



**KADER ACADEMY**  
**REMOTE TEACHING and**  
**LEARNING POLICY**

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## **1 Introduction**

- 1.1 It is the aim of this policy to ensure consistency in the school's approach to remote learning.

## **2 Scope of the Policy**

- 2.1 This Policy will apply to all pupils and will be implemented by all staff employed by Kader Academy.
- 2.2 The Principal will report to governors on the operation of this policy. The document is subject to review as required.

### **3 Aims**

- 3.1 To ensure consistency in the school's approach to remote learning.
- 3.2 To set out expectations for all members of the school community with regards to remote learning.
- 3.3 To provide appropriate guidelines for data protection.

## **4 Roles and Responsibilities**

### **4.1 Teachers**

Teachers should be available for work during normal teaching hours. If they are unable to work for any reason during this time, they should discuss this with a member of the Senior Leadership Team.

Setting work:

- Teachers will set work for their class in liaison with their year group team
- This work should be set ready for the week ahead and available to the children from 9am on each day of the week
- Work should be set using the Seesaw platform. The following platforms can be used to enhance this provision:
  - ✓ Purple Mash
  - ✓ Conquermaths
  - ✓ TTRockstars
  - ✓ Oak National Academy
  - ✓ Office 365 platform for live lessons (Years 5 and 6 only)
- For those children who cannot access online learning, paper work-packs can be provided, in liaison with the family.

Providing feedback:

- Seesaw – Short feedback will be given to each pupil. This can be verbally or as a written comment. All work handed in will be monitored by the class teacher or another member of teaching staff.
- Purple Mash – short and concise feedback can be given online to pupils by commenting on the piece of work handed in and the work can be reset if the child needs to act upon the feedback.
- Conquermaths/ TTRockstars – feedback is immediate and provided on the site.
- Pupils can upload their work to the Seesaw platform. They can also contact their teacher through Seesaw if they have any questions about the work. Teachers will respond to children through Seesaw.

Keeping in touch:

- Teachers can keep in touch with children and their families through Seesaw. Pupils in Years 5 and 6 may also have access to a school email address.

Virtual meetings/ videos:

- If attending virtual meetings/ training or providing live lessons (years 5 and 6) staff should be aware of what is in the background of the video – nothing inappropriate in the background - where possible, this should be plain.
- Ensure that background noise is kept to a minimum. Professional standards should be maintained at all times.
- Videos recorded for pupils to watch should also be checked for background objects and noise. Dress code should be smart/ casual as would be expected in school.
- All videos for pupils should be uploaded to Seesaw or Purple Mash securely using the steps provided by the school.
- Live lessons may be used for pupils in years 5 and 6. These should be organised using the Office 365 platform.

## **4.2 Teaching Assistants**

Teaching assistants should be available for work during normal school hours. If they are unable to work for any reason during this time, they should discuss this with a member of the Senior Leadership Team.

Supporting pupils/ teachers:

- Where required, teaching assistants may be asked to support teachers/ pupils with remote learning e.g. helping to source resources to support individual learners or helping to mark completed work.

Virtual meetings/ videos/ live lessons:

- If attending virtual meetings/ training or providing live lessons (years 5 and 6) staff should be aware of what is in the background of the video – nothing inappropriate in the background - where possible, this should be plain.
- Ensure that background noise is kept to a minimum. Professional standards should be maintained at all times.
- Videos recorded for pupils to watch should also be checked for background objects and noise. Dress code should be smart/ casual as would be expected in school.

- All videos for pupils should be uploaded to Seesaw or Purple Mash securely using the steps provided by the school.
- Live lessons may be used for pupils in years 5 and 6. These should be organised using the Office 365 platform.

