



Cherry Tree Academy Remote Learning Policy

2024-2025



Contents

Contents	2
Introduction	3
Snow and Adverse Weather Closures.....	3
Other Academy Closures	3
Remote learning.....	4
Remote learning timetables	4
EYFS (Reception)	4
Key Stage 1 (Years 1 and 2).....	4
Lower Key Stage 2 (Years 3 and 4).....	5
Upper Key Stage 2 (Years 5 and 6).....	5
Accessing Remote Learning Online.....	5
.....	7
Student engagement	8
Online lessons	8
Parental engagement.....	9
Attendance and pastoral support.....	9
Safeguarding	10
Data Protection and GDPR.....	11
Evaluation and Review.....	11
Document Detail	11
Version Control	11
Appendix 1 – Home/school Remote Learning Agreement.....	12

Introduction

At Cherry Tree Academy, we aim to be open to children, families and the local community for the hours and days as set by the Local Authority or Waterton Academy Trust. However, Cherry Tree Academy can only be open if it is safe to do so. In the event of school closure education in the form of online learning and live lessons will be scheduled in accordance with this policy. This policy directly corresponds with:

- ✓ IT and Online safety policy
- ✓ Staff Code of Conduct
- ✓ CTA Way of Teaching and Learning
- ✓ Relationships and Behaviour policy
- ✓ KCSIE 2024

Snow and Adverse Weather Closures

In the event of heavy snowfall or other adverse weather we will endeavour, where possible, to keep our academy open. However, the safety of our pupils and staff is paramount and there are a range of different factors that will need to be considered, including:

- the number of staff that are able to make it to the academy,
- the school grounds, roads and walkways around school,
- local advice,
- food, heating and water systems.

In the event of a school closure due to the above, or any other unforeseen circumstances, we will aim to communicate with staff and parents as clearly and quickly as possible. Staff should follow the procedure as described in the Cherry Tree Academy Adverse Weather or School Closure Policy. Communication messages for parents will be posted on our Cherry Tree Academy Dojo page, and parents can expect updates throughout the day. Information about closures will also be shared on our social media platforms:

Twitter/X: x.com/CherryTree_SCH

Facebook: [Cherry Tree 2024/2025](https://www.facebook.com/CherryTree2024/2025)

Details will also be available on our school website: www.cherrytreeacademy.org, as well as on the Wakefield Council school closures website: [School Closures - Wakefield Council](https://www.wakefield.gov.uk/school-closures).

Other Academy Closures

If faced with any other closure of school, we will switch to remote learning as early as possible, in most cases this will be the same or next school day. All pupils will be expected to engage with remote learning and attendance will be monitored.

Remote learning

Generally, all school closures will follow the same pattern and remote learning timetables will be provided to parents by class teachers via Microsoft Teams. For pupils without access to the technology needed to participate, further information regarding the expectations of learning will be communicated via class teachers.

Remote learning timetables

Lessons and timings for timetables may vary dependent on the point in the academic year, yet most will follow a similar pattern to the outline below.

EYFS (Reception)

9:15am-9:30am – Phonics

9:45am – 10:15am – English

10:15am – 11am – Morning Break

11:00am – 11:30am – Maths

11:30am – 12:30pm – Lunch Break

12:30pm – 1:00pm – Afternoon Session 1

1:15pm – 1:45pm – Afternoon Session 2

Key Stage 1 (Years 1 and 2)

9:15am – 9:45am – Phonics

10:00am – 10:45am – Handwriting and English

10:45am – 11:00am – Morning Break

11:00am – 11:45am – Maths

11:45am – 12:30pm – Lunch Break

12:30pm – 1:15pm – Afternoon Session 1

1:30pm – 2:15pm – Afternoon session 2

Lower Key Stage 2 (Years 3 and 4)

9:15am – 9:45am – Reading

10:00am – 11:00am – English (Writing)

