



Policy: Remote Learning

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Contents

1. Aims	2
2. Roles and responsibilities	2
3. Who to contact	5
4. Data protection	5
5. Safeguarding & Behaviour	6
6. Monitoring arrangements	6
7. Links with other policies	6
Appendix A – Parent Agreement	7
Appendix B – Feedback sheet	8
Appendix C – Engagement Register	9

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

2.1 Teachers

When providing remote learning, teachers must be available between 9 and 3:30.

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 in school.

When providing remote learning, teachers are responsible for:

- Setting work
 - Teachers will work collaboratively to set work with the year group teams and upload as appropriate to the class TEAM.
 - Remote learning content should be designed to fill a normal teaching day and represent core and wider curriculum subjects as normally timetabled. It should meet, at a minimum the guidance for 4 hours a day for KS2 pupils.
 - Work will need to be uploaded onto the class TEAM to complete by 8pm for parents to access and review for the following day.
 - Each class TEAM will have a files section. Teachers will create dated files with lesson content broken down into the individual lessons below.
 - In the event of individuals isolating, teachers will provide lesson content for parents and use technology in school to stream 'live' upfront sessions via TEAMS.
 - In the event of a bubble closing/ lockdown. Teachers will provide recorded lessons for subjects, drawing on appropriate Oak Academy content for subjects where it fits in with planned learning. 'Live' TEAMS meetings will then be planned to provide additional scaffolding and support for children who are finding content difficult or require further support.
 - Follow up 'live' meetings will be scheduled at the start of the day and for two other opportunities for social interaction and feedback.

- Wider curriculum subjects will be offered. In the event of bubble closures, this will mirror the planned curriculum content for that year group. In the event of national lockdown, project based work will be set across year groups to allow siblings to work collaboratively.
- Weekly programmes of learning will be sent to parents in advance to inform them on upcoming content and relevant timings.
- Work will be differentiated

➤ Providing feedback on work

- Children will be taught how to upload completed work/ pictures of their completed work for feedback to the 'files' area. Children will upload two pieces of English based work across the week. 1 reading opportunity and one writing outcome.
- Feedback will be given in the form of a whole class feedback sheet, highlight strengths and next steps. These will be addressed in the following lesson or pupils signposted to a 'live' session for support. **See Appendix B**
- Feedback should be prompt, allowing planning and support for the follow day. Feedback will be shared timely and appropriately.
- Self-marking opportunities will be provided for in Maths with the expectation for children or parents to inform teachers if the work has proved too difficult or further lessons are needed. Staff will respond and tailor lesson content and learning in response to children's emerging needs.
- Informal support and feedback may be given via the TEAM messaging service or via e-mail, but staff should direct pupils to the live meetings for support if appropriate.

➤ Keeping in touch with pupils who aren't in school and their parents

- Registers of pupil engagement will be kept by staff to monitor pupil responses:
 - Attendance to live sessions
 - Work returned in line with expectations
 - Any issues presented by children or parents.
- For pupils who have not responded to remote learning either in live sessions or returning to work, staff will make phone calls on a weekly basis (or more regularly if appropriate) to check in on children and receive feedback.
- Prompt e-mail responses (within 24 hours) is expected, however this should be within working hours and not during evenings.
- Complaints of concerns should be raised with either the Head of School or Assistant Head. Any safeguarding or e-safety concerns should be raised immediately following normal protocols.
- SENDCO will liaise with families on SEND register weekly.

➤ Attending virtual meetings with staff, parents and pupils:

- Dress code – as per normal school attire.
- Locations - avoid areas with background noise, ensuring nothing inappropriate in the background such as music or TV. See Agreement attached to policy.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9:00 and 3:30.

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 – providing pastoral support for parents and families, getting in contact with vulnerable families (as directed) and pupils will allocated EHCP hours.
- Attending virtual meetings with teachers, parents and pupils – cover details like:
 - Dress code – as per normal school attire.
 - Locations - avoid areas with background noise, ensuring nothing inappropriate in the background such a music or TV. See Agreement attached to policy.

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 –through meetings with teachers, monitoring or resources 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 – 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
- SENCO – Coordinating the response of school in remote learning for pupils with SEND pupils, particularly for pupils with EHCP or who are LAC.

