REMOTE LEARNING POLICY

Document owner:	**Head of Secondary** **Head of Primary**
Date Approved:	**September 2023**
Review Date:	**September 2025**

Signature: **Approved:** **Date:**	*L. New* **15.09.2023**

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

- When teaching pupils who are working remotely, teachers will:

  - Set assignments so that pupils have meaningful and ambitious work each day in an appropriate range of subjects.

  - In KS1 - Set work that is of equivalent length to the core teaching pupils would receive in school and, as a minimum, three hours a day, on average, across the school cohort, with less for younger children.

  - In KS2 - Set work that is of equivalent length to the core teaching pupils would receive in school and, as a minimum, four hours a day.

  - In KS3 and KS4 - Set work that is of equivalent length to the core teaching pupils would receive in school and, as a minimum, five hours a day, with support for pupils working towards formal qualifications this year.

  - Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.

  - Provide opportunities for interactivity, including questioning, eliciting and reflective discussion.

  - Provide scaffolded practice and opportunities to apply new knowledge

- Use assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge.

  - Avoid an over-reliance on long-term projects or internet research activities.

  - 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. Roles and responsibilities

- Teachers will provide a hybrid approach to learning. Using a combination of pre-recorded lessons and live lessons via Google Meet. Resources will be place on Google classroom.
- Pastoral leads will ensure support to vulnerable pupils.
- Head of Department will support classroom teachers
- SENCOs and LSA pupils will support SEND pupils.

2.1 Teachers

When providing remote learning, teachers must be available between 8.20am – 3.30pm (not during the school break and lunchtime).

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, teachers are responsible for:

Setting work:

- o   For all classes they teach.

- o   For live lessons the date/time will follow the normal timetable. 50% of teaching will be live. 50% will be from pre-recorded and other materials.

- o   Staff will be online during the pre-recorded lesson to provide feedback to pupils via Google Classroom.

- o   The live lessons will follow the pupils normal timetable. The pre-recorded and learning materials can be placed in advanced, however, they must be completed by the time of the normal lesson.

- o   Where work should be uploaded to Google classroom under the correct class link, and clearly labelled remote learning (with the date/time of the lesson e.g. 3/12/21 lesson 3).

Providing feedback on work:

- o   Pupils can submit work via Google classroom.

- o   Marking and feedback will follow the normal school policy and shared via Google Classroom. Students should be supported to understand their progress through a variety of formative assessment and feedback methods, especially those suited to remote learning e.g. through quizzes and other digital tools.

- o   Feedback is not expected from teachers for every task that students are set. For clarity, teachers should indicate when tasks do or do not require submission. As a basic principle, if teachers are asking students to submit work they should offer some sort of feedback in response to this.

Conduct – Teachers:

- o If teaching from home, dress in a professionally appropriate way

- o Only admit students who are using their school email addresses.

- o It is recommended that teachers practise their delivery and appearance to the camera before the class starts. Check the angle of the camera and the background. The background should be as plain as possible, and ideally the class should take place from a still and fixed point. Blur the background if possible.

- o Try to find a quiet space where you won't be interrupted.

- o If you are video teaching from home, avoid sharing personal details about where you live and those who live with you. Video lessons may be hosted from school dependent on circumstances.

- o Teachers should be reminded that codes of conduct in relation to professional standards and behaviour apply equally to online teaching as they would to classroom teaching.

Attending virtual meetings with staff, parents and pupils:

- o Dress code – this should follow normal school dress code.
- o Locations – when possible avoid areas with background noise, nothing inappropriate in the background. Consider blurring backgrounds.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 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.

When assisting with remote learning, teaching assistants are responsible for:

Supporting pupils who aren't in school with learning remotely:

- o The SENCO will work with the pastoral team to coordinate the pupils who need support.

Attending virtual meetings with teachers, parents and pupils as required:

2.3 Subject leads/ Heads of Department

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
- 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

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 – explain how they'll do this, such as 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:

Following our safeguarding procedures.

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

Assisting pupils and parents with accessing the internet or devices

2.6 Pupils and parents

Staff can expect pupils learning remotely to:

Be contactable during the school day, although 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

Have their timetable (accessed via Google calendar or Office 365 outlook calendar) and are prepared for learning.

Conduct - Pupils

- o Students should only log into Google Classroom using their approved school email address. If they try to log in using another personal address, they should expect to be denied entry.
- o Students should do their best to find a quiet space where they won't be interrupted, blurring their background where possible.
- o Where possible, an adult should be available nearby.
- o Cameras should be turned off.
- o Students should follow shared protocols for the class on taking turns, contributing and muting microphones as decided by the teacher
- o Students should behave appropriately, taking normal school conduct expectations as a guide.

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 known to staff

2.8 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

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:

Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

Issues in setting work – talk to the relevant subject lead or classroom teacher.

Issues with behaviour – talk to the relevant form tutor of Head of Year

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 the schools One Drive and Google classroom as secure platforms. Work will not be saved onto hard drives or storage devices.

4.2 Processing personal data

- Staff members may need to collect and/or share personal data such as 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

Please refer to our GDPR policy.

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

Please follow our safeguarding policy.

6. Monitoring arrangements

This policy will be reviewed yearly by Deputy Principal; At every review, it will be approved by the full governing board.

7. 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