



Remote Learning Policy

December 2022

Approved by: [Name] Date: [Date]

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Contents

1. Aims	2
2. Use of remote learning	3
3. Roles and responsibilities	2
4. Who to contact	7
5. Data protection	7
6. Safeguarding	8
7. Monitoring arrangements	8
8. Links with other policies	8

1. Aims

This remote learning policy for staff aims to:

- › Ensure consistency in the approach to remote learning for pupils who aren't in school
- › Set out expectations for all members of the school community with regards to remote learning
- › Provide appropriate guidelines for data protection

2. Use of remote learning

All pupils should attend school, in line with our attendance policy.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- › Occasions when we decide that opening our school is either:
 - Not possible to do safely
 - Contradictory to guidance from local or central government
- › Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because they have an infectious illness.

The decision to adopt remote learning provision will be made by the Headteacher in cases of whole school closure and by the Assistant Headteacher (Behaviour, Attendance and Attitudes) for cases of student absence.

Remote learning will not generally be used as an alternative to students attending school in the case of school refusal or in the case of industrial action.

3. Types of Remote Learning Provision

3.1 Occasions when the school is closed for a period of more than 3 days, following guidance from local or central government.

- Teachers will follow, as far as possible their normal timetable for teaching and attend online meetings to ensure the continued safe and effective operation of the school remote learning provision.
 - Wherever possible, live lessons will be delivered to classes using Microsoft Teams at the same time as timetabled lessons.
 - Live lessons will commence within 48 hours of the announcement of the closure, sooner if possible.
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- These lessons will either be delivered by the normal class teacher or a different class teacher who may be delivering the same lesson to more than one group of students.
- The teacher will be in attendance for at least 30 minutes and the taught content will be supplemented by independent work posted either on Microsoft Teams or SatchelOne
- A register of student attendance will be taken and absence from these sessions may be followed up by the pastoral team.
- Where live lessons are not possible, for example due to staff illness, students will be informed by email or through SatchelOne and independent work will be set through SatchelOne if possible.
- Feedback will be given to students about the work they complete during this time.
- It is not expected that they will be set additional homework type activities.

3.2 Occasions where the school is closed for a period of up to 3 days, for example, because it is unsafe to do so.

- Remote learning will consist of independent learning through SatchelOne.
- This may consist of recorded lessons, including those from external providers such as the Oak Academy, research activities, self-guided study using a presentation or worksheet and enrichment work and well-being activities.
- Work will be uploaded to SatchelOne so that it is available to students at their normal lesson time, if possible.
- On the first day of such a closure and on each day where a decision is made on the morning of closure, lessons will be posted as soon as possible, but will not necessarily be posted in line with the published timetable.
- Feedback on the curriculum work may be given when students return to school.

3.3 Occasions where there is a partial closure of the school, for example where one or more year groups are asked to remain at home due to staff absence.

- Remote learning for the students not in school will consist of independent work accessed through the SatchelOne platform.
- This may consist of recorded lessons, including those from external providers such as the Oak Academy, research activities, self-guided study using a presentation or worksheet and enrichment work.
- Work will be uploaded to SatchelOne so that it is available to students at their normal lesson time, if possible.
- Feedback may be given on curriculum work when the return to school

3.4 Occasions where a student is well enough to complete work at home but unable to attend school

- Decisions about the provision of remote learning will be made on a case by case basis by the Assistant Headteacher with responsibility for Behaviour, Attitude and Attendance.
- The relevant Head of Year will contact teachers of that student as soon as is practicable and request work be sent to the student, either by emailing the student directly on their school account or by posting work to SatchelOne.
- The work set will require the student to work independently and may involve the students taking notes, carrying out research and other independent tasks.
- This work is not designed to replace the experience of the student being present in school and attending their lessons and the student will need to make every effort to catch up on lost learning on their return to school.

- The provision of remote learning for students may include access to online tutoring, Academy 21 or other online resources at deemed appropriate by the Assistant Head Teacher (Behaviour and Attitudes).

4. Roles and responsibilities

4.1 Teachers

When providing remote learning, teachers must be available to work between 8.40am and 3.00pm.

Teachers and other staff are not expected to be online for the entire working day but may be asked to do any of the following depending on the circumstances for the remote learning:

- Provide live lessons through teams in line with their published timetable.
- Set work using SatchelOne for the classes they teach
- Assess and give feedback on student's work
- Respond to reasonable requests from parents about remote learning and their work
- Respond to requests for information regarding students about the engagement with remote learning, safeguarding and well being of students
- Attend online meetings such as department meetings, tutor meetings, meetings to discuss student well being and whole staff meeting, these may take place in the normal meeting times on the school calendar from 3.10-4.30.

If they're 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 live lessons are being delivered remotely, lessons will not be covered where a teacher is unable to work, but other colleagues may choose to combine classes etc.

