Remote Learning Policy

Area: Teaching and learning	Subject: Home learning
Title: Remote Learning Policy	Approved by: Governing Body
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Remote Learning
This policy outlines procedures for all staff and families in the event of enforced isolation of individuals and/or partial or full school closure and the consequential need for home learning.

1. Aims

The purpose of this policy is to provide a framework for the safe and effective use of ICT for remote teaching and learning during a school closure. It also covers the ongoing education of pupils who cannot be in school but are able to continue with their education when the school remains fully open. This policy has been drawn up to protect all parties: pupils, parents and staff, and applies to all teachers, teaching assistants and admin staff.

This remote learning policy 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
- Ensure that remote learning is delivered in a safe way

2. Remote Teaching and Learning platform

While some work will be completed by analogue means there will also be a need for digital learning as well. In this instance, Class Dojo and Zoom/Microsoft Office 365 will be the primary platforms for this work. In conjunction with this provision of work, the Zoom/Microsoft Office 365 will be used for videoconferencing to provide pastoral support. We are aware that if all schools are required to work remotely then there may be technical issues and bandwidth restrictions. We are also mindful that some students may find working from home challenging.

3. Video Conferencing

- Live sessions will only be those specified on the remote learning action plan with some lessons delivered through prerecorded presentations.
- Staff will record the attendance of any sessions delivered.
- Live lessons will not be recorded.
- Live lessons will be kept to a reasonable length of time, appropriate to the age of the learner.
- Appropriate privacy and safety settings will be used to manage access and interactions. This includes:
    - The staff member will retain full control of the platform
    - Pupil videos and microphones will be disabled/muted
    - Pupils will not be permitted to share screens
    - Pupils will enter a waiting room/lobby' upon entry to the lesson, with the staff member granting permission for joining.
- When delivering live lessons, pre-agreed invitation/email detailing the session expectations will be sent to those invited to attend via Class Dojo?
- Access links/meetings IDs should not be made public or shared by participants. Learners and/or parents/carers should not forward or share access links.
- Learners are encouraged to attend lessons in a shared/communal space or room with an open door and/or when appropriately supervised by a parent/carer or another appropriate adult.
- Alternative approaches and/or access will be provided to those who do not have access.

3.1 Behaviour Expectations

- Staff will model safe practice and moderate behaviour online during remote sessions as they would in the classroom.
- All participants are expected to behave in line with existing school/setting policies and expectations. This includes:
    - Appropriate language will be used by all attendees.
    - Staff will not take or record images for their own personal use.
    - Events will not be recorded by pupils or parents/carers.
    - Pupils and attending adults will be appropriately dressed
    - Discussions involving pupils and their learning remain confidential
- Staff will remind attendees of behaviour expectations and reporting mechanisms at the start of the session.
- During live lessons, participants are required to:
    - wear appropriate dress.
    - ensure backgrounds of videos are neutral (blurred if possible).
    - ensure computers are in appropriate areas e.g. no bedrooms
    - ensure that personal information and/or unsuitable personal items are not visible, either on screen or in video backgrounds.
- Parents are asked to stay in audible proximity to the device being used but refrain from appearing on the screen/camera.
- Educational resources will be used or shared in line with existing teaching and learning policies, taking licensing and copyright into account.

4. Roles and responsibilities

All members of staff are responsible for the implementation of this policy with monitoring undertaken by the Senior Leadership Team. It is the responsibility of all members of staff to ensure that they are familiar with and adhere to this policy and to make pupils aware of their responsibilities. The school will endeavour to ensure that staff and pupils have access to a suitable device in the event of closure or inability to attend school.

4.1 Teachers

When providing remote learning, teachers must be available within the allocation of their ‘directed time’.

If staff members are unable to work for any reason during this time, for example due to sickness or caring for a dependent, then normal absence procedures should be adhered to.

Staff who are able to work, including working from home, will be directed by senior leaders towards the most appropriate tasks and activities to be completed. In the main, senior leaders will expect staff to deliver education provision remotely linked to the staff member’s current year group and/or class. However, it may be decided that staff will need to deliver this provision for pupils elsewhere in the school.

