Belfairs Academy



Remote Learning Policy

September 2026

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Remote Learning Policy

Rationale in the event of an academy closure, the academy is committed to providing continuity of education to its learners and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the academy is closed for an extended period of time, but a high proportion of learners and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term academy closures (e.g., as a result of inclement weather) or a short-term learner absence.

There is no obligation for the academy to provide continuity of education to learners who absent themselves from academy, with or without parental permission, in contravention to academy or government guidance. This would apply if parents made the decision, without prior agreement with the academy, to absent their child from academy 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

Remote learning in the event of extended academy closure

In the event of an extended academy closure, the academy will provide continuity of education in the following ways:

1. Regular direct instruction from teaching teachers, with the ability of learners to ask questions online (via Student portal/Bromcom and Teams)
2. The setting of work that learners complete, written responses (if relevant) completed electronically
3. The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided Learners and teachers are expected to have access to the internet whilst at home; the academy recognises that many families may not have home printers and will therefore not enforce the printing of material.

The primary platforms the academy will use to deliver continuity of education are:

- Microsoft Teams: accessed via the relevant app or desktop application, or via the following URL: https://teams.microsoft.com
- Student App/Bromcom: https://vle.bromcomcloud.com

The extent to which different methods of instruction are employed is likely to be determined by the length of any academy closure and the ability of both learners and teachers to participate in remote learning. The academy reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

Remote education provision: information for parents:

The remote curriculum: what is taught to students at home

A student's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

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

In the first day or two of being sent home, your child can expect to receive remote learning via Student portal/Bromcom and live lessons. All students have a TEAMs account and have been set up in their teaching groups for each subject. The expectation is that they will continue their learning as per their timetable. Each teacher will inform the students via Student portal/Bromcom of the work to be completed and whether this should be submitted online. All students have access to the revision centre on the Belfairs Academy website which provides revision material, links and other learning material. Year 11 and 13 will receive live lessons via TEAMs (information has already been supplied to students and parents/carers). This will take place as per the students' timetable, with immediate effect.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in academy?

We teach the same curriculum remotely as we do in academy wherever possible and appropriate. However, we need to make some adaptations in some subjects regarding summative assessments, content, and skills (for example in some practical subjects). We have clear and detailed curriculum maps to track the learning that happens in the event of remote learning so every student will have the same opportunities to cover the curriculum regardless of remote or academy-based learning.

Remote teaching and study time each day

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

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

Year 7 - 10	Students will follow their normal timetable and be set work to do via Student portal/Bromcom or through live lessons in alignment with the curriculum mapping. Students should expect to complete 5 hours of learning a day plus any additional homework setting. *If the lesson is pre-recorded the child can complete this in their own time as we understand that use of computers in some households does not facilitate access at the same time as their siblings.*
Year 11, 12 and 13	Year 11 and 13 will have live lessons with immediate effect. Year 12 will be furnished with 5 out of the 10 lessons live. Students will follow their normal timetable and be set work to do via Student portal/Bromcom or through live lessons in alignment with the curriculum mapping. Students should expect to complete 5 hours of learning a day plus any additional homework setting and revision.

Accessing remote education

How will my child access any online remote education you are providing?

The primary platforms the academy will use to deliver continuity of education are:

- Microsoft Teams: accessed via the relevant app or desktop application, or via the following URL: https://teams.microsoft.com
- Student App/Bromcom: https://vle.bromcomcloud.com

Additionally, some subjects use the following commercially available websites to support the teaching of specific topics or areas.

- **Computing -** Office 365, kahoot and zig zag
- **Science –** Educake, Free science lessons for science videos, BBC bitesize
- **Maths –** Hegarty Maths, Activelearn from Pearsons, www.Corbettmaths.com , www.MathsGenie.co.uk
- **English – BBC** bitesize, The Globe, Victorian web, British Library
- **Technology –** YouTube channels (Including our own DTBelfairs one), Technologystudent.com, MrDT.com, BBC bitesize
- **Business & Economics –** Seneca
- **Health & Social Care –** NHS careers, NHS choices and the CGQ websites, Youtube professional clips, Future learn online training courses
- **MFL –** Quizlet + Quizlet GCSE, Active Learn which is linked to our textbooks, Dynamic Learning, Belfairs PPTs and materials
- **Art & Photography –** Pinterest, Gallery, Artist and Photographer websites, art2day.co.uk.
- **Drama –** National Theatre Access https://www.dramaonlinelibrary.com

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

We recognise that some students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

The academy has identified students who may not have online access and have either supplied the student with a laptop, a dongle or have organised for work to be delivered to that student. In the event that there is a concern regarding online access at home. Parents contact the academy if any issues arise, and solutions are found.

How will my child be taught remotely?

