Remote learning policy

Approved by:	Courtlands SLT	**Date:** 19.10.2020
Last reviewed on:	11.1.2021	
Next review due by:	TBC	

Contents

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

When providing remote learning, teachers must be available between 9.00-3.30pm

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.

2.1 Teachers

When providing remote learning, teachers are responsible for:

- **Setting work:**
    - Offer live teaching via TEAMS for families to follow the same structure in school as home. If families are not able to do this, teachers will record live inputs and upload to seesaw for families to watch and support learning at home.
    - Maths, phonics, and English tasks are to be set using seesaw. This will follow the normal class planning and Courtlands progression guidance. Activities will be uploaded daily to seesaw by 8 am at the latest for families to access in good time. Activities need to be differentiated to suit the children's needs.
    - Every activity that is completed needs to have text or audio comment or add a journal following the marking policy.
    - Home reading will set by Big Cat Collins online library.
    - If staff use attention autism as a tool to deliver learning, staff in class team are to video sessions in line with class teachers planning.
    - There will be a daily wellbeing activity that is set via seesaw. This follows the termly wellbeing planning. This will be marked, and feedback given as per marking policy.
    - Families have also been provided with EHCP support packs which provide activities and resources to support their child's IEP targets at home.
    - We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils with differentiated tasks, alternative methods of recording, additional resources and advice and support. We encourage parents to get in touch if their children are finding things too difficult or easy and we will do what we can to make personalised adaptations.

If it is the teacher that is off sick for an extended period, class staff are to set planning and task using close the gap activities, using assessment folders to set target work.

- **Keeping in touch with pupils who aren't in school and their parents:**
    - Daily contact via seesaw will be essential to ensure connection with families, operating hours.

- Families and classes will be offered live teaching input or recorded input. Families who do not access live teaching will be offered a phone call in the afternoon to discuss any challenges they are facing or to check in and speak to the children.

- Staff will complete the record of contact sheet by 4pm each day. This details what learning has been set, any feedback given and or any concerns or information to note.

- Any complaints or concerns shared by parents and pupils – for any safeguarding concerns, refer teachers to the section below

- If families request a place at school, staff are required to fill out the triage paperwork and this will then be sent to SLT to discuss

- **Attending virtual meetings with staff, parents and pupils:**

    - Dress code needs to be followed

    - Where possible staff are to ensure they are in an appropriate location (e.g. avoid areas with background noise, nothing inappropriate in the background)

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9am and 3pm, Monday to Friday. During this time they are expected to check work emails and be available when called upon to attend school. 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

    - Teachers will provide information on who and when to support

    - If not supporting in school, staff need to follow the expectations of work as prescribed https://acepru.sharepoint.com/:f:/r/sites/Files_Courtlands/Staff%20Resources/Learning/CURRICULUM/Bubble%20closure%20planning?csf=1&web=1&e=zIzRVv

- **Attending virtual meetings with staff, parents and pupils:**

    - Dress code needs to be followed

    - Where possible staff are to ensure they are in an appropriate location (e.g. avoid areas with background noise, nothing inappropriate in the background

2.3 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

- 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

2.4 Senior leaders and curriculum intent and implementation leads

Senior leaders, named- Nancy Hardwick (Teaching and learning lead) and Sam Maguire (Curriculum design lead) are responsible for:

- Co-ordinating the remote learning approach across the school along with support from departmental leads, who check the amount of home learning daily and feed this back to senior leaders. Emails are sent to identify any gaps and this is then followed up.

- Monitoring the effectiveness of remote learning –through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents. Monitoring of our home learning offer takes two forms:

- Quality of planning, teaching and learning is monitored via scrutiny of the home/ school app where all input and learning is logged and shared. Regular drop ins to the TEAMS online learning offered is also a feature of the monitoring. This role is fulfilled by the senior leader responsible for quality teaching and learning. She is supported by the curriculum design lead and department leaders though their usual line management and monitoring of planning.

- Teachers update the record of contact spreadsheet daily. This provides details of the learning set, the level and nature of engagement from home and a RAG rating for the welfare of pupils as a result. This spreadsheet is monitored by the senior leader responsible for quality teaching and learning and designated safeguarding lead on a weekly basis and robust feedback given to staff using a RAG rating.

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

- Triaging needs if parents request a place at school.

- Supporting staff with any concerns, questions, or comments from families or signposting to staff with specific expertise to support staff.

2.5 Designated safeguarding lead

The DSL is responsible for:

Maintaining contact, collating, passing on information and responding to any concerns.

See the COVID-19 amendments to the child protection policy

2.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work

- Helping staff and parents 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 pupils and parents with accessing the internet or devices

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable from 9.30- 11.30 – 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

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 departmental leads or Curriculum intent lead

- Issues with seesaw- talk to Curriculum intent or IT help

- 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 SLTeam

- Concerns about safeguarding – talk to the DSL

Lower department Lead- sam.maguire@transformingfutures.org.uk

Upper department Lead- leah.hopkinson@transofrmingfutures.org.uk

Curriculum intent Lead- sam.maguire@transformingfutures.org.uk

Senior Leadership Team- lee.earnshaw@transformingfutures.org.uk ,
caroline.kearney@transformingfutures.org.uk , Nancy.hardwick@transformingfurtures.org.uk,
sam.maguire@transformingfutures.org.uk

DSL- Nancy.hardwick@transformingfurtures.org.uk

DDSL kirsty.thistlethwaite@transformingfutures.org.uk

4. Data protection

4.1 Accessing personal data

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

- Can access data through CPOMS using 2 factor login

- This should be done on school devices only and not on personal IT hardware

4.2 Processing personal data

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

See COVID 19 amendment to our safeguarding policy for more details.

6. Monitoring arrangements

This policy will be reviewed 3 times a year by Sam Maguire. At every review, it will be approved by board of trustees.

7. Links with other policies

This policy is linked to our:

- Behaviour Regulation policy
- Relationships 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
- SEND policy