

Remote Learning Expectations – an overview
Montsaye Academy

The timetable

The current government guidance on remote learning for schools states the following with regards to provision whilst the building is closed to most pupils:

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. The amount of remote education provided should be, as a minimum:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day
- Key Stages 3 and 4: 5 hours a day

At Montsaye, we are offering our normal school timetable remotely. For Key Stage 3, this has meant:

- All lessons for students being taught, set or monitored via Microsoft Teams, with the exception of Core PE – work for this is set for students to complete independently
- Students receiving a mixture of live teaching, independent tasks, tasks set via subject specific platforms, such as Seneca or MyMaths, or more practical tasks away from the screen

For Key Stages 4 and 5, this has meant:

- Their full school timetable, with the exception of Core PE (work for this is set for students to complete independently), taught via Microsoft Teams, with daily contact time with their teachers

Additionally, to ensure that student wellbeing is at the forefront, students have also continued with:

- Weekly year group assemblies
- Weekly contact with their tutors during form time
- Tutor phone calls or phone calls from our Pastoral Team or Progress Leaders where needed

The Curriculum

The Government have also issued the following expectation for schools where it comes to the curriculum:

In developing their remote education, we expect schools to:

- 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 so that pupils can progress through the school's curriculum
- 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.

At Montsaye, we have fully committed to this – all curriculum plans have now been converted to be taught remotely. Where students do not have access to online technology, they have been provided with devices where they have been available. For others, paper-based learning has continued alongside the curriculum and work packs are distributed with textbooks, work booklets and tasks that follow the online learning offering.

Expectations for students:

As when they are in school, we will take registers of lesson attendance whilst teaching online. Students will need to speak to their tutors or Progress Leaders to inform them of any issues they are having with online learning, or to inform them of technical issues so that we can support them in getting these resolved.

Students are asked to engage with their teachers via the chat function within Microsoft Teams, to virtually 'raise their hand' using the hand button on their Teams lesson, or engage with them via email.

Where assignments are set, students are asked to submit these to their teachers so that feedback can be given and understanding effectively monitored. If this is not possible for any reason, students should contact their teachers to let them know.

If students are working on paper but still able to access the internet, students should submit their work via their Microsoft Teams folder, where they can upload photographs of their work if needed. If this is not possible, we will arrange a pick-up of completed work.