

Remote Learning Policy

Policy Review and Approval

Review interval: Termly
 Reviewed by: Senior Leadership Team
 Approved by: Head Teacher

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A copy of this policy and other related policies can be obtained from School Office.

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1. Aims

The definition of remote learning is “a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils”. (www.gov.uk/government/publications/whats-working-well-in-remote-education)

This Remote Learning Policy aims to:

- ensure consistency in the approach to remote learning for students who are not in school;
- ensure that all students have fair and equal access to a balanced curriculum that allows them to thrive in spite of a pandemic;
- set out expectations for all members of the school community with regards to remote learning; and
- provide appropriate guidelines for data protection.

Key Findings of the Education Endowment Foundation - rapid evidence assessment for distance learning:

1. Teaching quality is more important than how lessons are delivered.
2. Ensuring access to technology is key, particularly for disadvantaged pupils.
3. Peer interactions can provide motivation and improve learning outcomes.
4. Supporting pupils to work independently can improve learning outcomes.
5. Different approaches to remote learning suit different types of content and pupils.

2. Roles and responsibilities

2.1 SENDCOs

The SENDCOs within Primary and Secondary will identify students who require support with their online lessons. They will prioritise those students who have an Education Health Care Plan (EHCP), followed by those who are identified as requiring SEN Support. The SENDCOs will direct the Teaching Assistant team to provide this support through participation in online lessons in Secondary and maintaining regular contact with identified students and their parents.

2.2 Teachers

When providing remote learning, Teachers must be available between 8.00am-3.00pm for Primary staff and 8.25am-3.00pm for Secondary and Sixth Form staff.

If a Teacher is unable to work for any reason during this time, for example, due to sickness or caring for a dependent, they should report this using the normal absence procedure.

Microsoft Teams is the school’s platform for delivery of live lessons; work is uploaded within Teams or on the school VLE and any supplementary communication is made through EduLink.

If delivering the lesson from school, those students in attendance at school and at home should follow the same content.

2.2.1 Primary Teachers:

When providing remote learning, Teachers are responsible for:

- creating English and Maths videos for each day, ensuring that Teachers follow the Year Group objectives;
- creating English and Maths videos differentiated for the children with SEND needs;
- producing PowerPoints for topic-related work, ensuring that the stand-alone topics complement topics in other Year Groups;
- ensuring all areas of the curriculum are continued to be covered including Religious Education;

- ensuring that three hours a day of remote learning is provided at EYFS and Key Stage 1, and 4 hours a day of remote learning is provided at Key Stage 2;
- ensuring the links for accessing the Home Learning are emailed to parents and uploaded onto the Independent Study tab in EduLink; and
- giving feedback to students, either written in an email, or verbally during the 1:1 EduLink sessions or during morning registration.

2.2.2 Secondary and Sixth Form Teachers:

When providing remote learning, Teachers are responsible for:

- delivering live lessons to each of their classes. A general format for the lessons will include an introduction, time for independent study (in which time the teacher will be available for support) and conclude with a class plenary or summary;
- providing immediate feedback for learning through the chat function, verbally or directly in response to an assignment, or on a one-to-one basis during each lesson;
- providing regular and systematic feedback to ensure that all students are informed; and
- delivering lessons according to the school timetable.

2.3 Teaching Assistants

If assisting with remote learning, Teaching Assistants must be available between 8.00am-3.00pm in Primary, and 8.25am-3.00pm in Secondary. If a Teaching Assistant is unable to work for any reason during this time, for example, due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote learning, Teaching Assistants in Secondary are responsible for:

- supporting students who are not in school with their remote learning. Teaching Assistants will be directed to continue to provide support those students they would normally support in school, prioritising those who have an Education Health Care Plan. Support will be provided within Microsoft Teams lessons through the use of the 'Chat' and 'Breakout Room' functions. In addition, Teaching Assistants will be allocated students with whom they will maintain regular contact during lockdown. Contact will focus upon how the student is managing their online learning. Student concerns raised through these communications will be passed onto the relevant member of staff e.g. Head of Year, Designated Safeguarding Lead, SENDCO.

