Remote Learning Policy

Approved by:	Headteacher	**Date:** 05/01/21
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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. Roles and responsibilities

Government guidance (dated 30 December 2020) indicate the expectations on schools for the delivery of remote learning.

In developing their remote education, the government expects schools 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

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's 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

- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access

- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs

- publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an optional template is available to support schools with this expectation

When teaching pupils remotely, the government expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects

- set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:

- primary: 3 hours a day, on average, across the school cohort

- secondary: 4 hours a day, with more for pupils working towards formal qualifications this year

- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos

- have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern

- gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate

- 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

2.1 Teachers

When providing remote learning, teachers must be available during the school day to deliver on the key aims of this policy.

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 providing remote learning, individual trust schools are responsible for the day to day responsibilities of:

Setting work:

- o Who they need to provide work for, including if they may need to cover for other classes

- o The amount of work they need to provide

- o When this work needs to be set (e.g. 3pm the day before)

- o Where work should be uploaded (e.g. school website, remote learning platform)

- o How they should co-ordinate with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work

> Providing feedback on work:

- o How they'll get access to completed work from pupils

- o How they're expected to share feedback with pupils

- o When they need to finish sharing feedback on completed work

> Keeping in touch with pupils who aren't in school and their parents:

- o How they should maintain regular contact with students (e.g. what medium or platform to use, like emails, phone calls or social media, frequency of contact)

- o What expectations are on them for answering emails from parents and pupils (e.g. no expectation that teachers answer emails outside of working hours)

- o How they should handle any complaints or concerns shared by parents and pupils – for any safeguarding concerns, refer teachers to the section below

- o How to handle any behavioural issues, such as failing to complete work

> Attending virtual meetings with staff, parents and pupils:

- o Dress code

- o Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

> Working in school with critical worker and vulnerable students:

- o Dress code
- o Expectations of working with critical worker children & vulnerable groups
- o Expectations of remote learning when working in school

2.2 Teaching assistants

Teaching assistants must be available during their contracted hours to support with remote learning and cover for critical worker and vulnerable students.

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 assisting with remote learning, teaching assistants are responsible for:

> Supporting pupils who aren't in school with learning remotely:
  - o Which pupils they'll need to support
  - o How they should provide support
  - o Sourcing additional resources (e.g. for SEN students with specific needs)
> Attending virtual meetings with teachers, parents and pupils:
  - o Dress code
  - o Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)
> Working in school with critical worker and vulnerable students:
  - o Dress code
  - o Expectations of working with critical worker children & vulnerable groups
  - o Expectations of remote learning when working in school

2.3 Subject leads/SENCO

Alongside their teaching responsibilities, subject leads are responsible for:

> Considering whether any aspects of the subject curriculum need to change to accommodate 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
> Monitoring the remote work set by teachers (e.g through through regular meetings with teachers or by reviewing 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
> Monitoring the effectiveness of remote learning (e.g. through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents)
> Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for ensuring that the trust Safeguarding policy and any addendum are being adhered to.

2.6 Pupils and parents

Staff can expect pupils learning remotely to:

> Be contactable during the school day

> 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

Staff can expect parents with children learning remotely to:

> 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

2.8 Local 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 (e.g. though LGB meetings, discussions with school leadership)

> 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 any aspect of remote learning (e.g. curriculum, safeguarding, IT issues, workload and wellbeing) they should contact the following individuals in the first instance:

> A member of the school leadership team/DSL

> The headteacher

The headteacher can access further support as required from trust staff

4. Data protection

4.1 Accessing personal data

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

> Access details through the relevant secure server and only for the purposes of delivering educational provision

> Only devices provided by the school should be used and not personnel devices

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 won't need to give permission for this to happen.

However, staff are reminded to collect and/or 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

> Installing antivirus and anti-spyware software

> Keeping operating systems up to date – always install the latest updates

5. Safeguarding

As a key driver in the operation of schools, always refer to, and be compliant with, the latest safeguarding policy and addendum. This can be found on the school website.

6. Monitoring arrangements

This policy will be reviewed in line with changes to government policy. It will be approved by the Impact Education Multi academy Trust board for adoption by Local Governing Boards and trust schools

7. Links with other policies

This policy is linked to our:

> Behaviour policy

> Child Protection Policy and Procedure (plus coronavirus addendum)

> Data protection policy and privacy notices

> ICT and internet acceptable use policy

> Online safety policy