11:00am – 11:15am – Morning Break

11:15am – 12:15pm – Maths

12:15pm- 1:00pm – Lunch Break

1:00pm – 1:45pm – Afternoon Session 1

2:00pm – 2:45pm – Afternoon Session 2

Upper Key Stage 2 (Years 5 and 6)

9:15am – 9:45am – Reading

10:00am – 11:00am – English (Writing)

11:00am – 11:15am – Morning Break

11:15am – 12:15pm – Maths

12:15pm- 1:00pm – Lunch Break

1:00pm – 1:45pm – Afternoon Session 1

2:00pm – 2:45pm – Afternoon Session 2

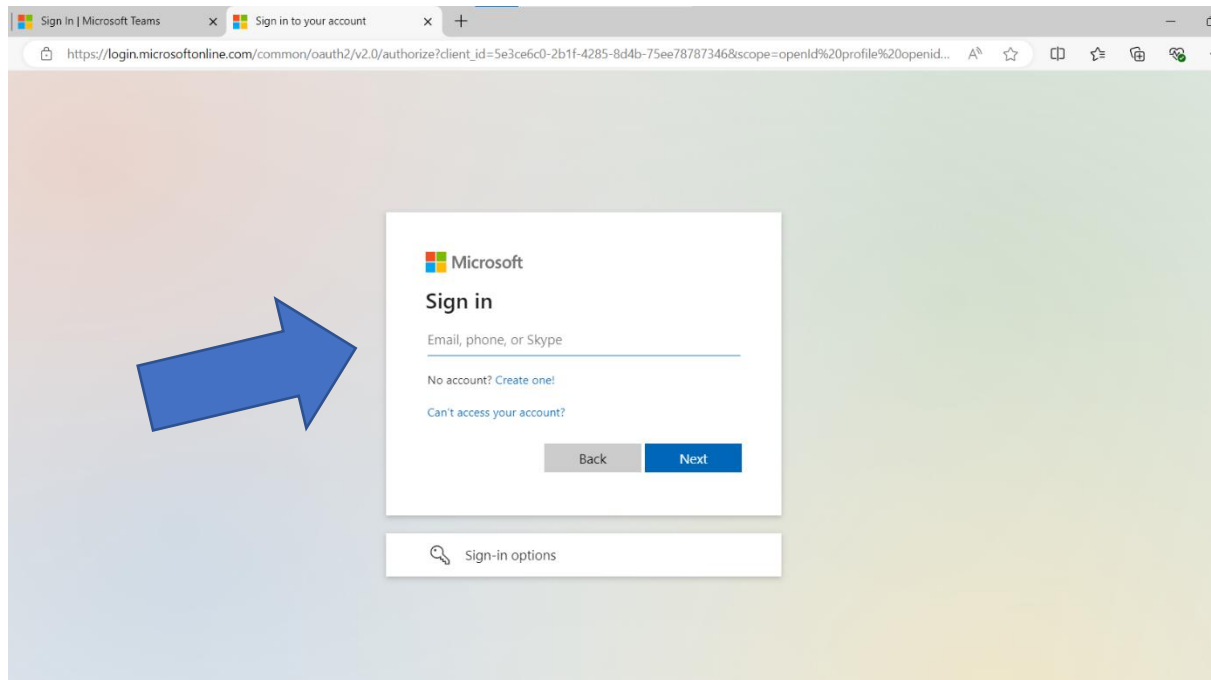
Accessing Remote Learning Online

All pupils at Cherry Tree Academy will be issued a username, email address and a password upon joining the academy. This is to be used to access their remote learning. It will be sent home by the class teacher and should be kept safe by parents in the event of school closure.