When assisting with remote learning, Teaching Assistants in Primary are responsible for:

- attending morning registration, supporting students by reading stories or providing 1:1 meetings, where appropriate.

Teaching Assistants who attend virtual meetings in both Primary and Secondary will be expected to adhere to normal staff expectations in regards to dress code. They will ensure that they are located in an appropriate place for the meeting to take place effectively e.g. avoiding areas with background noise and ensuring there is nothing inappropriate in the background. The children of staff members should not be part of any Microsoft Teams meetings.

When Teaching Assistants are working on site, the normal professional standards apply, whether they are supporting the most vulnerable students or the delivery of the Teachers' plans to children of critical workers.

2.4 Subject Leads

Alongside their teaching responsibilities, Subject Leads are responsible for:

- considering whether any aspects of the subject curriculum needs to change to accommodate remote learning;
- working with the Teachers teaching their subject remotely to make sure all work set is appropriate and consistent;

- working with other Subject Leads and Senior Leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other;
- monitoring the remote work set by Teachers in their subject through regular meetings with Teachers or by reviewing work set; and
- alerting Teachers to resources they can use to teach their subject remotely.

2.5 Senior Leaders

- Senior Leaders, along with the Phase / Subject Leads and SENDCOs, will co-ordinate the provision of remote learning with the Teachers.
- Senior Leaders, along with the Phase / Subject Leads and SENDCOs will review the work set and listen to feedback from both parents and students.
- The Designated Safeguarding Lead (DSL), Data Protection Manager (DPM) and IT Support will monitor the security of remote learning systems, including data protection and safeguarding considerations.

2.6 Designated Safeguarding Lead (DSL)

Please refer to our Child Protection and Safeguarding Policy and Procedure COVID-19 Addendum. This addendum applies from the start of the Autumn Term 2020. It reflects updated advice from our three local safeguarding partners and Local Authority (LA). It sets out changes to our normal Child Protection and Safeguarding Policy and Procedure and should be read in conjunction with that policy. Unless covered here, our normal Child Protection and Safeguarding Policy and Procedure continues to apply. This addendum is subject to change, in response to any new or updated guidance. A copy of this document can be found on our website.

2.7 IT Support and the Administration Team

IT Support are responsible for:

- fixing issues with systems used to set and collect work;
- helping staff and parents with any technical issues they are experiencing;
- reviewing the security of remote learning systems and flagging any data protection breaches to the Data Protection Manager; and
- assisting students and parents with accessing the internet or devices.

2.8 Students and Parents

2.8.1 Primary Students

- Students should email work to their Teachers or discuss this during the afternoon 1:1 EduLink sessions offered.

2.8.2 Secondary and Sixth Form Students

- Student work is submitted via the VLE or through Assignments. Students can email work directly to Teachers if requested.

Staff can expect students learning remotely to:

- be contactable during the school day - although consider that the student may not always be in front of a device the entire time;
- complete work to the deadline, set by Teachers;
- seek help if they need it, from Teachers or Teaching Assistants through the 1:1 EduLink sessions (Primary students), Live lessons (Secondary and Sixth Form students) or by email; and
- alert teachers if they are not able to complete work.

Staff can expect parents with children learning remotely to:

- make the school aware if their child is sick or otherwise cannot complete work;

- seek help if they need it, from Teachers or Teaching Assistants through the 1:1 EduLink sessions (Primary students), Live lessons (Secondary and Sixth Form students) or by email or telephone; and
- be respectful when making any complaints or concerns known to staff.

2.9 Governing Board

The Governing Board is responsible for:

- monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible; and
- ensuring that staff are aware that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

3. Keeping in touch with students who are not in school

3.1 Primary Students:

- Students in Primary should access MS Teams for early morning registration each day as this sets the tone for the day, ensures a visual has been seen of the children and enables the students to have an interaction, albeit virtually, with their peer group. It also enables the Teacher to go through the expectations for the day's learning.
- If attending early morning registration is not possible every day, then a phone call and/or email correspondence will take place each week.
- All safeguarding concerns should be reported on MyConcern.