We use a combination of the following approaches to teach students remotely:

During remote learning, students can expect a variety of ways that they will continue in their learning which will be communicated via Student portal/Bromcom and live lesson invites to their email address via TEAMs.

Some examples of remote teaching approaches are:

- live lessons (online lessons) through TEAMs
- pre-recorded teaching. For example, video/audio recordings made by teachers and shared on Student portal/Bromcom
- printed paper packs produced by teachers (e.g., workbooks, worksheets and other resources attached to Student portal/Bromcom or the Revision Centre)
- textbooks and reading books students have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities (as per the teacher guidance).

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 expect all students to engage in the online learning and remote education that is set by the teachers and the academy. We also expect parental support to ensure that students treat the online learning days in the same way that they would if they were in academy, following the timetable, completing, and submitting work that is set. This means that students need to be checking Student portal/Bromcom for information regarding their lessons, work set and if to log on via TEAMs for live lessons.

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

Teachers and staff at Belfairs will check students' engagement with remote education on a daily basis. Registers are taken of those who attend live lessons and who submit the work that is set in lessons. STUDENT PORTAL/BROMCOM is checked and in the event of non-engagement teachers or the relevant member of staff will contact the parent/carer to ensure that the student is aware of the work being set and has online connection. If the child is ill normal procedures are in place for the parent to contact our attendance team.

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

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 learners on pieces of work that 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 should the academy employ remote learning.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

Possible methods may include:

- Through Student portal/Bromcom with marked quizzes or spelling tests
- Through Student portal/Bromcom feedback individually or as a class
- Through TEAMs in live lessons when feedback is given regarding work completed
- Through other online sites or platforms such as Educake where feedback is given in the form of test scores.
- 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 or Microsoft
- Sending direct to learners with specific feedback / targets

Additional support for students with particular needs

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

Teachers will ensure that work is differentiated as required for all learners when setting online tasks. In addition, the SENCO and her team will maintain contact with students requiring regular support, by email or phone with parents/learners and feed back to teachers if

required. All co-educators are included in the live lessons and may be directed to work with individual students in their learning.

Remote education for self-isolating students

Where individual students need to self-isolate, but the majority of their peer group remains in academy, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching students both at home and in academy.

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

For those students who are self-isolating, work will be set on Student portal/Bromcom. Students who are self-isolating will be expected to complete the work at home and submit it online as directed by the teacher.

Pastoral care during an academy closure

In event of an academy closure, the primary responsibility for the pastoral care of a learner rests with their parents / carers. However, tutors and Pastoral staff (under the guidance of the Senior Leadership Team) will check in regularly to monitor both academic progress and their general wellbeing. Staff will be expected to pass on feedback to the Pastoral team, particularly if there are concerns or a lack of communication.

Safeguarding during an academy closure

In the event of an academy closure, students, parents, carers and teachers are reminded that the academy's Child Protection and Safeguarding Policy still applies to all interactions between students and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at academy. If any safeguarding concern is raised the teacher will follow the normal academy procedure.

Appendix 1 – Remote Learning Agreement

I will only use my academy e-mail address for academy related things.

I will not attempt to bypass any computer or user account restrictions to access confidential or otherwise restricted information on the academy network.

I will make sure that all electronic communications with students, teachers or others are responsible and sensible.

I will be responsible for my behaviour when using the Internet. This includes resources I access and the language I use.

I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material, I will report it immediately to my teacher.

I will ensure that my online activity, will not cause my academy, the staff, students or others distress or bring them into disrepute.

I will follow the academy approach to online safety and not deliberately record/video upload or add any images, video, sounds or text that could upset or offend any member of the academy community

I will always respect the privacy and ownership of others' work on-line.

I understand that all my use of the Internet and other related technologies will be filtered, and can be monitored, logged, and made available to teachers, to protect me and others and the integrity of academy systems.

I understand that these rules are designed to keep me safe and that if they are not followed, academy sanctions will be applied, and my parent/ carer will be contacted.

Student Name:	
Signed Student	
Signed Parent/Carer	

Appendix 2 – Student Guidance

TEAMS Lessons

During video calls with your teachers, it is important that you stick to these rules:

- You must be dressed and ready – not in pyjamas.
- Please remember that the video conference is part of academy. You must be respectful to staff and other students. Academy rules still apply. No swearing.
- Staying safe online – keeping yourself, your classmates, and your teacher safe.
- Do not record or take pictures of your teacher or classmates during you online sessions.
- You must have your cameras and microphones switched off, and they should remain off unless directed by the teacher.

Joining the video call

Your teacher will send you an invitation to join a meeting on Teams.

Open the invitation and click on yes.

Go onto the calendar, you should be able to see the meeting on the calendar.

Click on Join.

You will have the option to join in the app or to join using the browser. If you can download the Teams app it works better.