REMOTE LEARNING POLICY

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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

All staff members have a responsibility to ensure that all remote learners are receiving the learning that they require to continue to make academic progress and maintain positive mental wellbeing throughout their learning time at home.

Teachers and tutors should ensure that their lessons are planned to include all learners in their classes; irrespective of their physical presence. LSAs can support teachers and tutors to ensure learners have access to the learning resources. This may be via Google Classroom, Google Meet or sending out work to the learners' homes with instructions to support their learning.

2.1 Teachers/Tutors

When providing remote learning, teachers/tutors must be available between normal school day hours (9am - 3pm).

If teachers/tutors 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 providing remote learning, teachers/tutors are responsible for:

- Setting work or cover details

- Considering the individual learners they need to provide work for

- The amount of work they need to provide

- Work being uploaded to the Google learning platforms

- Streaming lessons into school if they are working remotely

- Coordinating with other staff members, to ensure consistency across the subjects and to make sure learners with limited access to devices can still complete the work set

- Providing feedback on work completed by learners and will therefore need to get the access to completed work from learners

- Considering;
    - ❏ How they're expected to share feedback with pupils
    - ❏ When they will share feedback on completed work

- ❏ How they will handle any behavioural issues, such as failing to complete work set
- ❏ Their dress code when attending virtual meetings with staff, parents/carers, learners or other parties involved with the school's education process.
- ❏ Their location when having a virtual meeting eg. avoid areas with background noise and ensure that there is nothing inappropriate in the background.
- ❏ Referring to the school's Complaints Policy if there are any concerns shared by parents/carers and learners.
- ❏ Taking the appropriate actions (see Section 5 below) if they have any safeguarding concerns.
- Keeping in touch with learners who aren't in school and their parents/carers;

  - ❏ Teachers, Tutors and Key Workers are expected to make regular contact, and how they should do that if so (e.g. what medium or platform to use, like emails, phone calls or via texts)

Please note, there is no expectation for staff to answer emails or messages from parents/carers or learners outside of their working hours.

2.2 Learning Support Assistants (LSAs)

When assisting with remote learning, LSAs must be available between 9am and 3pm.

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 learners who aren't in school with learning remotely

- Ensuring they know which learners they will be supporting

- Knowing how they will provide the support for learners

- Attending any relevant virtual meetings with teachers/tutors, parents/carers and learners

- Liaising with teachers/tutors, to ensure they know who is responsible for the learners work and feedback during the school day.

- Considering;

  - ❏ How they will handle any behavioural issues, such as failing to complete work set
  - ❏ Their dress code when attending virtual meetings with staff, parents/carers, learners or other parties involved with the school's education process.
  - ❏ Their location when having a virtual meeting eg. avoid areas with background noise and ensure that there is nothing inappropriate in the background.

- ❏ Referring to the school's Complaints Policy if there are any concerns shared by parents/carers and learners.
- ❏ Taking the appropriate actions (see Section 5 below) idf they have any safeguarding concerns.

2.3 Senior Leaders

Each member of SMT has a lead responsibility for coordinating provision across the school .

Alongside their teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school

- Monitoring the effectiveness of remote learning eg. through regular meetings with teachers/tutors, reviewing work set or reaching out for feedback from learners and parents/carers

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

- 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 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

- Alerting teachers/tutors to resources they can use to teach their subject remotely

2.4 Designated Safeguarding Lead (DSL)

The DSL is responsible for:

- Referring cases of suspected abuse to the local authority children's social care as required
- Support staff who make referrals to local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals to the Channel programme
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Liaising with the "case manager" and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member
- Referring cases where a crime may have been committed to the Police as required
- Liaising with the headteacher to inform him or her of issues - especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- Liaising with staff (especially pastoral support staff, IT Technicians and SENCOs or the named person with oversight for SEN in school) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies

- Acting as a source of support, advice and expertise for all staff
- Ensuring the school's child protection policies are known, understood and used appropriately
- Ensuring the school's Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Executive Board or proprietor regarding this
- Ensuring the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school
- Linking with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements

2.5 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work

- Helping staff and parents/carers with any technical issues they're experiencing

- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

- Assisting learners and parents/carers with accessing the internet or devices

2.6 Learners and parents/carers

Staff can expect individuals 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/tutors

- Seek help if they need it, from teachers/tutors or LSAs

- Alert teachers/tutors if they're not able to complete work

Staff can expect parents/carers 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 from their child's teacher/tutor or key worker

- Be respectful when making any complaints or concerns known to staff

2.7 Executive Board

The Executive Board is responsible for:

- Monitoring the school's approach to providing remote 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 senior leader

- Issues with behaviour – talk to the relevant senior leader

- 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 (David Cowell)

- Concerns about safeguarding – talk to the DSL (Julie Woodcock)

4. Data protection

4.1 Accessing personal data

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

- Access the data, such as on a secure cloud service or a server via our IT network

- Use appropriate devices to access the data eg. the school's Chromebooks

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as individuals' email addresses or home contact numbers 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 Google Accounts as well as the device is password protected – this means if a device is lost or stolen, no one can access the files stored on the drives

- Making sure the device locks if left inactive for a period of time

- Not sharing the device among family or friends

- If using a personal device Installing antivirus and anti-spyware software

- Taking extra care with storage and security of devices

5. Safeguarding

The school has updated the Child Protection Policy to reflect the current situation, and created an addendum to it. This is available on the Admin Drive for all staff.

Sept. 2020 - Child Protection Policy - Coronavirus Addendum;

https://docs.google.com/document/d/1fk5ZyOolqYTjdYnXF4DvTpIZrvHGWszbosMoq_ZsICQ/edit

6. Links with other policies

This policy is linked to our:

- Behaviour Policy
- Child Protection Policy and coronavirus addendum to our Child Protection Policy
- Data Protection Policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online Safety Policy

Policy to be reviewed as and when required, in line with Government Updates, and during every half term as a minimum