



**SOUTH WESTMORLAND  
MULTI ACADEMY TRUST**

## Remote Learning Policy

<b>Committee:</b>	MAT Board
<b>Date of adoption:</b>	23/09/2025
<b>Date of next review:</b>	Summer Term 2026

## Review Sheet

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

<b>Version Number</b>	<b>Version Description</b>	<b>Date of Revision</b>
1	Original	23/09/2025

## Remote Learning Provision

This information is intended to provide clarity and transparency to students and parents / carers about what to expect from remote learning if local restrictions require entire cohorts (or bubbles) to remain at home.

This guide will also future-proof against school closures that could happen at any time due to circumstances such as an epidemic, extreme weather, power-loss etc. It also covers the ongoing education of students who cannot be in school when the school remains fully open but are able to continue with their education.

Our approach is informed by research from the Education Endowment Foundation (EEF).

### The remote curriculum

#### **What should my child expect from immediate remote learning in the first day or two of students being sent home?**

When a group of students is sent home, refer to the school website to find details of the planned remote learning for each year. This can be found at <https://www.dallamschool.co.uk/>.

Students will be provided with workbooks in either physical form or electronically on Microsoft Teams, these should be used in the first instance. If an opportunity to provide workbooks was not possible, students in KS3 should use Knowledge Organisers which can be found here: <https://www.dallamschool.co.uk/school/homework/>. KS4 students should use the Seneca learning platform or any other resources such as textbooks given by the school to complete independent revision.

#### **Following the first few days of remote learning, will my child be taught broadly the same curriculum as they would if they were in school?**

After the first couple of days, the curriculum delivered will closely mirror the school's normal curriculum where possible. Certain subjects that require a more practical approach will not cover the broad range of the subject's curriculum but will cover the aspects that are possible given the circumstances.

Lessons will be planned and well-sequenced 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. These will be supported by high quality resources.

### Remote teaching and study time each day

#### **How long can I expect work set by the school to take my child each day?**

We expect that remote learning (including remote teaching and independent work) will take students broadly the following number of hours each day:

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Key stage 3 (Year 7 – 9)	Key stage 4 (Year 10 – 11)	Key stage 5 (Year 12 – 13)
5 hours	5 hours minimum	5 hours minimum

## **Accessing remote learning**

### **How will my child access any online remote learning you are providing?**

Remote learning will take a blended approach. Some work will be provided via worksheets/workbooks that can be downloaded from the school's website (or picked up from the by appointment). Other work will be set via Microsoft Teams. Additionally, other online resources, such as Math's Watch or Seneca, will be used for individual classes.

Students will be set their work from their class teachers via their Microsoft Teams accounts.

### **If my child does not have digital or online access at home, how will you support them to access remote learning?**

We have a small supply of laptops that we can provide on loan for any students that do not have online access. To receive further information about this, please contact school via Synergy.

Furthermore, all resources can also be printed at school if a student is unable to access the online activities. Again, please use the details above if this support is required.

Work can be dropped off at school for feedback if a child cannot submit their work electronically. Feedback will be provided in line with the section below – How will you assess my child's work and progress?

### **How will my child be taught remotely?**

We take several approaches to teaching remotely. These may include one or more of the following:

- live teaching (online lessons)
- recorded teaching (e.g. Maths Watch lessons, video / audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books students have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

## **Engagement and feedback**

### **What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

We would expect students to engage fully with all the work set. Parents / carers will need to regularly check on their child to make sure they are able to access the work and, if they are struggling, support where possible.

We believe that routines are key to success and, therefore, parents / carers should support their child in keeping to a routine, just as they would at school. Maintaining a routine will support with the mental and physical health of children and will also mean they maintain good habits for learning and are ready for the return to school.

Parents should encourage their child by creating the conditions for them to be successful: high expectations; knowing what work has been assigned; creating space and providing necessary resources; directing students to their teachers and other sources of help; keeping them on track. If your child is having difficulty with the work set, you must contact the school and we will endeavour to provide additional support where possible.

**How will you check whether my child is engaging with their work and how will I be informed if there are concerns?**

We will maintain weekly checks of the engagement from individual students. If we have concerns over the completion rates of individuals, we will contact parents and work collaboratively to address any issues. Again, if you feel your child is not completing sufficient work, please contact the school to seek advice.

Whilst lessons will usually be in line with the student's timetable, all communication regarding the lesson timing or content will take place via Synergy or the school website. It is important that you keep up to date with any communication and ensure your child is completing the work as expected.

**How will you assess my child's work and progress?**

Students will submit work electronically using a variety of different systems, dependent on the subject. This will allow for staff to check for any gaps or misconceptions and consequently provide feedback.

Providing timely and helpful feedback is a cornerstone of good teaching and learning and, whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to students on pieces of work they are required to submit.

Under normal circumstances, not all pieces of work are formally assessed by teachers, and this would continue to be the case during remote learning.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as work completed in school. Teachers are encouraged to ensure that, when they set assessed work, it is designed in such a way that meaningful feedback may be provided. Possible methods may include:

- providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research
- using the "Comments" function on online documents
- sending individual students specific feedback / targets
- feedback via another website / piece of software

The timeframe for feedback will vary by subject but will follow the expectations set during normal teaching periods.

**Additional support for students with SEND**

**How will you work with me to help my child who needs additional support from adults at home to access remote learning?**

We recognise that some students, for example those with special educational needs and disabilities (SEND), may not be able to access remote learning without support from adults at home. We

acknowledge the difficulties this may place on families, and we will work with parents / carers to support those students in the following ways:

- teachers will ensure that work is accessible for all students when setting online tasks
- profiles available for SEND students will be followed in the same way as if the students were in school
- the SENDCo will maintain contact with students requiring regular support by Synergy or phone with parents / students and will feedback to teachers

### **Remote learning for self-isolating students**

#### **If my child is not in school because they are self-isolating, how will their remote learning differ from the approaches described above?**

In addition to the above, when a student is not in school due to self-isolation, some subjects will offer the opportunity for students to access their timetabled classroom lessons live via Teams. Further information will be provided by the academy when this situation arises.

#### **Safeguarding and remote learning**

Specific safeguarding training on delivering remote lessons will be given to staff in the eventuality of the school having to close and lessons moving to an online basis.