Remote learning policy

Robert Smyth Academy

Approved by:	K Goddard (LGB Chair)	**Date:** November 2020
Last reviewed on:	December 2023	
Next review due by:	September 2025	

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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

> Senior leaders are responsible for overall quality and appropriateness of curriculum materials along with regular monitoring of stakeholder engagement with an emphasis on SEN/PP monitoring

> Curriculum leaders are responsible for the quality and appropriateness of curriculum materials in their subject area, the student experience and maintaining good communication and feedback with families

> The SENCO is responsible for strategic oversight of support staff resources to enhance the experience of students with Special Educational Needs

> Support staff are responsible for supporting parents and students to access the curriculum and the communication channels for specialist support, as appropriate

> Parents are responsible for working in true partnership with the school to ensure positive routines for learning and effective partnership working

> Students are responsible for being prepared and responsible so that they maximise all learning opportunities

2.1 Teachers

When providing remote learning, teachers must be available during their normal patterns of work

If they are 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

Self-isolating students

When providing remote learning, teachers are responsible for:

> Setting work for students who are self-isolating on **Satchel One**

> Work should be available to students **before or during** the first lesson

> Teachers will set work as CLASSWORK

> Teachers will set work duration as one day (the day of the lesson)

> Work must be accessible to students, with an outline of what they need to do

> Colleagues could consider directing students to the Trust **Virtual Learning Environment (VLE)** or to other high quality teaching resources such as those offered by Oak Academy where appropriate.

> Students can access the Trust Virtual Learning Environment (VLE) by using a school email address and password to login and following this link: www.secondary.moodle.tgacademy.org.uk

Submission of Work

> Students should be asked to submit **one piece of work for each subject** that they have in a week

> Teachers will identify what students submit and how. This should be clearly stated in the Satchel One post

> Where students are not submitting work, teachers will contact Sarah Potter (Student Services) who will make contact with parents and students in the first instance

> **Teachers will provide feedback** on submitted work

Hybrid Lessons

> Wherever possible, self-isolating students in Key Stage 5 will be invited to attend the lesson via MS Teams. This will enable students to benefit from direct instruction from their teacher. They will also be able to demonstrate understanding using the chat function and receive feedback. In this case there is no requirement for students to submit work unless this is requested from all students

Live Lessons (in the event of <u>partial</u> or <u>full</u> school closure)

> The first day of home learning will be used to complete any outstanding homework and to make sure students are set up to work from home. Timetabled lessons will commence from the second day

> **Students will follow their timetable** and all staff will teach according to this timetable (Week A-D)

> Students will participate in **three lessons per day**

> All students will access **tutorial sessions on Monday and Friday**

Format of the Lessons

> Work for each of the lessons timetabled will be posted on Satchel One by 8.30 a.m. each morning

> **All lessons will include live teaching**

> Lessons may also include a range of different approaches to student learning such as video tutorials, independent work, quizzes, question and answer sessions, modelling etc

This Satchel One post will contain:

> **An invitation to a live lesson hosted on MS TEAMS** with the relevant subject specialist with details of the time of this lesson

And this may also include:

> Access to a video tutorial and/or online resource

> An outline of independent tasks that students are expected to complete within the lesson with support materials where necessary

> We expect all students to attend at the allocated time and we will keep registers of attendance to each lesson. If a student is unable to attend a live session, they will be asked to inform us via the school office. We will be recording all live lessons for families who need the extra flexibility and these recordings will be posted to the MS Team that will be set up for every teaching set

> The expectation would not be that students are in front of a screen for the entire time. The format for each lesson will be a **minimum 30 minutes of teacher input followed by independent work and a requirement to submit their work or complete a low stakes assessment**. In some subject's teacher input may be higher than 30 minutes and we will adapt our approach to suit the needs of our students

Discretionary work

> We appreciate that all students work at different rates and home circumstances vary from family to family. We know from our previous lockdown that some students were keen to do additional work. We will therefore continue to signpost students to additional work: meaningful work that can be done to extend and enrich learning, but which is not compulsory. Details of the VLE, Oak National Academy video lessons and Specialist Oak National Academy SEND resources will also be signposted

