



REMOTE LEARNING POLICY

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AIMS

School must offer immediate remote education if:

- Individuals or groups of pupils need to self-isolate, but the rest of the school is still open; or
- There are local or national restrictions that mean most pupils need to stay at home, like during the initial school closures in March

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectation for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2 ROLES AND RESPONSIBILITIES

2.1 Teachers

When teaching remotely, the DfE will expect teachers to:

- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers. 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
- Teach a planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what is intended to be taught and practised in each subject.
- Provide frequent explanations of new content, delivered by a teacher in school or through curriculum resources and/or video
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, and set a clear expectation on how regularly teachers will check work
- 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 pupils' understanding
- Avoid an over-reliance on long-term projects or internet research activities

When providing remote learning, teachers are responsible for:

Setting work:

For all the pupils in the class/classes they are responsible for:

- A range of work to cover all curriculum areas
- The work will be set and accessible by 8.30am
- Work, where possible, is to be uploaded onto the School Spider website so that it can be assessed and discussed with the teacher
- Year group teachers should co-ordinate to ensure work is consistent and of high quality across the year group

Providing feedback on work:

- Work to be uploaded onto School Spider website for marking and feedback
- Feedback can be to individuals or to groups within the class using the discussion feature
- All work will have time limits to be uploaded and for feedback from teachers

Keeping in touch with pupils who are not in school and their parents:

- Communication during isolating periods will be normally through School Spider but parentmail/Teachers2Parents/Arbor can also be used if no response
- Teachers will be expected to answer queries, questions, and emails during normal school working hours
- Any complaints or concerns need to be referred immediately to the SLT of the school for appropriate responses
- If pupils are consistently failing to respond to teachers or completing work should be referred to the SLT for discussion with parents

Attending virtual meetings with staff, parents, and pupils:

- Locations for virtual meetings should avoid areas with background noise and have nothing inappropriate in the background
- There should be nobody within earshot of the meeting unless this is unavoidable e.g. a young child at home that the staff member is caring for and this should be declared at the start of any meeting
- If the session is to be recorded, then all participants should be informed before the start of the meeting
- Staff need to be dressed appropriately for all virtual meetings

2.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available for their normal working hours. If they are 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 are responsible for:

- Supporting pupils with their learning under the direction of the class teacher
- Attending virtual meetings with teachers, parents, and pupils as requested. See information above in relation to attending virtual meetings

2.3 Subject Leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Work with teachers teaching their subject remotely to make sure all work set is appropriate and consistent

- Work 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
- Monitor the remote work set by teachers in their subject by sampling work set
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitor the effectiveness of remote learning
- Monitor the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated and Deputy Safeguarding Leads

Jeremy Harris, Gemma Snow, Felicity Burton and Sarah Morgan are all Safeguarding leads. Please contact one of the leads if there is a concern and record it on CPOMs.

2.6 SENCO/Inclusion Teams

Support for SEND pupils All provisions for remote learning will be subject to the year group's age, ability, and/or any SEND. To support teachers, pupils with SEN-D and EHCPs will also be supported by the SEND team and pastoral staff to ensure that any remote learning that takes place meets their needs and individual targets. In exceptional circumstances, the school may reduce its curriculum offer to enable pupils to cope with the workload – the Headteacher and SENCo will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.

2.7 Pupils and Parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although be considerate that they may not always be in front of a device the entire time
- Complete the work to the deadline set by teachers
- Seek help if they need it, from teacher or teaching assistants
- 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 from the school if they need it
- Be respectful when making any complaints or concerns known to staff

2.8 Trustees/Local Governing Bodies

The Trustees and LGBs are responsible for:

- Monitoring the school's approach to providing learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3 Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the relevant subject lead or SENCO/Inclusion Team
- Issues with behaviour – talk to the relevant SLT Member of Staff
- Issues with IT – talk to IT staff / Impelling
- Issues with their own workload or wellbeing – talk to their line manager/ SLT
- Concerns about data protection – talk to the Data Protection Officer
- Concerns about safeguarding – talk to the DSL

4 DATA PROTECTION

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Use Office 365, School Spider and Arbor for secure access to personal data
- School devices should be used for remote learning purposes

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen.

However, staff are reminded to collect and/share as little personal data as possible online.

4.3 Keeping devices secure

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

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers, and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Studysafe is installed on all Trust IT computers
- Keeping operating systems up to date – always install the latest updates

5 SAFEGUARDING

Please contact one of the leads if there is a concern and record it on CPOMs. Please refer to the safeguarding policy on sharepoint for guidance. This includes anything that does not seem 'right' but you can't quite say why. Trust your instincts if you have a concern. This is particularly important when the children are not in school.

6 MONITORING ARRANGEMENTS

This policy will be reviewed termly until the end of the pandemic

7 LINKS WITH OTHER POLICIES

This policy is linked to: (This is not an exhaustive list so please add additional policies if applicable)

- School behaviour and inclusion policies
- School Safeguarding Policy
- Trust Data Protection Policy and Privacy Notices
- Home-school agreement
- Trust IT Acceptable use policy
- Trust online safety policy