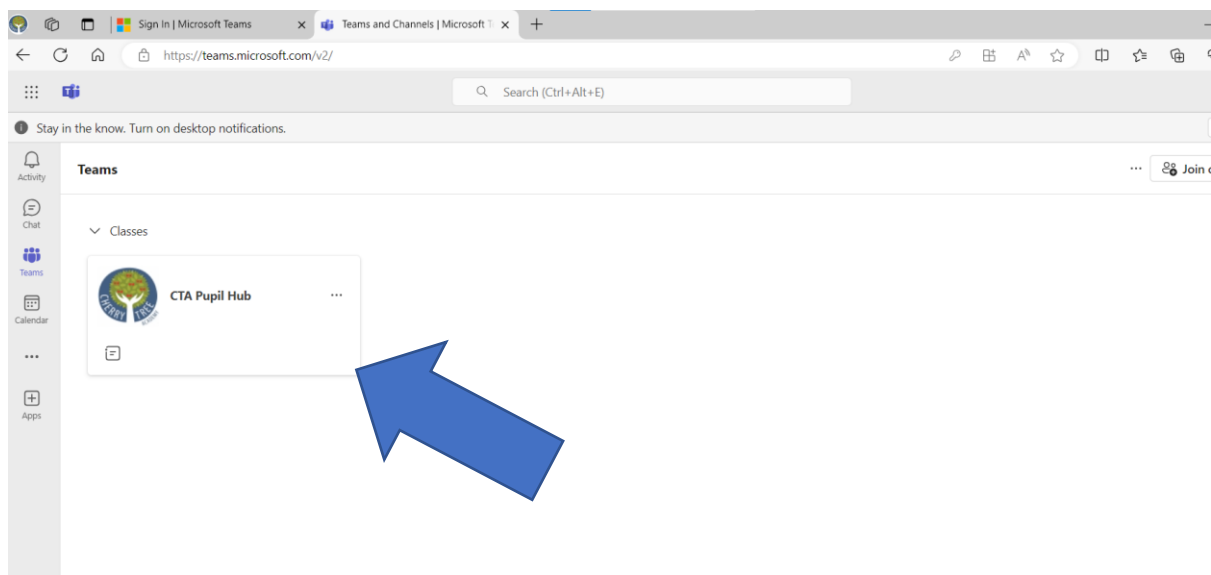
Online learning should be accessed through Microsoft Teams:

- Option 1 – Download the Microsoft Teams app (available on phones, tablets and laptops)
- Option 2 – Access through a web browser by searching for ‘Microsoft Teams login’ or going to <http://www.microsoft.com/en-us/microsoft-teams/log-in>

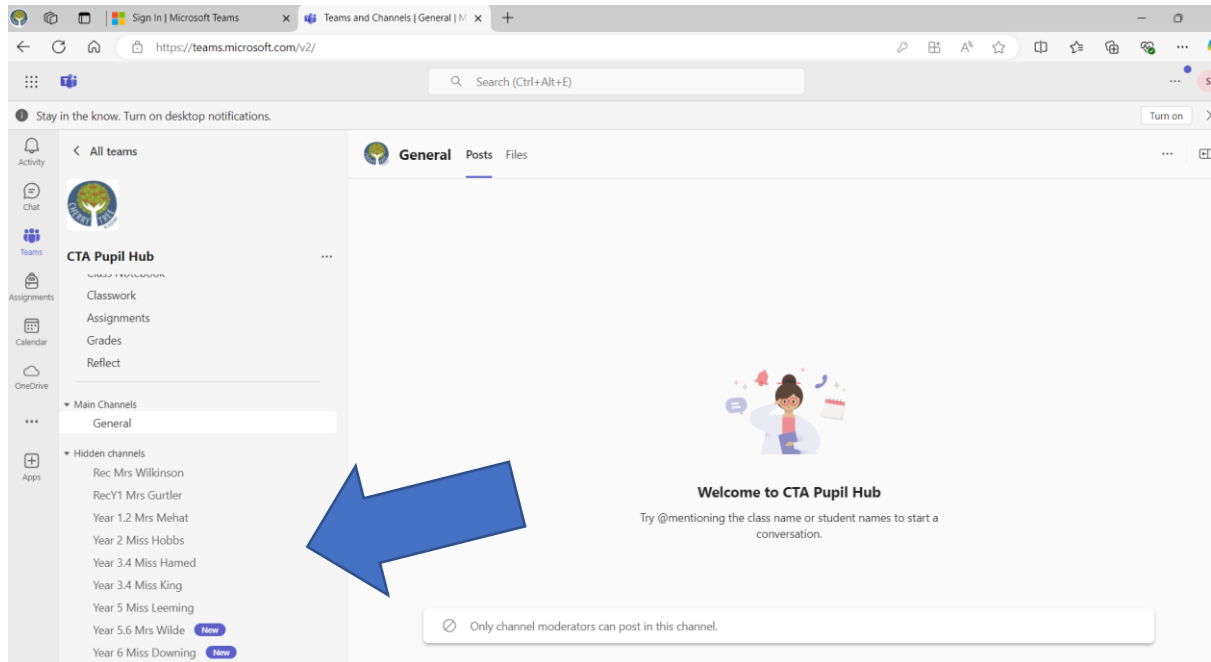
1. Sign in to Microsoft Teams using the pupil email address and password



