

LAR REMOTE EDUCATION PLAN 2025/2026

To be reviewed July 2026

As a school we must develop remote education so that it is integrated into our school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some students, alongside classroom teaching, or in the case of a localised academy closure. All schools are expected to plan to ensure any students educated at home for some time are given the support they need to master the curriculum and so make good progress

Where a class, group or small number of students are required to remain at home, We, as an academy, are expected to have the capacity to offer **immediate** remote education. We are expected to consider how to continue to improve the quality of our existing provision and have a **strong contingency plan** in place for remote education should the need arise. The planning of this will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of students are required to remain at home.

In developing these plans, the academy is expected to:

- ☐ Use a curriculum sequence that allows access to high-quality online/offline resources and teaching videos that are linked to our curriculum expectations
- ☐ Give access to high quality remote education resources
- ☐ Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use. (In our case this has been identified as Google Classroom)
- ☐ Provide printed resources, such as textbooks and workbooks, for students who do not have suitable online access
- ☐ Recognise that younger students and some students with SEND may not be able to access remote education without adult support, and so we should work with families to deliver a broad and ambitious curriculum.

When teaching students remotely, as an academy we are expected to:

- ☐ Set assignments so that students have meaningful and ambitious work each day in a number of different subjects
- ☐ 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

- ☐ Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- ☐ Gauge how well students are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check and assess work and provide appropriate feedback.
- ☐ Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students' understanding
- ☐ Plan a programme that is of equivalent length to the core teaching students would receive in school, **ideally including daily contact with teachers. (See further guidance on live lessons)**

We are expected to consider these expectations in relation to the students' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. **We are expected to avoid an over-reliance on long-term projects or internet research activities.**

There are a number of situations where this plan may be required, for example:

- ☐ When individuals or groups of students are unable to attend school due to a period of advised self-isolation but who otherwise remain well and are able to complete remote learning activities.
- ☐ When there is a short term school closure affecting some or all students/staff. Examples: Snow/Loss of heating/flood/
- ☐ When there is an extended period of school closure affecting some or all students/staff. E.g. Covid-19 Lockdown

This plan may not apply in situations such as:

- ☐ A student who absents themselves from school without prior authorisation from the school, with or without parental permission, e.g. a family holiday taken in term time.
- ☐ A parental decision to absent their child as a precaution against an outbreak of infectious disease but contrary to official medical advice from Public Health England, the UK Government or the World Health Organisation.

Individual Remote Learning

This section of this plan applies in situations where the school remains open and working as normal, but an individual student or small groups of students are unable to attend lessons as normal but are otherwise well and able to work, e.g. a period of advised self-isolation.

In these cases, the school will provide appropriate remote learning activities which should align as closely as possible with in-school provision. These remote learning activities will be communicated to students through Google Classroom.

Staff should give consideration to the structure and organisation of Google Classroom to allow students who are following a period of self isolation to efficiently access the remote learning activities on Google Classroom, without the need for excessive duplication of work by teachers.

Staff should be made aware of those students who are following a period of advised self-isolation. This should be communicated to teaching staff as appropriate.

A Period of School Closure

Leigh Academy Rainham is committed to providing continuity of education for its students in the event of a short term or extended school closure.

We will endeavour to provide continued learning for our students during any period of closure in accordance with the following expectations.

- ☐ We will set assignments so that students have meaningful and ambitious work each day in a number of different subjects

- ❑ We will endeavour 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
- ❑ We will provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos (Please see links below to aid planning of online curriculum resources/videos etc)
- ❑ We will gauge how well students are progressing through the curriculum, using questions and other suitable Assessment for Learning (AfL) strategies
- ❑ We will regularly check and assess work and provide appropriate feedback to students. (See additional guidance)
- ❑ We will adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students' understanding
- ❑ We will continue to stretch and challenge students through the provision of some additional extension and enrichment activities.
- ❑ We will plan a programme that is of equivalent length to the core teaching students would receive in school
- ❑ We will, where possible, endeavour to provide some **daily contact** with teachers

Provision of Remote Learning

Any provision of remote learning to achieve these expectations assumes that students and staff have access to the internet at home.

