CITY OF LONDON ACADEMY SOUTHWARK

REMOTE LEARNING POLICY

Integritas

Ambition, Resilience, Duty

Responsibility:	VP Academic
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1. Aim of this document

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if individual students are required to isolate or local restrictions require entire bubbles to remain at home.

2. Rationale

The intention of remote learning at CoLA-S is to provide all absent students, regardless of reason for absence, the opportunity to engage with the full academic and pastoral curriculum as it would be offered in school. In short, this means that individual absent students sign-in to their lessons as they are being taught or, where a whole class or bubble are absent from school, the teacher teaches the planned lesson virtually.

Remote learning is offered through access to Google Suite for schools. This includes the use of GoogleClassroom for teachers to signpost information, instructions and resources and GoogleMeet for students to link directly to their teacher or tutor live.

3. The CoLA-S Academic Curriculum

The Academic curriculum at CoLA-S has been carefully written to ensure that it is:

> disciplinary - it focuses on the value of the subject over the examination requirements
> sequenced - learning builds over time through carefully sequenced episodes of learning
> accessible to all - there is one curriculum for all students regardless of background or prior attainment

To ensure that our students are not overly disadvantaged by absence we have designed remote learning to provide as much access to this sequenced curriculum as possible. Through the platforms available (see sections 4-6) students have immediate access to the sequenced curriculum, a direct connection to their usual subject expert teachers and will therefore experience as little disruption to their learning as possible with a smooth transition back into regular lessons when they are able to return to school.

The CoLA-S curriculum is published on the academy website here. There is not a separate curriculum for students who are learning remotely.

4. Remote Teaching and Study time

The majority of our remote learning involves live teaching. This will either be accessed by a student signing-in to GoogleMeet as a lesson is being taught to the rest of the class in school or by their teacher conducting the lesson entirely through GoogleMeet.

Where live teaching is not possible, teachers will set independent work for students via GoogleClassroom. The majority of the time this will include recorded instruction for students with either the teacher recording themselves or sharing an approved video resource e.g. from Oak National Academy.

Students will be asked to submit the work they complete electronically either by uploading electronic documents or pictures of hand-written work to GoogleClassroom.

Since our students are expected to attend their full timetable, they should expect the following number of learning hours each day:

Curriculum	**Key Stage 3 (Year 7-9)**	**Key Stage 4 (Y10-11)**	**Key Stage 5 (Y12-13)**
Academic	6 x 50min lessons per day **5 hours per day** 25 hours per week	6 x 50min lessons per day **5 hours per day** 25 hours per week	3 x 100min lessons per day **5 hours per day** 25 hours per week
Pastoral	1 x **30min tutor time per day** 2hours 30min per week	1 x **20min tutor time per day** 1 hour 40min per week	1 x **30min tutor time per day** 2 hours per week
Reading	1 x 25min reading time per day **2 hours 5 min per week** (reading will not continue if a whole bubble or cohort are absent)	Y10 – reading same as KS3 Y11 – prep/humanities replaces reading as per TT	No reading at KS5
Extra-Curricular	Some extra-curricular clubs are offered remotely Please see the academy website for details here		
Total	**5 hours 55min per day**	**5 hours 45min per day**	**5hours 30min per day**

5. Accessing Remote Learning

All remote learning is accessed online. In Autumn 2020, the academy distributed over 250 laptops to students who requested them so that they may access remote learning. The academy will endeavour to remove any barriers to students accessing remote learning either by providing the equipment required or by providing paper resources. N.B. paper resources will always be considered a last resort as they cannot suitably follow the sequenced curriculum or replicate the experience of direct communication with and instruction from teachers.

The academy should be contacted if parents or carers are aware of any barriers to student access to remote learning. The academy can be contacted at info@citycacademy.co.uk, by contacting the year team or by calling in to reception.

All students and parents are signed up to a GoogleClassroom for every class a student is timetabled to attend. Students can access their GoogleClassrooms via their academy email address (@cityacademy.co.uk) and parents are attached to each classroom via the email address(es) stored on file.

Students access live teaching using GoogleMeet. The links required for this can be accessed through GoogleClassroom. For safeguarding reasons, GoogleMeet sessions can only be accessed using academy email accounts and not by any personal accounts.

6. Procedure and Troubleshooting

Students should use the following instructions to access remote learning

How to access Remote Learning at CoLA-S

Students should access remote learning by following these instructions.