When providing remote learning, teachers are responsible for:

- Setting online home learning daily:
    - Provide learning for own class/year group, including cover for other classes in the phase bubble if necessary
    - Provide work pitched to the needs and age of the pupils
    - Learning should be set daily (before 9:30am)
    - Where work should be uploaded (e.g. Class Dojo/school website/remote learning platform) – cover any instructions for doing this if your staff/parents are unfamiliar with the system

    - 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
- Provide feedback on work:
    - Completed work to be uploaded on Class Dojo or returned to school
    - Feedback to be shared with pupils as soon as work is uploaded within the school day
    - When pupils need to finish work
- Keeping in touch with pupils who aren't in school and their parents:
    - Regular contact to be made with pupils/parents via Class Dojo/email/phone
    - Teachers are expected to answer emails from parents and pupils (9-4pm)
    - Any complaints or concerns shared by parents and pupils – for any safeguarding concerns, refer teachers to the section below
    - Any behavioural issues, such as failing to complete work should be referred to Line Manager (CH/KD or EP)
- Support leaders in the identification and prioritisation of additional technological devices

4.2 Teaching assistants

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

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

- Involvement in the delivery of individualised education plans, particularly in the case whereby a teaching assistant is linked directly to a pupil with specific needs
- Supporting pupils who aren't in school with learning remotely
    - Which pupils they'll need to support
    - How they should provide support
    - Resources and differentiated tasks to support the whole class teaching

4.3 Curriculum/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
- Defining the most crucial knowledge that needs to be taught in the event of differing lockdown scenarios
- To support teachers in the resourcing and delivery of the identified teaching content to make sure all work is of a high quality, appropriate and consistent
- Working with other subject leads and senior leaders to make sure expected work timeframes are appropriate and reasonable for staff and families to manage
- Monitoring the remote work set by teachers in their subject
- To update long term curriculum planning documentation accordingly

4.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- To coordinate scenario-based planning approaches to account for differing lockdown scenarios, including the allocation of staffing deployments
- Co-ordinating the remote learning approach across the school, including the identification of the most appropriate IT platform to use
- To ensure appropriate support is provided to staff, parents and pupils, e.g. training, parental workshops, to enable accessibility to identified platform
- To coordinate the allocation and prioritisation for the distribution of technological devices, taking into account equality matters and key year groups
- Monitoring the effectiveness and engagement of remote learning activities, arranging the timely receipt of feedback from all parties concerned
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

4.5 Pupils and parents

Staff can expect pupils learning remotely to:

- Engage with school's approaches to remote education
- Inform the school if they have accessibility issues (e.g. no internet) or lack of suitable devices
- Ensure that any school equipment, or that provided through DfE schemes (or other third party providers/partners), is treated carefully and used in an appropriate manner
- Be contactable during the school day, although it is not the expectation that they will be in front of a device the entire time. Devices are likely to be limited in a household and parents may need access for their own work reasons.
- 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 known to staff

4.6 Governing board

The governing board is responsible for:

- Oversight of remote learning policy and remote learning provision
- Scrutinise evaluations made by leaders regarding the prioritisation of devices for distribution
- Ensure compliance with statutory legislation
- Make and/or oversee decision making processes regarding the suitable choice of platform
- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible

- Ensuring that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

5. Data protection

5.1 Personal data

Staff members may need to collect and/or share personal data, such as email addresses, as part of the remote learning system. The processing of personal data will be done in conjunction with the Trust's Fair Processing Policy and is necessary for remote learning functions. Personal information will not be shared externally without necessary permission from those affected.

Live sessions will not be recorded by school and should not be recorded by parents/pupils working remotely.

5.2 Keeping devices secure

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

- Using devices controlled by the Trust's IT managed service, therefore all anti-virus and security software will be in place. Additionally, updates will be managed centrally.
- All school based and school issued devices will be installed with Senso Safeguarding software
- Keeping the device password-protected
- Devices will not be compatible with USB sticks
- Not sharing the device among family or friends

6. Safeguarding

Keeping pupils and teachers safe during remote education is essential. Safeguarding is everybody's responsibility. Teachers delivering remote learning should be aware that the school's safeguarding principles and processes apply. Staff should remain vigilant and act without delay should safeguarding concerns arise. Remote education may present some new scenarios for staff and pupils to be aware of, this may include, but is not limited to:

- A possible insight into staff's and pupil's personal living environment
- Insights into personal relationships with family members who may be within proximity
- Inappropriate online conduct and/or etiquette
- Lack of adherence to Covid-19 rules and restrictions temporarily imposed

Staff should be aware that policies such as Safeguarding/Child Protection, Code of Conduct, Allegations against staff, Disciplinary, Acceptable Use, Social Media and Whistleblowing still apply when delivering remote learning.

Pupils and staff should be aware that the school behaviour policy will still be enforced as is reasonably practicable.

Schools will follow Government guidance linked to safeguarding whilst educating remotely.

https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19

7. Monitoring arrangements

This policy will be reviewed as required but no less than annually.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding/child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- Remote Learning action plan
- Staff Code of Conduct
- Allegations Against Staff policy
- Disciplinary policy
- Acceptable Use policy
- Social Media policy
- Whistleblowing policy
- Equality statement