When providing remote learning, teachers should:

- Provide students with appropriate curriculum work in line with the guidance in section 3.
- Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely
- Provide work that will take the same amount of curriculum time as students would normally have in school.
- Upload work to SatchelOne, wherever possible, before the start of the timetabled session or start a live teams lesson in the timetabled slot
- For live lessons, take a class register or download the class attendance list and complete the SIMS register as soon after the lesson as is possible.
- Make clear to students what is expected of them, how work should be submitted and by when.
- Provide appropriate support for students who are finding it difficult to complete the work.
- Provide timely and appropriate feedback to students on their work as is appropriate to the circumstances either through SatchelOne or Microsoft Teams
- Refer any safeguarding concerns to the safeguarding team using MyConcern immediately.
- Refer any instances of inappropriate online behaviour to the relevant Head of Year as soon as possible.
- Respond to email queries from parents and students about their students (lessons or tutor group) during working hours as soon as possible, aiming to give an initial response within 48 hours.
- Attend staff and departmental meetings in line with the school calendar remotely.
- Adhere to the e-safety and acceptable use policies for computer use, including appropriate dress for remote lessons.

In the event of a partial closure, teachers will normally be directed to cover for other colleagues and so would not be expected to lead live lessons, they will be asked to put work onto SatchelOne for the classes they are responsible for.

In the event of a prolonged closure, some teachers may be asked to attend school, for example, to supervise and lead sessions for vulnerable students. In these cases they would not be expected to organise live lessons for the times they are taking part in activities in school.

4.2 IIPs and Cover Supervisors

When remote learning provision is in place, teaching assistants must be available during their normal working hours.

If they're 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.

Generally, the work of IIPs and Cover Supervisors will be directed by the Assistant Principal for Behaviour, Attitudes and Attendance, through their line managers.

They will not usually be asked to lead remote learning online or attend live lessons on Teams.

IIPs and other support staff will be responsible for:

- Leading in-school provision for vulnerable students and children of designated key workers
- Carry out well-being and support calls where they are a key worker
- Support with well-being checks and calls as directed by their line manager and/or the pastoral team
- Attend remote lessons where possible to support students who may need additional support

4.3 Heads of Subject

Alongside their teaching responsibilities, heads of subject are responsible for:

- Adapting the curriculum for their subject for remote learning.
- Working with 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 – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely
- Responding to requests from parents about remote learning provision.

3.4 Senior leaders.

Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and confident in its use.

They should continue to overcome barriers to digital access where possible for pupils by, for example:

- Distributing school-owned laptops accompanied by a user agreement or contract (if possible)
- Securing appropriate internet connectivity solutions where possible
- Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern

They are also responsible for:

- › The Deputy Headteacher is responsible for co-ordinating the remote learning approach across the school.
- › Monitoring the effectiveness of remote learning through regular contact with teachers, parents and students, for example through the use of surveys.
- › Monitoring the security of remote learning systems, including data protection and safeguarding considerations

3.5 Designated safeguarding lead (DSL)

The DSL has lead responsibility for on line safety as indicated in our Child Protection and Safeguarding Policy. At times when remote learning is required, the DSL will:

- Work with other school leaders to ensure all necessary steps are taken to safeguard young people and staff working with remote learning systems
- Ensure that all teachers have up to date training with regards to safeguarding and child protection in remote learning situations
- Ensure that all safeguarding concerns are followed up in accordance with our policies
- Communicate with staff about any students they should be particularly aware of
- Be available to respond to concerns and queries from staff, parents and children
- Co-ordinate, monitor and evaluate the work of staff involved in outreach and/or communication with vulnerable students and their families.
- Carry out necessary checks and evaluate the suitability of external providers of remote learning and monitor the attendance of learners using these systems where the student is not in school.

3.6 IT staff

IT should be available during their normal working hours. If they are unable to work, they should follow the normal absence procedures.

IT are responsible for:

- › Supporting the provision of remote learning by maintaining systems for remote use
- › Supporting with the training of colleagues in the use of remote learning platforms
- › Fixing issues with systems used to set and collect work and carry out live lessons where possible
- › Working with external providers of remote learning platforms to ensure they remain operational
- › Communicating with staff about any disruption to services for remote learning
- › Alerting the Deputy Headteacher about any issues which will disrupt remote learning and how long remote learning is likely to be disrupted.
- › Helping staff and parents with any technical issues they're experiencing during the normal working hours, aiming to respond to requests for support within 2 working days where possible.
- › Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

3.7 Pupils and parents

Staff can expect pupils learning remotely to:

- › Be contactable during the school day – although consider they 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
- › Alert teachers if they're not able to complete work
- › Act in accordance with normal behaviour rules / conduct rules of the school and the remote learning code of conduct.