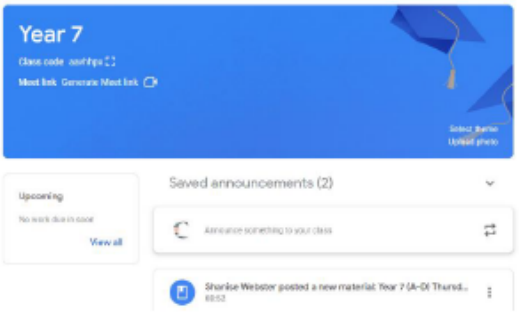
By signing into remote lessons our students can ensure that their learning continues and that they can keep up with the curriculum that would otherwise be missed.

The instructions rely on access to a Wi-Fi enabled device (preferably a laptop) and Wi-Fi connection. The academy can support with this equipment should it not be available to students. Request via the Year Team.

Student Instructions

1 Go to the Year Group GoogleClassroom to find instructions, notices and key links:

Year 7 - Code: aavhhpx
Year 8 - Code: n6eobjz
Year 9 - Code: diygtgc
Year 10 - Code: sgl2iox
Year 11 - Code: coymdpm
Year 12 - Code: dfkpdeg
Year 13 – Code: vbgabtz



	Mon	Tue	Wed	Thu	Fri
1	Science CFL 1B4	Science CFL 1B4	MFL - JGY 1B5	MFL - JGY 1B5	Computer Sci JBU 2B5
2	English LHU 1B3	English DWR 1B3	English DWR 1B3	English DWR 1B3	English LHU 1B3
3	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics

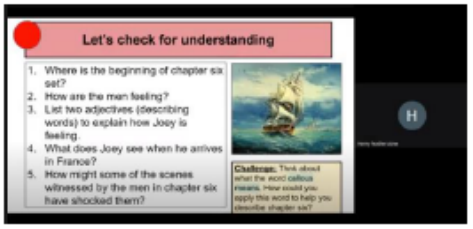
2 Follow your normal school timetable.

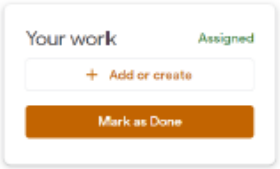
Before each lesson go to the GoogleClassroom for that lesson where the teacher will have added instructions and resources.

3 Sign in to the GoogleMeet link for your teacher.

You will find this on their GoogleClassroom. If not, there is a list of all teachers on the Year Group GoogleClassroom.

If the teacher has not signed in, email them and copy in info@cityacademy.co.uk





4 Follow the lesson as it is taught in school. You might write notes on paper or on your device.

Add questions and answers using the chat function on the GoogleMeet and complete the work set during the lesson by uploading to GoogleClassroom. You might upload the work or a photo of the work.

The Online Learning Guidance (Appendix 1) also includes a 'Common Issues and Solutions' section to support troubleshooting.

Staff Absence and Cover

As all lesson resources are uploaded to Google Classroom before each lesson, any absent staff will upload instructions and resources for cover work in the same way should they be absent from work. Where necessary, the Head of Faculty may take responsibility for this. Where a teacher is unavailable to teach live, independent work will be set for students to complete.

7. Engagement and Feedback

Students are expected to attend and engage with all remote learning offered unless they are absent due to illness and too unwell to do so. Student engagement includes:

Attending live lessons on time and for the full lesson
Communicating with the teacher by asking and answering questions
Submitting work for the teacher to review at the end of every lesson (either via a digital document or photo of written work uploaded to GoogleClassroom)
Following all remote learning rules (these can be found in Appendix 1: Online Learning Guidance)

Parents and carers can support students by doing the following:

Ensuring the student has the equipment and resources required to complete remote learning (requesting equipment from the academy if required)
Providing a suitable working space for the student, preferably at a desk or table, in a location that is free from noise and distractions
Discussing work completed with students to check on engagement and progress
Accessing all available support and guidance to support the student with common issues relating to remote learning
Communicating directly with individual teachers or the year team where appropriate or necessary
Reporting absence due to illness as normal to the academy attendance team

The academy will record attendance of students to remote lessons in the same way as attendance is recorded for normal lessons. This means that parents or carers will be contacted by the attendance officer or year team if a student is not attending remote learning or contacted by a teacher if the student is not engaging with the taught lesson. Initially parents and carers will be informed by text message and email, this will be followed up by a phone call or home visit if necessary.