Feedback

> The increase of live sessions with teachers will mean students will receive regular verbal feedback and teachers will be in a strong position to be responsive to the needs of the class and individuals. A variety of forms of feedback will be used in addition to live feedback; self-assessment, modelling of pieces of work, online quizzes and teacher feedback at key points of the assessment cycle

Expectations

> The safety and well-being of our students is our priority and we expect parents and carers to take the time to read our live lesson guidance

> All students need access to Satchel One and the MS Teams application

> As this is a school session, students must be dressed appropriately

> Students will also need to make sure that they have blurred their background so no one in the session can see the inside of their home or sit in a room with a plain background. If students feel uncomfortable having their camera turned on then they will be permitted to keep it switched off as long as they are able to respond to their teacher using the chat bar or using the microphone

> As in a typical session at school, students must ensure that they behave respectfully and appropriately towards their teachers and peers. Whilst staff are talking students should be listening (use the mute button), and vice versa. We will not tolerate any inappropriate language or actions from students or parents/carers. Please ensure that your child takes this lesson seriously, they must behave just as they would in the classroom

> If clothing, setting or behaviour are deemed inappropriate, this may result in online interaction being terminated

Recording

> **Making a recording of this session and distributing such recording is strictly prohibited**. Having received parental consent, live session will be recorded by Tudor Grange Academies Trust and will be saved in the files area of this team to allow students to playback the session for a limited time only. The recording of this session is the sole property of Tudor Grange Academies Trust and distribution is strictly prohibited

Keeping in touch with students who aren't in school and their parents:

> Support staff will contact self-isolating students to ensure that they are able to access the curriculum

> Teachers will use the chat bar and secure email to support students in live lesson scenarios

> Parents and students can use a dedicated email address in the event of school closure that is monitored by senior leaders every morning. Responses to emails will be given within 24 hours

> Complaints can be made via school processes and by contacting the school office for more information

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their normal hours of work

If they are 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 with Special Educational Needs who aren't in school and are learning remotely**

> Attending virtual meetings with teachers, parents and pupils

> Undertaking other tasks as assigned by the SENCO

2.3 Curriculum leads

Alongside their teaching responsibilities, subject leads are responsible for:

> **Maximising the use of the Trust Virtual Learning Environment (VLE)**

> Considering whether any aspects of the curriculum need to be adapted to accommodate remote learning

> Working with teachers to make sure all work set is appropriate

> 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

> Monitoring the remote work set by teachers in their subject through regular meetings with teachers and by reviewing work set

> Directing teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

> **Ensuring compliance with the remote learning policy**

> Co-ordinating the remote learning approach across the school

> Monitoring the effectiveness of remote learning – all senior leaders will take responsibility for monitoring and reviewing the quality of remote learning materials and delivery via line management structures. Senior leaders will meet with curriculum leaders to ensure that students benefit from a high quality package

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

2.5 Designated safeguarding lead

The DSL is responsible for:

> Monitoring and reviewing working practices to ensure that students remain safe whilst working remotely

> Monitoring access and engagement with e-safety curriculum

2.6 Support staff (including IT services)

Designated support 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

> Complete work to the deadline set by teachers

> Seek help if they need it, from teachers and/or support staff

> 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 Local Governing Body

The governing board is responsible for:

> Monitoring the school's approach to providing remote learning to ensure that it is high quality

> 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 your curriculum lead

> Issues with behaviour – talk to your curriculum lead and their SLT line manager

> Issues with IT – talk to IT staff

> Issues with their own workload or wellbeing – talk to your line manager

> Concerns about data protection – talk to your data protection officer

> Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

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

> Access the data via the school network if they are working from the school site or via Magellan remotely

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as school 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)

> Saving files to a secure cloud based system

> 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. Monitoring arrangements

This policy will be reviewed annually by D Cleary (Principal). At every review, it will be approved by the Local Governing Body and Trust governance

6. 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