

Educational excellence for our City

KING EDWARD VI ACADEMY TRUST BIRMINGHAM

Remote Learning Policy

Responsible Board/Committee	Senior Leadership Team
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Policy Owner	A Griffiths
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Introduction

Remote learning refers to the planned delivery of education to students who are unable to attend school in person due to circumstances that prevent their physical presence on site. This approach utilises digital platforms and resources to ensure continuity of education, enabling students to access curriculum content, engage with teaching staff, and complete learning activities from home or an alternative location.

This policy applies in situations where students or staff are required to remain off site for extended periods due to public health guidance (such as directives from the UK Health Security Agency - UKHSA), environmental closures affecting school facilities, or other significant valid disruptions that impact the ability to attend school safely.

It is important to note that this policy does not cover short-term or single-day closures, such as those caused by inclement weather, where remote learning provision is not routinely expected. In these instances, the school will follow usual communication and attendance procedures.

By setting out clear principles and expectations, this policy aims to ensure that remote learning is effective, equitable, and supportive of all students' educational progress and wellbeing during periods when face-to-face teaching is not possible.

The purposes of this policy:

- To share our principles and approach to remote learning
- To outline remote learning practises and procedures for staff and/or students who are unable to attend school due to public health guidance or environmental closures
- To ensure continuity of education during periods when students or staff are required to remain off-site due to health advisories or facilities issues

1.0 Principles behind our approach to remote learning

When forming this policy, careful consideration has been given to the recent research and evidence around remote learning. The Education Endowment Foundation highlights five key implementation strategies to support students and parents when education must become remote:

1. Teaching quality is more important than the mode of lesson delivery
2. Ensuring access to technology is key, especially for disadvantaged students
3. Peer interactions provide motivation and improve learning outcomes
4. Supporting students to work independently improves learning outcomes
5. Different approaches suit different types of content and students

These strategies form the basis of our approach to remote learning.

1.1 Our approach considering these five key strategies

1.1.1 Teaching quality over delivery mode

Effective teaching elements such as clear explanations, scaffolding, and feedback are prioritised, whether delivered synchronously or asynchronously. Teachers will use their expertise to select suitable methods and resources, utilising Microsoft Teams to share explanations and enable student engagement.

1.1.2 Ensuring access to technology

We recognise the importance of reliable access to devices and the internet. Microsoft 365 and Teams are our chosen platforms, supporting flexible access to learning materials and synchronisation between school and home work.

1.1.3 Peer interaction

Microsoft Teams groups enable collaborative learning, peer feedback, and student-teacher communication to maintain motivation and engagement.

1.1.4 Independent learning support

Teachers provide checklists, success criteria, and prompts to encourage metacognition and self-regulation, helping students work effectively on their own.

1.1.5 Varied approaches to suit content and student needs

Tasks and assessments will be varied and designed to suit the subject matter and student age, with assessment used to inform future planning rather than formal grading alone.

2.0 Circumstances to commence Remote Learning

2.1 Public Health or Environmental Closure

Remote learning will be initiated when students or staff are required to stay off-site following guidance from UK Health Security Agency (UKHSA), local public health authorities, or due to environmental issues such as long-term facility closures.

2.2 Insufficient Staffing

If staffing levels prevent safe operation of the school, remote learning may be implemented for affected groups until normal teaching can resume.

2.3 Non-Obligatory Provision

The school is not obliged to provide remote learning for students absent without official guidance or approval (e.g., holidays during term time).

3.0 Remote learning for students absent while school remains open

Remote learning will be provided for students who are unable to attend school due to valid circumstances beyond their control, specifically when absence is required or advised by public health authorities (such as UKHSA) or when environmental issues (e.g., long-term facility closures) prevent attendance.

Teachers will upload lesson resources and set work via Microsoft Teams for these students to enable continuity of education during their absence

Students should engage with materials at their usual lesson times where possible and communicate with teachers through Teams for support or queries.

Parents are expected to support their child's learning environment, ensuring access to technology and a suitable workspace, and to contact the school promptly if there are any access issues or concerns.

It is important to note that remote learning provision is not routinely available for short-term illness absences where students are able to return to school promptly, as per the statutory guidance which encourages schools to manage short-term health absences within usual arrangements.

4.0 Remote teaching for staff self-isolating or off-site but fit for work

Remote teaching responsibilities apply when staff are required to work from home or off-site due to public health advice (such as guidance from UKHSA) or environmental closures affecting the school's operation.

Staff who are fit for work but unable to be on site should set work aligned with their timetable using Microsoft Teams, ensuring continuity of education for students affected by these circumstances.

Staff should assess and provide feedback on submitted work following school policies to maintain standards and support student progress.

If staff are unfit for work, they should follow the school's usual absence reporting procedures and not be expected to deliver remote teaching during this period.

In cases where staff absence is due to short-term illness without public health or environmental restrictions, remote teaching is not routinely expected, as normal cover arrangements will apply.

5.0 Remote teaching and learning during enforced school closure

Teachers will provide structured lessons, explanations, and resources on Microsoft Teams aligned with the curriculum.

Students should maintain a structured day, engage with tasks, and meet deadlines.

Parents should support learning routines and communicate any issues to the school.

6.0 Monitoring

Heads of Department and Year will monitor engagement and work completion, providing support and escalating concerns.

Senior Leaders will oversee school-wide engagement, intervene where needed, and ensure staff welfare.

7.0 Additional Needs

Work will be differentiated for students with SEND, EAL, or other needs, with support from the SENDCo and Learning Support Team.

8.0 Safeguarding and Pastoral Care

The schools normal Safeguarding and child protection policies applies fully during any period of remote learning, this policy can be found on the school website: https://knsb.kevibham.org/statutory-information-important-documents/

Form Tutors will maintain regular contact with students to monitor wellbeing and academic progress, escalating concerns as appropriate.

This updated policy reflects a flexible, evidence-informed approach to remote learning that can be applied to a range of situations beyond the COVID-19 pandemic, including public health advisories and environmental closures.