Academic feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work may include:

Live dialogue during online lessons
Scored quizzes via GoogleForms or other online education platforms e.g. Hegarty Maths, Seneca.
Whole class feedback delivered through do now activities or review lessons
Individual feedback on pieces of work submitted via GoogleClassroom

8. Additional support for students

We recognise that some pupils, for example some pupils 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 our Learning Support Faculty work directly with students and their families to ensure any barriers can be overcome. If parents or carers of students with SEND require further support please contact the academy via info@cityacademy.co.uk or by communicating with a member of the LSF team directly.

Appendix 1: Online Learning Guidance

Overview

Any students isolating at home will be able to sign into their lessons as they are being taught in school.

At the normal time of your lesson, use the list on the Remote Learning Hub to connect to your normal teacher who will present the lesson to you over GoogleMeet. You will be able to follow the lesson being taught in school, to add questions or answers via the chat, and complete the same work as your peers while you are off school.

Your attendance to these lessons will be recorded, as will your submission of work at the end of each lesson. If you do not attend the lesson or attend but do not participate/submit work this will be followed up by the teacher. If you are unable to attend lessons because of sickness, please ensure the school is notified as normal so that your absence is recorded correctly.

Contents

How should I structure my day?
Imagine each day as the same as a normal school day however, instead of turning up to school and lessons in person, you will be signing into each lesson online. If you need a copy of your timetable please contact comms@cityacademy.co.uk

Make sure you set an alarm in the morning and that you set up your device in plenty of time to ensure you are ready to start the lesson. At the beginning of each lesson, go to your Google Classroom or use the list on the Remote Learning Hub to connect to your normal teacher who will present the lesson to you over GoogleMeet.

Try to ensure you use the toilet during transition time only. If you absolutely have to go to the toilet during a lesson, you do not need to notify the teacher, just go and return as quickly as possible. If this causes an issue, please discuss with your teacher directly after the lesson.

Use break and lunch time effectively to rest, refresh and take time away from a screen. Keep track of time as there are obviously no bells at home!

You may still be set homework by your teachers. This sits outside normal lesson time and should be completed after school hours independently.

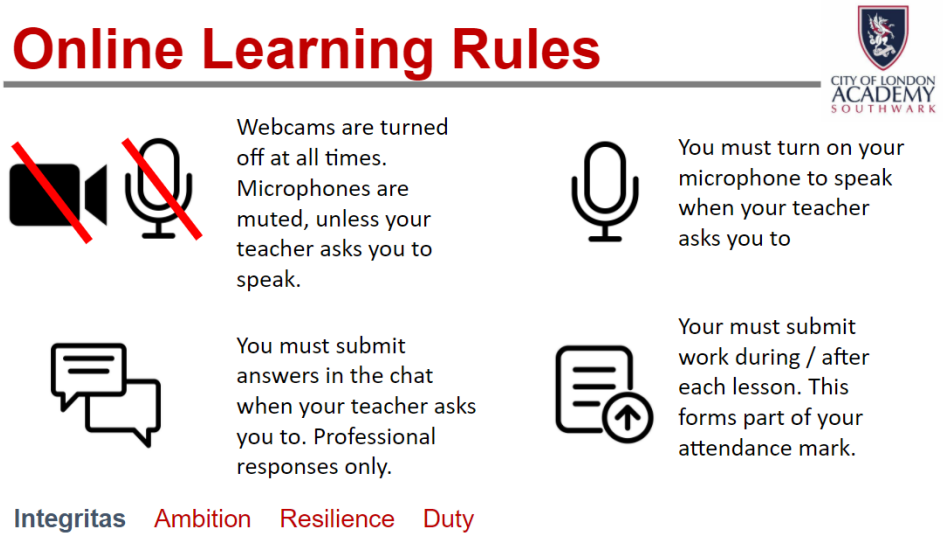
How do I join a Google meet lesson? (Video Guide for laptop) (Video guide for phone/tablet)
At the beginning of each lesson, use the correct link to connect to your normal teacher who will present the lesson to you over GoogleMeet

If you are unsure how to do this, watch the video guide. If, having followed these instructions it is still not working, check the 'Common Issues' section below.

What are the rules for online lessons?
Purposeful, professional behaviour in online lessons is essential for all students to have access to learning.

A register will be taken at the start of every lesson. Absence without reason will be followed up by the Year Team.

You will be shown this slide at the start of every lesson:



Failure to follow the two rules on the left will result in a Reminder and Warning in the lesson followed by removal from the lesson if you fail to comply.
Removal from an online lesson results in the same sanction as an 'On Call' in school. A B4 sanction (day in internal exclusion) will be logged and a phone call made home by the teacher.

