Remote Learning Policy

Policy reviewed, approved and adopted	December 2020
Version	V1
Review frequency	Annually
Date of next review	December 2021
Responsible Officer	Rachel Hargreaves Director of Academy Improvement

1. Introduction and Scope

'Remote Learning' refers to the provision of work, activities linked to EHCP outcomes, teacher support, assessment and feedback from teachers and/or Learning Support Assistants to pupils/students in the event that normal lessons are unable to be delivered 'face-to-face' as normal.

Situations where this policy may apply include:

- Pupils/Students unable to attend school due to a period of advised self-isolation but who otherwise remain well

- An extended period of school closure

- This policy does not apply in situations such as:

- A pupil/student who absents themselves from school without prior authorisation from the school, with or without parental permission, e.g. a family holiday taken in term time

2. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils/students 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 pupils unable to attend school remain fully included within the school community.

- Continue to ensure that every child/young person receives the best education the school can provide them

- Ensure that remote education is integrated in the curriculum so it is an essential part of the school curriculum, alongside classroom teaching, or in the case of a local lockdown or the need for groups/bubble isolation.

- Ensure that there is continuation of each students progress towards their EHCP outcomes.

3. Roles and Responsibilities

3.1 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-coordinating the remote learning approach across the school.

- Monitoring the effectiveness of remote learning.

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

- Communicating to families, students and staff the expectations and methods for remote learning.
- Using school social media accounts to communicate and promote remote learning, share and celebrate home learning and monitor for appropriate online behaviour.

3.2 Designated Safeguarding Lead

The DSL is responsible for: Safeguarding concerns, including those related to Remote Learning Please refer to the Adult and the Child Protection and Safeguarding Policies.

The DSL will make sure that everyone who has social worker input and who is identified as the most vulnerable will have twice weekly contact should isolation, shielding or lockdowns be in place; these will be from the DSL or a deputy DSL. The DSL will notify relevant multi professionals, including social workers, when a child or young person is not able to attend school as well as keeping CPOMS updated.

3.3 Teachers

When providing remote learning, teachers must be available between 9am-3pm on their working days. 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 –

- Teachers will provide learning for their current class. The amount of work they need to provide is communicated by the Senior Leadership Team and will be tailored to individual students in the class. It will include key core curriculum activities as well as daily learning tasks linked to the pupils/students' EHCP outcomes.
- The work will be set at the beginning of the week for whole group isolation or local lockdown.
- In the instance of an individual students' isolation, then work should be set from the second day of absence and weekly for the period of absence.
- Teachers will upload weekly learning packs/activities on the schools agreed platform. The packs can then be accessed at home or in instances where families have directly requested, printed by staff who are on site, ready for families to collect or staff can deliver to homes.

Providing feedback on work

- Where agreed, students can email work to their class teachers. All work submitted will be acknowledged by the class teacher. Feedback will be given for English and Maths, EHCP targets and accreditation work on an individual basis. Feedback will be age/ability appropriate.

Keeping in touch with pupils/students who aren't in school and their families

- In the case of a national or local lockdown, Teachers will call pupils/families at least once every week. Any concerns should be recorded using CPOMS. In the event of a self/class bubble isolation, communication will be via telephone and/or email. If there has been no communication from either a parent or child/young person by day 2 of lockdown/self-isolation period starting, teacher will call families/pupils on day 3, if no response on day 3 this will be escalated to the DSL.

- Emails received from families and pupils/students are to be checked between 9am and 3pm, Mon- Fri. Teachers should respond to emails within 48hours.

Following safeguarding policies and practice

- Being vigilant to safe remote learning practice
- Reporting any safeguarding concerns on CPOMS and if appropriate contacting the DSL directly
- Providing guidance to students and families on e-safety using the guidance outlined in section 7

3.4 Learning Support Assistants / Care Assistants

When assisting with remote learning, Learning Support Assistants / Care Assistants must be available between 9am-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, Learning Support Assistants / Care Assistants are responsible for:

Supporting pupils who aren't in school with their wellbeing and learning remotely –

- Contacting families/pupils for a weekly welfare/wellbeing call

- Will liaise with class teachers to support planning and resourcing differentiated learning and or other needs such as wellbeing, sensory, communication

3.5 Curriculum Leads

Alongside their teaching responsibilities, curriculum leads are responsible for monitoring the work teachers set by their subject.

- Ensure medium term plans are effective and available for all staff

- Review work set weekly and monitor progress

- Ensure ongoing accreditation portfolios are completed (where appropriate)

3.6 Phase Leads

Alongside their teaching responsibilities, phase leads are responsible for

- Monitoring the access to learning and wellbeing needs of their pupils

- Reviewing the quality of EHCP targets for pupils in their key stage.

- Monitoring and evaluating the progress towards EHCP outcomes with the teachers.

3.7 Pupils/students and families

Staff can expect pupils learning remotely to:

- Be contactable during the school day – 9am-3pm although they may not always be in front of a device the entire time

- Seek help if they need it, from teachers or Learning Support Assistants / Care Assistants

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

Staff can expect families 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
- Be respectful when making any complaints or concerns known to staff

3.8 Trustees

The trustees are 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

4. 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 curriculum lead or Head of Phase
- Issues with behaviour → talk to the Head of Phase or Deputy Head Pastoral
- Issues with IT → log a ticket using the online IT Helpdesk
- Issues with their own workload or wellbeing → talk to the Head of Phase /Deputy head T&L
- Concerns about data protection → talk to the Data Protection Officer, Karen Raine- kraine@ascenttrust.org
- Concerns about safeguarding → talk to the DSL in your school

5. Data protection

5.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members must adhere to the following guidance:

- Teachers are able to access parent contact details via sims and/or an agreed shared area.
- Do not share any details with third parties. If emailing more than one person ensure that they are in the bcc field, and if including more than one family member/pupil into a Teams meeting, ensure that they are informed that their email address is visible to others within the meeting.
- School laptops secured by the VPN are the only devices to be used when accessing any personal information on pupils.
- All use of IT for school business must be conducted in accordance with the Use of ICT Facilities Policy and the Acceptable Use Policy

5.2 Keeping devices secure

All staff members must take appropriate steps to ensure their personal devices remain secure if being used for school business.

This includes, but is not limited to:

- Keeping your laptop or tablet 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).

- If using a mobile device, alternative biometric security such as face recognition or fingerprint recognition is acceptable

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

- Not sharing the device with anyone else, specifically friends and family

- Not downloading pupil or staff data to a device. All data should be accessed through the VPN, or accessed, worked on, and stored using the Office 365 suite of apps

6. Safeguarding

Please refer to Adult and Child Protection and Safeguarding Policies.

7. Monitoring arrangements

This policy will be reviewed as and when updates to home learning are provided by the government by The Director of Academy Improvement. At every review, it will be approved by Trustees.

8. Links with other policies and guidance

This policy is linked to our:

- Adult Safeguarding Policy

- Behaviour Management policy

- Child protection policy and coronavirus addendum to our child protection policy

- GDPR Policy

- Internet acceptable use policy Online safety policy

- Code of Conduct

Links with other guidance available on the Ascent Academies' Trust website

- Safeguarding Supervision Policy

- Keeping Children Safe in Education 2020

- (KCSIE Guidance must be read in conjunction with Academy specific Child Protection Policies)

- Working Together to Safeguard Children 2018

- What to do if you think a child is being abused

Links with other guidance

- Remote Education Good Practice October 2020
- https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice
- Safeguarding and remote education during coronavirus (COVID-19)

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

- Teaching online safety in school June 2019
- https://www.nspcc.org.uk/keeping-children-safe/online-safety/