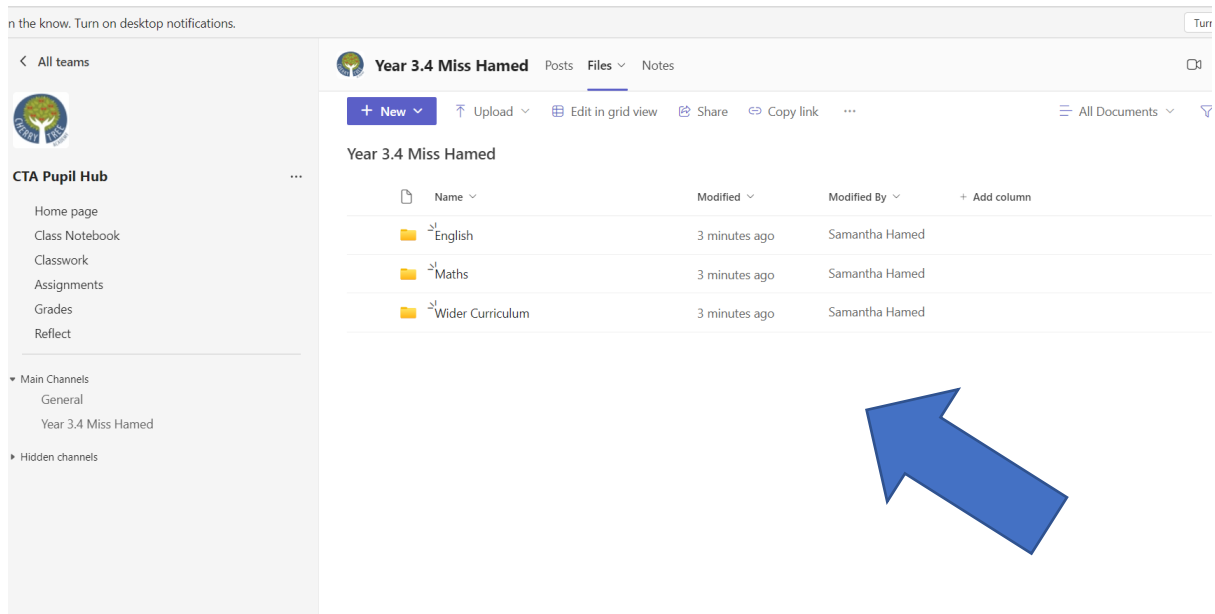
2. Click on the 'CTA Pupil Hub'



3. Click on the class teacher name located on the left-hand side



4. Here there will be folders containing resources for live lessons and a timetable containing a hyperlink to click to access the live lesson.