Failure to follow the two rules on the right will result in a B1 Incomplete Work sanction being logged on SIMS. This will be followed up by the year team.

The teacher will not be able to monitor the chat at every moment in the lesson (they may even turn it off) - be patient and do not use the chat to have discussions with peers. Lessons and chat transcripts will be recorded and sanctions issued if not used appropriately.

All sanctions logged during the period of remote learning will be carried over and served upon students return to the academy. As normal, a high number of sanctions recorded in succession may result in a fixed term exclusion (suspension from online lessons and exclusion added to your behaviour record)

How do I complete the work set in lessons?
For every lesson you attend, your teacher will set work for you to complete. They will tell you how they wish for this work to be submitted. This may take the form of a GoogleQuiz, creation of a document (either electronic or handwritten) or evidence of another task completed e.g. a photograph. Homework is set separately to this.

For guidance on how to submit your work on GoogleClassroom please use these links:

- How to submit an assignment on GoogleClassroom
- How to submit handwritten work to GoogleClassroom

What if I cannot attend online lessons for any reason?
If you cannot attend lessons due to illness or other home circumstances please report absence as normal using the school phone number.

If you cannot attend the lesson because of technical difficulties, please check the 'Common Issues' section below. If the issues cannot be solved, email Miss Flett (cflett@cityacademy.co.uk) or your Year Team to ask for support. Please only do this when all other options have been exhausted as there will be times when a reply cannot be sent immediately.

What if I have issues before/during/after the lesson? (A list of common issues and their solutions)

1. **I do not have a working laptop, phone or tablet at home**
   You may be able to borrow a laptop from the academy. Please contact your Year Team to request this giving details of exactly what you need to borrow and why.

2. **I do not have access to the internet at home**
   You may be able to borrow a dongle from the academy. Please contact your Year Team to request this giving details of exactly what you need to borrow and why. If we cannot provide this, we will send home work for you to complete on paper. Please, again, contact the Year Team.

3. **I do not have my timetable**
   You can request this by emailing comms@cityacademy.co.uk or by contacting your Year Team

4. **I do not know the GoogleMeet link for my teacher**
   Firstly sign up to the Remote Learning Hub for your year group:
   Year 7 - Code: uamtlaj -
   https://classroom.google.com/c/MTQ1ODgzMjc4MjM1?cjc=uamtlaj
   Year 8 - Code: 45r5wdz -
   https://classroom.google.com/c/MTQ1ODcyMzkwMDU3?cjc=45r5wdz
   Year 9 - Code: k6infpo -
   https://classroom.google.com/c/MTQ1ODcyMzg5OTQ4?cjc=k6infpo
   Year 10 - Code: w4jtvn2 -
   https://classroom.google.com/c/MTQ1ODgxNzQzMjU1?cjc=w4jtvn2
   Year 11 - Code: claho5b -
   https://classroom.google.com/c/MTcwOTQzNzk5MTMx?cjc=claho5b
   Year 12&13 - Code: htelgu3 -
   https://classroom.google.com/c/MTQ2NTE5ODI1OTQ5?cjc=htelgu3

On this classroom you will find a list of all GoogleMeet links in the 'Stream'. You can just click on these to access a meeting.

5. **The GoogleMeet will not let me join**

   It is likely this is because you are signed in with the wrong email address. You will only be allowed access to the meeting from your @cityacademy.co.uk email address. If on a laptop, check the top right of the screen, if on a phone/tablet, check at the bottom of the screen.

6. **The GoogleMeet says to wait for the host**

   The teacher will let you into the meeting as soon as they are ready. Please be patient as some teachers will be transitioning from another lesson in another part of the school and need time to set up. If you have not been admitted 15min after the lesson should have started please email the teacher. If you do not get a response please email info@cityacademy.co.uk or Miss Flett cflett@cityacademy.co.uk

7. **I missed the register at the start of the lesson**

   At the end of the lesson, make sure the teacher is aware that you were late but attended the lesson so that you can be marked on the register. If the chat function is not available to do this, email the teacher.

8. **The GoogleMeet is lagging/glitching during the lesson**

   There is not much we can do to help with this problem. If using a phone/tablet, make sure all other apps are turned off. If using a laptop make sure other windows and tabs are closed. If you miss anything in the lesson, ask your teacher politely to repeat it at a convenient time. If helpful, try leaving the GoogleMeet, closing the window, reopening it and trying again.