Therefore, all work set and submitted for assessment will be managed through Google Classroom and associated G-Suite applications. Google Classroom is a collaborative platform which allows for real-time communication and sharing of resources between teachers and their classes.

All students currently in Years 7, 8 and 9 have access to an individual Chromebook. All staff also have access to a Chromebook.

Students will be set appropriate work in accordance with their normal timetable. Work will be set and work will be made available on Google Classroom before the commencement of the lesson.

Where live lessons are planned. These should be delivered in accordance with the normal timetable to avoid any clashes.

We recognise that older students may be able to learn more independently, while younger year groups continue to need support. The approach to teaching and level of contact teachers have with students may also need to be different across subject areas.

Students are expected to work on the assigned tasks when they are set. During this time, teachers are expected to have an online presence via Google Classroom etc at the time they would normally have a lesson with that year group to be available for students to ask questions or seek clarification in real time. This will also provide opportunities for staff to provide explanations in greater depth or introduce new subject content etc.

There is no expectation for staff or students to broadcast audio or video using Google Meets. Although this is encouraged if staff wish to and feel confident to do so. Students are encouraged to take part in the live sessions that are available if they are well enough to do so.

Please see Appendix 1 for protocols on the use of live lessons for teachers

Please see Appendix II for protocols for students participating in live lessons

Expectations of Students

Assuming they are well enough to work, students are expected to:

- ☐ Complete all work set for them and submit work which is requested for marking, assessment and feedback promptly
- ☐ Check emails regularly and read and respond to communication from the school
- ☐ Ensure that their Chromebook/device is at home with them and is fully charged at the start of each day. Where students experience problems with IT systems they should proactively inform their form tutor.
- ☐ Seek help if they need it, from teachers and other staff
- ☐ Alert teachers if they're not able to complete work for any reason
- ☐ Students are expected to uphold the same standards of conduct and behaviour during live lessons as they would be expected to in school. This includes but is not limited to:
 - Ensuring appropriate language is used in online lessons, online communication, comments or emails, and that any comment is on-topic and relevant to the task in hand.
 - Ensuring full engagement with the tasks in hand, including submission of any required work by the deadline that has been set.
 - For live lessons, ensuring that clothing is appropriate and that students are in an environment conducive to learning.

Expectations of Parents

- ☐ Make the academy aware if their child is sick or otherwise can't complete the remote learning activities
- ☐ Seek help from the school if they need it. Parents are encouraged to communicate with school to ensure students are well supported.
- ☐ Be respectful when making any complaints or concerns known to staff

Expectations of Staff

Assuming they are well enough to work, staff are expected to:

- ☐ Ensure that work is set and made available on Google Classroom and that sufficient resources are made available to students via electronic means to allow them to carry out this work at home.
- ☐ Staff are encouraged to use the full range of educational resources available to them.
- ☐ DoLs/Curriculum Leads are required to maintain oversight of the appropriateness and quality of the work set across their departments and should review and evaluate the effectiveness of provision at appropriate times. They should also consider whether any aspects of the subject curriculum need to change to accommodate remote learning
- ☐ To be familiar with the use of Google Classroom, and to be available online at the times they would usually have lessons to engage in live support with their students. This live support doesn't mean the delivery of live lessons but to be able to respond to questions, comments or queries and also to be able to offer explanations or clarification on the work set.
- ☐ To set, assess and return work to students promptly by electronic means providing appropriate feedback.
- ☐ To maintain online communication with colleagues and line managers throughout the period of any closure/remote learning

Concerns with students

Where there are concerns regarding the level of engagement/quality of work etc this should be raised with the student directly by the class teacher in the first instance. Staff should email the student detailing the nature of the concern and provide the student with some guidance on the action to be taken to improve with clear deadlines.