All pupils are expected to engage with their remote, online learning. Any issues should be communicated to the class teacher via ClassDojo as soon as possible.

Student engagement

When teaching an interactive lesson online, teachers must be clear about the expectations of student behaviour. Teachers should re-iterate the ground rules at the start of each session. This includes routines for cameras being on or off, and routines for contributing to the lesson with via microphone and the chat function. Examples may be who can speak or how a pupil should indicate if they have a question. If this is the first time that classes are delivered online, it may take some time in becoming familiar with the new environment. High expectations of student behaviour must be maintained during remote learning, and if students behave poorly during live lessons, the school's relationship and behaviour policy should be followed and this should be escalated as appropriate.

When planning and teaching live lessons, reasonable adjustments must be made to ensure all students can access the learning and are appropriately challenged, so that all students can make progress. This includes the following groups of students: SEND, EAL, most able, low prior attainers and students with low reading ages.

Additional support for students could still take place remotely and should be agreed by leaders within academies. This includes, but is not limited to, intervention groups, TA and student/s break out groups during activities in lessons, online programmes, student/parent support calls.

Online lessons

Online Learning Lessons must:

- Be delivered using a PowerPoint
- Delivered through Microsoft Teams, using either a live meeting or pre-recorded format. If pre-recorded staff should be available to offer live help.
- Follow the standard lesson structure as much as possible (CTA Way).
- Remind pupils of online learning symbols and expectations.
- Include some form of quizzing / independent review to test what students have learnt and aid your planning for the next lesson.

Each lesson should include:

- Set simple, recursive tasks (over practice). PowerPoints should have a real clarity of instruction visible to learners.
- A clear model, including success criteria.

It may be helpful to focus on consolidation of prior content, rather than introducing lots of new content. For practical reasons it may be difficult for teachers to introduce some new content to pupils, particularly during the early phase of these changes. Consolidation of prior learning, however, is likely to be beneficial. We know that what pupils store in long term memory can help them to learn more, so consolidation is not wasted time or a lack of

‘progress’. This is potentially a good opportunity to help pupils become fluent in key aspects of the curriculum and thus lay solid foundations for when school resumes.

Pupil’s accountability matters. Expect to check on their learning in one or more of the following ways:

- Completed worksheets/ word documents uploaded as assignments
- Photos of work
- Online quiz completion

All pupils are entitled to feedback; however, this may be in the format of whole class feedback. Where possible academy marking procedures should be followed, with feedback used to highlight areas of strength and areas for development.

Be clear about the medium (use of just exercise books and quizzing etc) and exactly how it should be presented (e.g. using Board/Book). Keep learning as familiar as possible.

Parental engagement

Strong parental engagement is important to make remote learning successful. Parents must have regular communication regarding remote learning, support in how to access resources and live lessons and information regarding their child’s attendance, behaviour and engagement. Parents must also be informed that they must not video or record any lessons, and that as quiet a place as possible needs to be provided for their children during live lessons.

Attendance and pastoral support

Maintaining regular contact with pupils is essential to monitor their progress, assess engagement levels, and identify whether additional support from the school’s pastoral or safeguarding teams is required.

The attendance and pastoral teams play a key role in ensuring that learning remains a priority for every child, every day. Absence from online learning or failure to complete assigned tasks at home will be treated as absence, and leaders will have clear systems in place to monitor and follow up on any missed learning. A register will track attendance at live sessions or the completion of tasks, and parents or carers will be contacted if a pupil fails to attend scheduled online learning sessions.

Safeguarding

In the event of a bubble, class or year group isolating, the pastoral team will conduct weekly calls. Based on need, these will be every other day or three times a week. The class teacher will also call each week to support families with teaching and learning and parents are expected to engage in these calls.