3.2 Secondary and Sixth Form Students:

- All students are expected to attend morning registration and all of their timetabled lessons either in school or virtually via Teams.
- The Pastoral Support Team or Attendance Team will contact students that have not attended morning registration, Period 1 or Period 2 on a daily basis.
- Morning registration is the time for students to share concerns or difficulties with their Tutor.
- All safeguarding concerns should be reported on MyConcern.
- Complaints should be directed to the relevant member of staff or their Line Manager.
- The Pastoral Support Team and Designated Safeguarding Lead (DSL) are contactable via email at all times during school opening hours.
- Poor behaviour or misconduct during lessons should be managed and reported using the school's Behaviour for Learning and Exclusion Policies.

4. Acceptable Use

When attending virtual lessons and meetings staff, students and parents will adhere to the school's video conferencing (VC) acceptable use policies (AUPs) at all times. All members of the school community must use the VC system in a responsible way, to ensure that there is no risk to the safety and security of the system and other users.

- Staff, students and parents should dress appropriately, in their own clothes.
- Staff, students and parents should find an appropriate location which has a plain background and with no personal data, including photographs, on display.
- Parents know their child is engaged in virtual learning.

Staff working within school will need to continue to provide remote learning for all students by either streaming lessons, as in Secondary and Sixth Form, or pre-prepared videos, as in Primary.

5. Who to contact

If an individual has any questions or concerns about remote learning, they should contact the following individual(s):

- Issues in setting work: parents or students to talk to the Class Teacher or Form Tutor. Staff to talk to the relevant Subject Lead or SENDCO.
- Issues with behaviour: talk to the relevant Head of Phase or Head of Year.
- Issues with IT: talk to IT Support.
- Issues with their own workload or wellbeing: students to talk to their Class Teacher or Form Tutor. Staff to speak to their Line Manager.
- Concerns about data protection: talk to the Data Protection Manager.
- Concerns about safeguarding: talk to the DSL.

6. Data protection

6.1 Accessing personal data

Staff should access personal data for remote learning purposes using the school's remote access, through EduLink or via Office 365.

Staff should only use school devices to access the school's personal data unless a personal device is used to access EduLink in which case the device must be securely protected i.e. using a biometric or password protection to gain access to the device, installing antivirus and anti-spyware software, keeping operating systems up to date - always install the latest updates and making sure the device locks if left inactive for a period of time.

6.2 Protecting personal data

The school requires all staff and students to:

- use strong passwords for accessing the school system;
- always keep their password private; staff and students must never share their password with another individual or leave it where others can find it; and
- not log into the school system as another user at any time.

Staff and students must not disclose or share personal information about themselves or others during an online lesson (this could include names, addresses, email addresses, telephone numbers, age, gender, educational details, financial details and photos etc. including information that is visible to others during an online lesson).

Staff and students will not request personal information about others during an online lesson.

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

- using strong passwords that are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol); and
- not sharing the device among family or friends.

7. Safeguarding

The addendum to our Child Protection and Safeguarding Policy applies from the start of the Spring Term 2021. It reflects updated advice from our local safeguarding partners and Local Authority (LA). It sets out changes to our normal Child Protection and Safeguarding Policy and Procedure in light of the coronavirus pandemic, and should be read in conjunction with that policy.

Unless covered here, our normal Child Protection and Safeguarding Policy and Procedure continues to apply.

This addendum is subject to change, in response to any new or updated guidance the government may publish.

In this addendum, where we refer to measures to protect students who are at home, this means those who are learning at home for reasons to do with coronavirus - for example, due to clinical and/or public health advice, such as if there is a local lockdown or if they need to self-isolate.

8. Monitoring arrangements

This policy will be reviewed termly by the Senior Leadership Team (SLT). This policy will initially be approved by the Full Governing Board and thereafter by SLT.

9. Links with other policies

This policy is linked to our:

- Behaviour for Learning and Exclusion Policies and COVID-19 Addendum
- Child Protection and Safeguarding Policy and Procedure and COVID-19 Addendum
- Data Protection and Information Security Policy and Privacy Notices
- Home-school Agreement
- ICT and Video Conferencing Acceptable Use Policies
- Online Safety Policy