Persistent issues or concerns should be raised with the HoC.

Communication

Please be aware that any online contact between students and staff must only take place through official school channels, which are:

- ☐ Leigh Academy Rainham email address only. No personal email addresses must be used by either staff or students
- ☐ Google Classroom or G-Suite associated Apps through their academy Google account.
- ☐ Contact between students and staff through personal telephones or personal email accounts, or any other third-party messaging software or video conferencing software (e.g. WhatsApp, Skype etc.), is strictly prohibited.

Staff Illness

When staff are unwell during a period of school closure, they should follow the staff absence procedures as set out in the Staff Handbook. Please notify the school as usual.

Pastoral Care

Leigh Academy Rainham is committed to providing exemplary pastoral care, and this will continue during any period of school closure or remote learning.

During such periods the normal channels of communication regarding pastoral care remain open; students can contact their Form Tutor, SSM or HoC or indeed any member of staff should they prefer, by email.

During periods of school closure, Form Tutors will endeavour to undertake a remote “form time” activity with students at an agreed time. This will enable Form Tutors to be available to answer any questions or deal with any issues as they arise during the period of remote learning.

Safeguarding

During any period of school closure, the Safeguarding/Child Protection Policy and Online Safety Policy still apply, as does the Staff Code of Conduct and the ICT Acceptable Use agreement.

Appendix 1

Protocol on the use of Live Lessons (Google Meets) for staff

- ☐ From a safeguarding perspective and to protect colleagues, Google Meets and/or the delivery of Live Lessons must not take place on a 1:1 basis. These should only be used where more than one student is present in addition to the member of staff. E.g. Small group tutorials are acceptable, but staff must have a minimum of two students in each tutorial.
- ☐ Live Lessons or Google Meets must not **commence** with only one student present. Staff are required to wait until at least two students join the Meet/Lesson
- ☐ All communication with students and parents/carers will take place using school provided or approved communication channels; for example, school email accounts, Google Classroom etc. Only online tools that have been evaluated and agreed by school should be used
- ☐ LAR will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.
- ☐ Staff and students will engage with remote teaching and learning in line with existing behaviour principles as set out in our school Behaviour Policy/Code of Conduct.

- ☐ Ensure remote learning activities are planned in accordance with our curriculum policies, including the Remote Learning Plan, taking learner needs and technology access into account.
- ☐ Where remote learning is taking place 'Live', using Google Meet, staff will ensure a professional environment is maintained at all times
- ☐ Staff will agree online behaviour expectations with learners at the start of lessons.
- ☐ All participants will wear suitable dress, use professional language, and ensure backgrounds of videos (live or pre-recorded) are neutral and appropriate.
- ☐ Staff and students should ensure personal information and/or, inappropriate or unsuitable personal items are not visible.
- ☐ Where possible, other household members should not be in the background or shot; if this is unavoidable, they should follow appropriate language and behaviour expectations.

Appendix II

Protocol for students participating in Live Lessons (Google Meets)

- ☐ Students are actively encouraged to participate in Live Lessons where these are provided
- ☐ Students will engage with Remote Learning activities including the provision of Live Lessons with existing behaviour principles as set out in our school Behaviour Policy/Code of Conduct.
- ☐ Where remote learning is taking place 'Live', using Google Meet, students will ensure a professional environment is maintained at all times. E.g. students should not access Live Lessons in their bedroom.
- ☐ Staff will agree online behaviour expectations with students at the start of lessons. Students are responsible for maintaining these throughout the duration of the Live Lessons/Google Meets
- ☐ Students must wear suitable dress and use professional language throughout the Live Lessons/Google Meets
- ☐ Students should ensure personal information and/or, inappropriate or unsuitable personal items are not visible.
- ☐ Where possible, other household members should not be in the background or shot; if this is unavoidable, they should follow appropriate language and behaviour expectations.