Staff can expect parents with children learning remotely to:

- › Engage with the school and support their children's learning and to establish a routine that reflects the normal school day as far as reasonably possible
- › Make the school aware if their child is sick or otherwise can't complete work
- › Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- › Be respectful when making any complaints or concerns known to staff

3.8 Governing board

The governing board is responsible for:

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

4. 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 head of subject
- › Issues with behaviour – talk to the relevant head of year
- › Issues with IT – talk to IT staff
- › Issues with their own workload or wellbeing – talk to their line manager
- › Concerns about data protection – talk to the data protection officer
- › Concerns about safeguarding – talk to the DSL

5. Data protection

5.1 Accessing personal data

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

- › Adhere to the school's acceptable user policy for accessing school systems.
- › Only access data through our remote systems and not download details to personal computers.
- › Take every precaution to ensure personal data is not shared with students, parents or members of their own household without appropriate consent.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and contact details as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. The school will follow its data protection policy / privacy notice in terms of handling data.

However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

5.3 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
- › Installing antivirus and anti-spyware software
- › Keeping operating systems up to date – always install the latest updates

6. Safeguarding

All staff retain a responsibility for safeguarding during any remote learning of any type.

Teachers should follow the normal arrangements for reporting safeguarding concerns using Myconcern, in the case of urgent issues, they should contact a member of the safeguarding team.

7. Monitoring arrangements

This policy will be reviewed annually the Deputy Headteacher. At every review, it will be approved by standards committee.

8. Links with other policies

This policy is linked to our:

- › Behaviour policy
- › Child protection policy
- › Safeguarding Policy
- › Data protection policy and privacy notices
- › ICT and internet acceptable use policy
- › Online safety policy
- › Remote learning code of conduct

Equalities Checklist

At Waingels staff and governors will make sure that the equalities policy is applied to all policies. This checklist is used to ensure that we have fairly applied the equalities policy in the writing and ratification of this policy.

Policy: **Remote Learning Policy**

Author: **Nick Johnson**

Date: **12/12/22**

Reviewer:

Checklist

Protected characteristics as outlined in 2010 Equalities Act

Age

Disability

Gender reassignment

Marriage or civil partnership

Pregnancy and maternity

Race

Religion or belief

Sex

Sexual orientation

Does the policy have any positive or negative implications for people with protected characteristics? No

Comment:

Are there any inequality implications of this policy?

- *whether or not they are disabled*
- *whatever their ethnicity, culture, national origin or national status*
- *whatever their gender and gender identity*
- *whatever their religious or non-religious affiliation or faith background*
- *whatever their sexual identity*

No

Comment:

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any staff member and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

Appendix A: Remote Learning Code of Conduct

The remote learning code of conduct will be used at any time learning is delivered through Microsoft Teams or other platforms where the students are expected to attend “live” lessons remotely.

Student Code of Conduct for online Teams Meetings

The use of Teams as an online platform as a way of communicating with you when we are unable to deliver in school lessons. We can never replicate completely the classroom environment from school, but if all students abide by the following code of conduct, it will make the sessions safer and more enjoyable for everyone.

Recording of Sessions

- Wherever possible lessons will be recorded.
- Members of the team will be able to watch the recordings on the Teams page during this time.
- Recordings will be used to review any behavior issues if they arise.
- You may not share any part of this recording with anyone else.
- You should only use the official recording to review material from the lesson.

Preparing for the meeting

- Students should turn off or unplug their cameras – these are blocked by the system anyway and so are not needed.
- Microphones are allowed but should be muted.
- Students should not have any other programs running or devices that may distract them during the session.
- Try to be in as quiet an environment as possible so that outside noise does not interfere with the session – parents are welcome to listen in on the sessions, but I am sorry, this is **not** the forum for them to ask questions or speak to the teacher.
- You should not make your own posts in the team unless you are asking your teacher for support.

During the session.

- Your teacher will ask you to “raise your hand” to show that you can hear them and that you understand the rules for the session. This can be done from the menu bar that appears
- You should keep your microphone on mute unless your teacher asks you to contribute.
- You may use the class chat function to ask or answer questions -this is monitored and recorded.
- You should behave in an appropriate way throughout the session, inappropriate comments or actions may put at risk your future involvement in Teams sessions.
- You should only use the comment and chat functions in the team for conversations

about the work.

- You should make notes and have equipment ready to help you work out answers to questions during the session.
- You should act in a polite and responsible way throughout the session, treating all members of the team with kindness and respect.
- If you wish to make a contribution or ask/answer a question you should either use the raise hand function or type your question using the chat function.

After the session.

- You should hang up at the end of the session.
- You may review the recording of the session if you have forgotten anything.
- You **must** still complete the online work. These sessions are not designed to replace the work being set by teachers.
- If you have any follow up questions, you should email your teacher or send a note on SMHW.