9. **I lost connection/battery halfway through the lesson**

   This can happen. Avoid it by ensuring your device is fully charged overnight and that a charger is available and close to you should you need it. If you miss anything in the lesson, ask your teacher politely to repeat it at a convenient time.

10. **I need to go to the toilet in the middle of a lesson**

    Do not write this on the chat as it can disrupt the lesson. Toilet breaks should be taken between lessons. If this is impossible and you need to use the toilet during a lesson, simply go and return as quickly as possible. You do not need to ask permission or notify anyone.

11. **I cannot load the resources/assignment on my phone/tablet**

    Make sure you have downloaded the right apps to be able to do this. This includes:

GoogleClassroom 

GoogleDrive 

12. I was removed from a lesson and cannot rejoin

Once you have been removed you cannot rejoin the lesson unless the teacher specifically adds you back in. If you are removed from a lesson, endeavour to use the resources available to complete the assignment set. After removal, your teacher will call home to inform your parents and explain why you were removed. Do not email the teacher as they will not be able to reply to you while teaching.

13. I am struggling to complete or submit the work for the lesson

Use the help guides available above and use resources available online to help you if needed. If completing the work is impossible, please email your teacher.

Appendix 2: How CoLA-S meets statutory requirements for remote learning (DfE guidance issued 22/10/2020)

Statutory Guidance	How CoLA-S meets this guidance
Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education.	Access to remote learning is immediate. For example, a student sent home to isolate can access their lessons, as they are being taught as soon as they arrive home.
teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject	All students, in school and working remotely, will follow the academy curriculum which has been carefully sequenced by subject expert teachers. Lessons contain explicit recall and clearly defined time for independent practice.
use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations	The highest quality that can be offered is from the teacher that knows the class and the student. Where live teaching cannot be offered, teacher will record their own instruction or select from high quality providers e.g. Oak National
give access to high quality remote education resources	Alongside live lessons, students will have access to all previous learning materials within each GoogleClassroom as well as access to a SenecaPremium account.
select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use	Google Suite is consistently used. This includes: GoogleClassroom GoogleMeet GoogleForms All staff have been trained in the use of GoogleSuite and have access to ongoing training where required.
provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access	These are available upon request (info@cityacademy.co.uk)
recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs	Direct access to regular teachers means that they are able to differentiate appropriately for students working remotely. The Learning Support Faculty also provided individual support to SEND students.

publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021	The Remote Learning Policy (this document) is published on the academy website.
set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects	For each lesson, teachers will share information, resources and assignment instructions for the student to follow
set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: • secondary: 4 hours a day, with more for pupils working towards formal qualifications this year	As detailed above, all students are required to engage with at least 5.5hours per day of online learning (excluding homework)
provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos	Provided through live teaching. Not only will explanations be delivered from the teacher directly but questions can be raised for clarification by any student
have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern	Student attendance to online lessons is monitored throughout each day. Student engagement with the lesson is monitored by the teacher
gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate	As students are following the planned curriculum as it is or would be taught in school this is included
enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding	This is most easily facilitated through live lessons
For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating.	This is most easily facilitated through live lessons

Appendix 3: How CoLA-S meets statutory requirements for remote learning (DfE Update 07/01/2021)

Statutory Guidance	**How CoLA-S meets this guidance**
The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently.	As detailed above, all students are required to engage with at least 5.5hours per day of online learning (excluding homework)
The amount of remote education provided should be, as a minimum: Key Stages 3 and 4: 5 hours a day	
Select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use.	Google Suite is consistently used. This includes: GoogleClassroom GoogleMeet GoogleForms All staff have been trained in the use of GoogleSuite and have access to ongoing training where required.
Overcome barriers to digital access for pupils by: • distributing school-owned laptops accompanied by a user agreement or contract • providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.	Over 200 laptops have been distributed to students since the beginning of January 2021 and over 350 since September 2020 Student workbooks have been posted home to every student and paper resources distributed where necessary e.g. English Literature Poetry Anthologies Students are also able to communicate with any member of staff during 'Office hours' weekdays 3.20-4pm
Have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern	Student attendance to online lessons is monitored throughout each day and lesson attendance is recorded on SIMS. Student engagement with the lesson is monitored by the teacher
Identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education	The named senior leader is Corinne Flett - cflett@cityacademy.co.uk