Remote Learning Policy

Last reviewed on:	Autumn 2024
Next review due by:	Autumn 2025

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.
- Signpost access to appropriate resources and documents to support remote learning.
- Provide appropriate guidelines for data protection.

2. Use of Remote Learning

All pupils should attend school, in line with our Attendance Policy. Remote education is not viewed as an equal alternative to attendance in school.

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.
We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:
- Occasions when we decide that opening our school is either:

    o   Not possible to do safely
    o   Contradictory to guidance from local or central government

- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:

    o   They have an infectious illness
    o   They are preparing for or recovering from some types of operation
    o   They are recovering from injury and attendance in school may inhibit such recovery
    o   Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing pupils with remote education on a case-by-case basis. In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
- Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

3. Roles and responsibilities

3.1 Teachers
When providing remote learning, teachers must be available between normal working hours.
If they're unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure to the school office by no later than 7.30am on each day of absence.

When providing remote learning, teachers should:

- Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners
- Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely

They are also responsible for:
- Setting work:

  - This work should be uploaded before 8.35am on the day that it is due to be done
  - It should be uploaded to Satchel One
  - Where teaching groups are shared, communication to ensure continuity of provision should be maintained via the school email system
  - Where appropriate, lessons should be provided online either for individual long-term absences, or whole group absences.
  - Where the absence is for an individual pupil or a small number of pupils, and lessons are continuing as normal in school, a teacher should as directed to:
    - use the AV1 robot to stream the lesson
    - use livestream/share lessons through MS Teams where this is appropriate and feasible;
    - provide feedback on work where appropriate, and in a timely fashion and manner.

- For whole teaching groups staff should deliver online lessons using Microsoft Teams, making sure that work provided during periods of remote education is of high quality, meaningful, ambitious, which:

  - follow the safeguarding advice issued below
  - are scheduled for the correct time
  - begin with a short review of previous learning
  - present materials in small steps with pupil practice after each step

- check for understanding and identifies misconceptions
- use models and scaffolding
- ensure work is differentiated and meaningful
- is interesting, engaging, appropriate to the age, ability and course requirements of the pupils they are teaching
- provide feedback in appropriate ways to support pupils progress
- review how pupils are doing
- enable feedback on work where appropriate, and in a timely fashion and manner
- considers the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills
- considers the needs of pupils' families or carers, including how much adult involvement is needed in each activity and whether pupils have a suitable place to study

- Respond to any inappropriate behavioural issues by:
  - issuing one warning to the student
  - removing them from the lesson if appropriate behaviour persists
  - informing the Head of Year (HOY) as soon as possible after the lesson, who will in turn contact parents/carers
  - logging the incident on Go4Schools

- Respond to all parental/carers contact they are aware of, within three working days.

Any pupils who are not in school for a prolonged period of time will have a member of staff assigned to carry out welfare checks.

Should the need arise to attend virtual staff, parent/carer, external agency meetings, staff should:

- Ensure they are dressed professionally
- Choose an appropriate venue where they cannot be overheard and has a suitable background – if necessary this can be blurred out

3.2 Curriculum Leaders
Alongside their teaching responsibilities, curriculum leaders are expected to:
- consider whether any aspects of the subject curriculum need to change to accommodate remote learning
- work with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- monitor the remote work set by teachers in their subject through department meetings and review work set on Satchel One
- direct teachers to resources they can use to teach their subject remotely
- support the provision of printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.

3.3 Senior Leaders
Alongside any teaching responsibilities, senior leaders are expected to:

- co-ordinate the remote learning approach across the school (JEd/NWe)
- monitor the effectiveness of remote learning through regular line management meetings curriculum leaders, reviewing work set or feedback from HOYs
- monitor the security of remote learning systems, including data protection and safeguarding considerations

- support all pupils and their families to have access to the digital resources they need to access remote learning and online lessons.

3.4 Designated Safeguarding Lead

Alongside any teaching responsibilities the DSL has responsibility to ensure:

- that the appropriate policies are fit for purpose and regularly updated as the need arises
- all staff have had the appropriate safeguarding advice and training as normal, and with particular regard to online learning and lessons
- that the systems in place within the school to support vulnerable students should they have to self-isolate are fit for purpose

3.5 IT staff

IT staff are expected to:

- fix issues with systems used to set and collect work;
- help staff and parents with any technical issues they're experiencing;
- review the security of remote learning systems and flagging any data protection breaches to the data protection officer;
- assist pupils and parents with accessing the internet or devices.