Any safeguarding incidents or potential concerns must be reported according to policy using the CPOMS reporting system. When delivering lessons online, the following guidelines must be followed:

- Wear appropriate clothes. Laptop cameras give different and unexpected camera angles, so wear what you would wear if you were in the school.
- Think about your 'classroom':
 - Don't go on-line from your bedroom,
 - Look at the background – ensure this doesn't include anything you don't want students to see e.g. family pictures.
- Warn others in your house that you are broadcasting on-line so that other members of your household do not pass by the camera.
- **Always** record your session, this will protect you against any form of allegation. All chats in MS Teams are also saved and property of Trust.
- Avoid 1:1 support. Always have at least 2 students in a session.
- **Only** use Trust approved methods of on-line communications (MS Teams) – **do not** use any form of social media even if you have set them up specifically for this purpose.
- Monitoring and web filter software is in use on all Waterton equipment and any infringement is followed up by the Safeguarding Team.
- Think about the language you use in lessons. Students are going to be worried and anxious about the future and keep calm.
- Consider the safeguarding of each child you teach on-line. You may be the only non-family member they are going to see today. Listen for any cues that indicate a safeguarding concern and report these to your DSL immediately. These cues might be about:
 - Child abuse or neglect
 - Inadequate supervision at home
 - The impact of food poverty
 - The health status in a family and any young carer responsibilities students may be picking up.
- The time students spend in front of the screen must be considered by schools, and regular breaks must be built into online timetables, in the same way breaks are built into academy timetables usually.
- Allow only students that have been invited to access live lessons. Other students and adults should not be given access.

Data Protection and GDPR

When accessing personal data, all staff members will solely use their official school email account; as well as Class Dojo, and will connect to the school network using their school laptop only. Staff members are unlikely to need to collect and/or share personal data. However, if it does become necessary, staff are reminded to collect and/or share as little personal data as possible online. All data collection will be compliant with GDPR guidelines.

Evaluation and Review

The school will review this policy annually and update accordingly to include changes in the law and guidance on good practice. The policy will be promoted throughout our academy communities and shared with outside agencies and partners as required.

Document Detail			
Document Name:	CTA Remote Learning Policy		
Version:	1		
Chief Officer Signature:			
Effective From:	January 2025		
Approved by:			
Approval Meeting Reference:			
Next Review Date:			
Version Control			
Version	Date	Author	Change/Reference
1	January 2025	S Hamed	

Appendix 1 – Home/school Remote Learning Agreement

Dear parent/carer,

With some lessons now delivered remotely via Microsoft Teams, it is important that we have an agreed way of working so that all students can learn in a safe environment. Please see below a home/academy agreement for live lessons. Please could you read this carefully, sign this and return to the academy. You will also find a copy of our home school agreement with this letter.

Yours faithfully,

Headteacher

Remote learning home/school agreement

During live Microsoft Teams lessons, it's important that we uphold our academy values at all times so that everyone can learn in a safe environment. Please read the expectations outlined below, and sign at the bottom of the page to show that you have read and understood these expectations and agree to uphold these.

- All live lessons will be recorded by your teacher. You must not record any of the lessons.
- If you post a written message, it must be about academy work only. It is not used as a chat room for personal messages.
- Written messages must not contain informal language.
- Find a quiet area and ask everyone else to remain quiet during your lesson. Use headphones/earphones, if possible, to help you to concentrate.
- Mute your microphone when you are in the lesson.
- Remain in the lesson for the whole time, from start to end of lesson.
- Speak kindly and appropriately to others. This includes through verbal and written messages.
- Behave as you would be expected to in a lesson at school
 - Listen carefully to your teacher.
 - Only speak when your teacher asks you to.
 - Contribute to the lesson and ask questions like you normally would using the chat function.
 - Sit sensibly during the live lesson.
 - Complete the tasks that your teacher gives you.
 - Meet deadlines and submit any work you teacher has requested.

Student name:	
Student signature:	
Parent name:	
Parent signature:	