#### **4.3 Subject leads**

Alongside their teaching responsibilities listed above, subject leads are responsible for:

- Considering adaptations of their subject curriculum to accommodate remote learning.
- Working with teachers teaching their subject to make sure work set is appropriate and consistent.
- Working in conjunction with other subject leads to ensure that work set across subjects is appropriate, consistent and achievable for pupils who are remote learning.
- Monitoring work set by teachers in their subject – through regular contact and reviews of the work set.
- Alerting teachers to appropriate remote learning resources they can use to teach their subject.

#### **4.4 Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject leaders.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

#### **4.5 Designated safeguarding lead (DSL)**

Please refer to Kader Academy Child protection Policy.

#### **4.6 Pupils and parents**

Staff can expect pupils to:

- Log on to the learning platforms provided.
- Complete work set.

- Seek help if they need it from their teachers.
- Alert teachers if they're not able to complete work.

Staff can expect parents to:

- Make the school aware if their child is sick or otherwise cannot complete work.
- Seek help from the school if they need it – in the first instance through the messaging facility on Seesaw.
- Be respectful when making any concerns or complaints known to staff.

#### **4.7 Governing body**

The governing body is responsible for:

- Monitoring the school's approach to remote learning to ensure education remains as high quality as possible.
- Ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons.

## **5. Who to Contact**

If staff have any questions or concerns, they should contact the following individuals:

- Setting work –  
SENCo – Rosie Smith  
Remote Learning Platforms – Sarah Donkanha  
English – Emma Burton  
Maths – Victoria Emms  
Science/ DT/ Art – Hannah Arceri  
Computing – Sarah Donkanha  
Geography – Jenny Minter  
History – Sam Scotney  
French – Daniel Kerr  
PSHE – Rachel Stockwell  
RE – Natalie Foley
- Behaviour – Alison Mitchinson (Principal) / Janet Donald (Vice Principal)
- IT – OneIT Helpdesk or Sarah Donkanha (Computing subject lead)



- Own workload/ wellbeing – Alison Mitchinson (Principal) / Janet Donald (Vice Principal)
- Concerns about data protection – Caroline Finn (Data protection officer)
- Concerns about safeguarding – Alison Mitchinson (Principal) / Janet Donald / Laura Yendall (Designated safeguarding lead)

## **6. Data protection**

### **6.1 Accessing personal data**

When accessing personal data, all staff members will:

- Access the data using the school secure server.
- Access the data only on a school provided device such as school laptop or desktop computer.
- Not use their personal devices to access school-related personal data.

### **6.2 Sharing personal data**

Staff members may need to collect and/or share personal data such as email addresses, as part of the remote learning procedures. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

### **6.3 Keeping devices secure**

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected - strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and/or special characters (e.g. asterisk or currency symbol).
- Making sure the device locks if left inactive for a period of time.

## **7. Safeguarding**

Please refer to the Kader Academy Child Protection Policy.

## **8. Monitoring arrangements**

This policy will be reviewed bi-annually by Sarah Donkanha (Computing lead). At every review, it will be approved by Alison Mitchinson (Principal) and the Governing Body.

## **9. Links to other policies**

This policy is linked to our:

- Positive behaviour policy
- Child protection policy
- ICT and Internet acceptable use policy
- Online safety policy
- Data protection policy and privacy notices.

# Kader Academy Core offer for Remote Learning

## Key Stages 1 & 2



### Daily Deliberate Practise:

- Multiplication
- Number bonds
- Spelling rules
- Phonics
- Handwriting
- Storytime

### Daily Lesson: / Activity

- Maths
- Reading
- Writing (to include GPS)
- PE

### Weekly Lesson:

- Science
- Computing
- History/ Geography (topic dependent)
- Music

Kader Academy  
Core offer for Remote Learning

Early Years




Daily Deliberate Practise:

- Phonics
- Number
- Storytime

Play based activities based  
around the Areas of Learning.

**Kader Academy**  
**Remote Learning lesson delivery**



Review of prior learning — D.A.R.T

Direct Instruction — video or slide show with  
voice over

Independent task

Check for understanding — short quiz