3.6 Pupils and parents

Staff can expect pupils learning remotely to:

- only use school email accounts and logins for the purposes of online learning;
- complete all remote learning tasks to the best of their ability;
- attend all of their online lessons;
- ensure their environment is quiet and free from distractions;
- use an appropriate background (and foreground) if they are likely to use a webcam/visualiser and be suitably dressed;
- behave with respect during their online lessons by:
  - o logging on at the correct time and not being late;
  - o following all staff instructions and completing all tasks set within the lesson;
  - o ensuring that communication in the online learning environment is always supportive of learning and the learning and wellbeing of others;
  - o not attempting to message others during the lesson;
  - o not attempting to change the setting of the remote lesson to distract others;
  - o not recording themselves or others during the lesson, including not taking photos of the screen, in any way.
- meet deadlines for any work set;
- understand that online sessions will be recorded, but that the recordings will never be made public;
- never share resources or videos created by teachers with anyone who is not a pupil or member of staff at The Sweyne Park School;
- understand that when using Microsoft Teams and other applications provided by the school that their use can be monitored and logged and can be made available to all staff;
- be aware that failure to attend online lessons and/or complete your work will result in their form tutor and parents being informed;

- be contactable during the school day – although consider they may not always be in front of a device the entire time.

Staff can expect parents/carers to support the school and their child to:

- make the school aware if their child is sick or otherwise can't complete work;
- provide a distraction-free learning environment;
- ensure their child attends lessons at the assigned time and completes all set work;
- encourage their child to have high expectations and to work to the best of their ability;
- seek help from the school if they need it;
- make their child aware of the pupil's expectations during remote learning.

3.7 Local Governing Body

The Local Governing Body is expected to:

- monitor the school's approach to providing remote learning to ensure education remains as high quality as possible;
- ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

4. Who to contact

If staff have any questions or concerns about remote learning, contact the following individuals:

- Curriculum Leaders/SENCO - issues in setting work
- Form Tutor and/or HOY - issues with behaviour
- IT support staff - issues with IT
- Line Manager - issues with workload or wellbeing.
- Mrs A Twomey - concerns about data protection.
- Mr R Bradley - concerns about safeguarding.

5. Safeguarding
The Child Protection Policy should be read. With regard to remote teaching and online lesson, the following advice should be applied appropriately.

All staff delivering online lessons should familiarise themselves with features of Microsoft Teams and how to use it effectively – refer to the training and reminders sheet as necessary. Should you be unsure seek further support or training from ICT support

- If delivering remote lessons from home:

  o if you are delivering a lesson from an off-site location, such as home, however if you choose to be, please ensure that you are in a neutral location that is appropriate and safe (e.g. a living room, a study or a kitchen), or in a meeting use a predefined background. It may be helpful to ask a 'critical friend' to check what is in view of the camera
  o check what can be seen by the camera before going live or joining a meeting
  o reduce the possibility of the lesson being interrupted by household members or pets.

- When teaching remote lessons using MS Teams Meetings, remember:

  - when sharing the desktop, and when you switch between applications whatever is running in the background can be seen. This needs to be appropriate or closed down to safeguard you;
  - remember that when you finish the remote lesson that you should select the 'End meeting' option which will finish the lesson for all students;
  - only use first names when communicating with pupils in a meeting;
  - please ensure you have read and understood our acceptable use agreement which is in the Code of Conduct;
  - adhere to professional standards as you would in school at all times;
  - do not have one-to-one live-streaming lessons with pupils/students;
  - be conscious that in an online environment remarks are being heard by a number of pupils and possibly members of their family, and could be easily misconstrued;
  - be mindful of the need for confidentiality; especially if you are live-streaming a lesson from a venue where other adults or children are present.
  - Ask students to leave their phones, as they would in school, in a bag etc. and remind them they should not use them during the lesson
  - The use of a headset with microphone (like those available with many mobile phones) is recommended for audio clarity

Everyone who comes into contact with children and young people and their families has a role to play in safeguarding. If you or a pupil/student experience a problem when teaching remotely, you should treat it in the same way as you would in school.

If you have any safeguarding concerns about a child, you should discuss these with a member of the safeguarding team.

Further support and help can be obtained by contacting John Edwards, Dan Joslin or James Clark.

6. Monitoring Arrangements
This policy will be reviewed at the end of each academic year by John Edwards, Deputy Headteacher. At every review, it will be approved by Lynda Walker, chair of the local governing body.

7. Data Protection
7.1 Accessing personal data
When accessing personal data for remote learning purposes, all staff members will:
- Use Go4School to record attendance and progress data – information from here should not be downloaded or printed in these circumstances
- If using personal devices, staff should not download any data that contains personal information for the purposes of remote learning

7.2 Processing personal data
Staff members may need to collect and/or share personal data such as progress data 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. The school will follow its data protection policy which can be found on the school website.

However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

8. Links with Other Policies

This policy is linked to our:

- Behaviour Policy
- Child Protection Policy
- Code of Conduct
- Keep Children Safe in Education 2024
- Data Protection Policy and Privacy Notices
- ICT and Internet Acceptable Use Policy
- E-Safety Policy
- Blended Learning Guidelines