



**Remote Learning  
Approach V2  
(Updated November 2025)**

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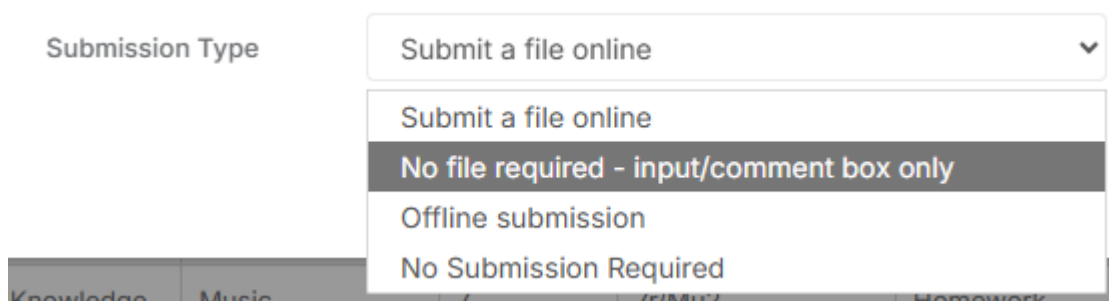
## Rationale

Monkton Wood Academy recognises the need for a variety of Remote Learning Approaches due to different possible scenarios. We recognise the current cost of living crisis and potential subsequent digital divide within our community that will continually fluctuate. As a result, our remote plans will require:

- > Low technical capacity - are accessible via a smart phone with 4G
- > Prioritise ease of access and understanding - can be completed with paper and pen.
- > Utilise an aligned commonality of approach to evidence work undertaken - students will submit, as a minimum, a photograph of completed work.

## Format

- All work will be set via the MCAS student platform and where possible copied to a class's TEAMS channel.
- All work set will follow the same title for ease of identification:
  - *Date Year Lesson Subject*
  - *Eg 03/01/24 Y7 Lesson 2 English*
- All work set will include a templated set of instructions decided by department
- If work set requires a powerpoint or other resource, it will be in the format of a pdf.
- All work to be able to be completed on paper (students can choose to use IT if they are able)
- All work will be submitted via a photograph or directly through the following on MCAS:



## Assessment

To ensure we meet our commitment to 'disadvantage ever over', assessment of work undertaken will focus on effort and will occur as follows:

- Student submits work via MCAS platform (photograph or file)
- Class teacher or allocated member of staff checks work and assigns a positive point on Bromcom under Values categorisation: 'Success'.
- If work is of particular high quality additional points can be added.

## Scenario's Overview

There are several scenarios that can trigger a remote learning approach (listed below). However, if full or partial closure is actioned once a school day has started on site no remote learning plan will be actioned. This is so that students can be supported to safely leave site and staff are also given time to get home safely. Expected independent learning (homework) will be available as usual.

- Scenario: 1-day full academy closure (except snow)
- Scenario: 1-day full academy closure due to snow
- Scenario: 2 days or more - full academy closure
- Scenario: 1-day partial closure due to significant incident e.g., flooding
- Scenario: 2 days or more - partial closure

## Communications

RSLs will take the lead in communicating to year groups homes plans re: remote learning. Any scenario that triggers a full academy closure will commence with a live assembly delivered by a year's RSL (with HoH as moderator). This is to ensure a continued sense of belonging, personalised approach towards a year group and afford time for other staff to ensure and upload work set.

## Scenarios

### Scenario: 1-day full academy closure (except snow)

KS3	Work is set in accordance with the following timetable, work available from 10:00 am: Lesson 1 9:30-10:00: Assembly Lesson 2 10:00-11:00: Maths Lesson 3 11:00-12:00: English Lunch 12:00-1:00 Lesson 4 1:00-2:00: Science Lesson 5 2:00-3:00: PSHE
KS4	Lesson 1: Assembly Work is set in accordance with the student's individual timetable, lesson 2 onwards.

### Scenario: 1-day full academy closure due to snow

As above but with a delayed start to 10am to allow students to have some time to play in the snow.

KS3	Work is set in accordance with the following timetable, work available from 10:30 am: Lesson 1 10:00-10:30: Assembly Lesson 2 10:30-11:30: Maths Lesson 3 11:30-12:30: English Lunch 12:30-1:30 Lesson 4 1:30-2:30: Science Lesson 5 2:30-3:30: PSHE
KS4	Lesson 1: Assembly Work is set in accordance with the student's individual timetable, lesson 2 onwards.

### Scenario: 2 days or more - full academy closure

KS3 & KS4	Work is set in accordance with the student's individual timetable. Possible opportunity that specific set work can be assessed e.g.; the English lesson's work is accompanied with a multiple-choice quiz. Dependent on amount of time closure possibility of live lessons re: MS Teams.
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### Scenario: 1- day partial closure due to significant incident e.g. flooding

Partial closure - This is in relation when some of the school community are unable to attend school. This is likely to occur either due to flooding and/or cancelled buses/transports.

KS3	Work is set in accordance with the following timetable with timings the same as the normal school day Lesson 1: Maths Break Lesson 2: English Lesson 3: Science Lunch Lesson 4: PSHE Lesson 5: Humanities (History or Geo)
KS4	Work is set in accordance with the student's individual timetable.

## Scenario: 2 days or more - partial closure

KS3 & Ks4	Work is set in accordance with the student's individual timetable. Possible opportunity that specific set work can be assessed e.g.an English lesson's work is accompanied with a multiple choice quiz.
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### SPACE – What to do

All work for SPACE Company Members will be set via google classroom (Year 2) or MS Teams (Year 1) for which all learners have access.

The SPACE teaching team will aim to deliver sessions that are true to the SPACE learner timetable and if the closure is for 2 days or more live lessons through available platforms will be delivered where possible.

### Cedar Centre – What to do

As main site plans articulated above with additional communication from centre lead as required.

### Checklist

- Staff informed of closure
- RSL inform their year of closure
- In accordance with scenario occurring work created and all staff directed if subject not noted.
- QA of work by HOD
- Student work uploaded to MCAS
- Staff monitoring, checking and effort grading work assigned.