2.5 Designated safeguarding lead

The DSL is responsible for coordinating responses to concerns raised by staff, as exemplified in the Safeguarding 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 during the school day – 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

Abide by our Teams Rules:

- Rule 1 = Keep password and usernames safe and secret.
- Rule 2 = Use appropriate language when communicating with others.
- Rule 3 - Only communicate with people you know and trust.
- Rule 4 - Tell a trusted adult if you receive a message from someone you don't know.
- Rule 5 - Do not record, take pictures or screen shot of anyone or anyone's work.

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:

- Issues in setting work – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to AHT or Head of School
- Issues with IT – Contact Neil Beards
- Issues with their own workload or wellbeing – talk to Head of School
- Concerns about data protection – talk Neil Beards
- Concerns about safeguarding – talk to the DSL/ DDSL (Jimmy Martin DSL/ Richard Manns, Hattie Grove DDSL)

4. Data protection

4.1 Accessing personal data

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

- Use provided devices, such as laptops, make staff use these rather than their own personal devices.
- Use MS TEAMS.

4.2 Processing personal data

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

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 & Behaviour

Please see Safeguarding Policy, updated for 2020. E-safety will be discussed and expectations set out in line during initial sessions and reminders given throughout.

Inappropriate use of online platforms will be dealt with promptly. This will include conversations with parents who should monitor their child's device usage. If repeated steps are taken, further action may be taken to reduce or remove the child's access to communicating via TEAMS.

6. Monitoring arrangements

This policy will be reviewed after each period of remote learning, by Head of School. At every review, it will be approved by the Head of School.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy

Appendix A – Parent Agreement

Parent Agreement for Remote Learning using Microsoft Teams Classroom

At Brindley, we fully recognise our responsibility for safeguarding children and young people. The action we take at our school to promote the welfare of children and protect them from harm is everyone's responsibility. As we extend our classrooms online, it is essential that we obtain and secure the full support of parents/carers to ensure all of our children remain safe at all times whilst online. It is for this reason we ask that you read and accept the Terms and Conditions of this Parent Agreement for Remote Learning.

When participating in a video conference on Microsoft Teams Classroom, I understand that:

- ✓ It is an extension of the classroom and my child should conduct themselves as they would within the classroom.
- ✓ I/We do NOT share my child's School Email address or reveal their passwords to anyone. I understand their school Email is for internal use only and not for sending or receiving emails from outside the school.
- ✓ My child's use will be monitored and logged and can be made available to the Leadership Team of Brindley Heath Academy
- ✓ Lessons are recorded by the teacher only in order for this to be forwarded to any pupil who missed the live conferencing.
- ✓ My child will only take part in 'live' lessons when an adult is present in the room and supervising them.
- ✓ They will be on time and prepared for their interactive lesson.
- ✓ They will be dressed appropriately for learning.
- ✓ The lesson is conducted from a safe environment that is quiet and free from distractions with a neutral background.
- ✓ I/We will be responsible for their and others within the room, behaviour and actions when online, including the resources they access and the language they use.
- ✓ My child will interact patiently and respectfully with their teachers and peers
- ✓ We/they will NOT record each other's online interactions. If the lesson is to be recorded, this will be done by the teacher.
- ✓ We/they will end the session as soon as the teacher indicates to do so and do not stay in the session after the teacher has left.
- ✓ We/they will NOT share resources or videos created by teachers with anyone who is not a pupil or member of staff at Brindley Heath Academy.
- ✓ We/they will NOT record or take photos of classmates or teachers during a face-to-face session.
- ✓ We/they will NOT share any school content on social media platforms.

Appendix B – Feedback sheet

Date:

Subject:

Year group:

<u>Areas of Strength</u>	<u>Areas for Development</u>
<ul style="list-style-type: none">1.2.3.4.5.	<ul style="list-style-type: none">1.2.
<p style="text-align: center;"><u>Summary Comment</u></p>	

Appendix C – Engagement Register

Week 1								
In school	Live Check in					Work Submitted	Further Support	Welfare Call
	Mon	Tue	Wed	Thur	Fri			

Live check in number notes notes
 Yes or No Y or N 1 or 2 key info date of call & info if needed