

Remote Learning Model Policy

Approved by:	J Williams – Chair of Governors	Date: 03/11/20
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1. Aims

1.1 This remote learning policy for staff aims to:

- Ensure consistency in the school’s approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Continuously review and improve the quality of remote learning provision in the school

1.2 Scope

This policy has been written to ensure the school responds effectively where a class, group or small number of pupils need to self-isolate, or if there is a local lockdown requiring pupils to remain at home. It is important to note that remote learning is **not** intended to provide a home education alternative for pupils who are medically well and fit to be in school; full time attendance is always our goal. Conversely, if pupils at home are unwell, they need time to recover and recuperate and therefore are not expected to complete school work.

1.3 Legal requirements

This policy is drawn up in line with DFE guidelines for the full reopening of schools, published September 2020 and to comply with the [temporary continuity direction](#) requiring all schools to provide remote education.

Schools are required to

- (i) have a strong contingency plan in place for remote education provision, and
- (ii) consider how to continue to improve the quality of their existing curriculum.

1.4 Levels of response

The school will have a 2 level response to providing remote education:

Level 1: Where a pupil, siblings or household member are isolating awaiting a test.

Level 2: Where a contact-tracing group, whole class, bubble or the school are required to enter isolation; or in response to any local lockdown. In this scenario roles and responsibilities of the staff affected are outlined below. Work set will be in line with expectations outlined in [‘Guidance for full opening: Schools’](#),

2. Roles and responsibilities

2.1 Teachers

Teachers are responsible for:

Complying with the school’s working arrangements

- It is anticipated that teachers’ work base will be their school, unless they are having to self-isolate or are unwell.
- This means that for the majority of the time, teachers are able to use school’s IT facilities and other resources to provide children’s learning and will adhere to the school’s Acceptable Use of IT Policy.

Children’s learning:

- Integrating any technology in to face to face teaching practice to enable pupil familiarity with the operating tools of the technology being used
- When working from home providing remote learning, teachers should be available for up to 7 hours, between 08:30 – 16:00, each week day. These timings are intended to allow time for appropriate breaks and time away from display screens but still give children consistency of contact and adequate feedback on their home learning.
- Teachers should avoid setting or responding to online work before 8am and after 6pm.
- Setting a clear body of work for children of self-isolating households. With work identified to be available from Day 1 of Covid-related school absence (some schools are sharing with parents in advance).
- Teachers will communicate effectively to ensure that where children cannot access work online, alternative arrangements are made.
- Setting work which is well sequenced and matches the planned curriculum, so that knowledge and skills are built up incrementally, with clarity about learning objectives and tasks to be completed. Open-ended projects or internet research is kept to a minimum.
- Teachers are expected to provide work for their class by 0900 each day.
- If unable to work for any reason during this time, for example due to sickness or caring for a dependent, teachers should report this using the normal absence procedure.
- **Self –isolation periods.** Staff are required to minimise the period of self-isolation required by actively engaging with NHS testing as soon as possible. Staff should return to work either a) when negative test results confirm there is no risk of infection b) when the required period of self-isolation is completed. During these periods the member of staff must not come into school for any reason and is expected to follow the Government requirements for self-isolation.
- Teachers are expected to make appropriate adaptations for SEND or focus groups as would take place in the classroom.

Providing feedback on work:

- Teachers provide regular feedback on children’s progress and/or oversee support staff doing so
- Teachers must assess how well children are moving through the curriculum and provide regular support and challenge.
- It is not the expectation that every piece of work uploaded will have a response. However, teachers will be checking work and offer feedback daily.

- Teachers must communicate clearly with their class about how regularly they will be providing feedback and in what format.

Keeping in touch with pupils and parents:

- Regular contact with pupil and parents will be managed through Tapestry (EYFS) and Class Dojo (Yr1-6)
- Regular staff communication ensures that the school's role as a protective factor for vulnerable pupils is maintained
- Where a pupil is not completing work or interacting through the online platform, staff will work with the headteacher to formulate a plan. This will often involve a phone call and discussion with parents and pupils.
- Any complaints or concerns raised by parents will be shared with senior staff and a response formulated.

Attending virtual meetings with staff, parents and pupils:

- When attending virtual meetings, staff need to ensure they are in a place with the minimum of background noise and with nothing inappropriate in the background.

2.2 Teaching assistants

Teaching assistants must be available for their contracted working hours. 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 by contacting *a member of the SLT*.

Teaching assistants are responsible for:

Supporting class teachers in curriculum delivery:

- By providing feedback and support to pupils through *Tapestry/Class Dojo* where directed.
- Assisting the teacher in responding to enquiries supporting parents.
- Managing their own Career Professional Development during remote learning and undertake remote training as directed by the Headteacher

2.3 Subject leads/SENCO

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Reviewing the subject curriculum/ SEN provision regularly
- Consider whether any aspects of this provision needs to change to accommodate remote learning.
- Ensuring that the online curriculum reflects the in-school curriculum
- SENCO to ensure that online provision is well matched to pupil individual needs, providing additional support and guidance where required
- The SENCO to liaise with the ICT technician to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- The SENCO to ensure that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the head teacher and other organisations to make any alternate arrangements for pupils with EHC plans.
- Working with other teachers, subject leads and senior leaders to make sure work set across subjects is appropriate, consistent and manageable for families.
- Alerting teachers to resources they can use to teach their subject.
- Working with teachers to support catch up programs put in place.

2.4 Headteacher

The Headteacher is responsible for:

- Coordinating the remote learning approach across the school.

- Ensuring staff are well supported in order to deliver remote learning effectively by providing sufficient training to develop confidence and skills in the effective use of IT and online learning platforms
- Monitoring staff well-being whilst working from home.
- Monitoring the effectiveness of remote learning – through: regular meetings with teachers; monitoring engagement and success of pupils through *Tapestry/Class Dojo*; gathering feedback from parents and governors and making adaptations to approach to engage reluctant and vulnerable pupils and families.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring the school is aware of pupils who are unable to access online learning and provide appropriate solutions
- Managing and recording the prioritization of who receives loaned IT hardware where it is available, by using the Loan Agreement

2.5 Designated safeguarding lead

Kennall Vale School has a Designated Safeguarding Lead (DSL) and x2 Deputy DSL.

- The Designated Safeguarding Lead is: **Rob Chirgwin, Headteacher.**
- The Deputy Designated Safeguarding Leads are: **Rachel Goulbourn & Hattie Welch, Assistant Headteachers.**

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior member of staff will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection records and recording systems and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all school staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of who that person is and how to speak to them. This will be achieved through the weekly briefing which is sent to all staff.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

2.6 IT staff

In most cases issues can be resolved by school-based staff.

Where they cannot be resolved the School is supported by **TPAT IT Support**, who 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 systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

The process for initiating It support is **emailing: itsupport@tpacademytrust.org**

2.7 Pupils and parents

Staff can expect pupils to:

- Be contactable during the normal hours of the school day – whilst remaining aware they may not always be in front of a device or engaged in home schooling
- Engage with work set by teachers completing tasks to the best of their ability
- Upload records of their work through Tapestry or Class Dojo
- Seek help, if they need it, from teachers
- Alert teachers if they are not able to complete work

Staff can expect parents to:

- Support their children to complete work set by teachers so that they remain with the teaching sequence being delivered
- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it
- Adhere to Remote Learning protocols e.g loan agreement for school IT equipment
- Be respectful when making any complaints or concerns known to staff

2.8 Local Governing board

The local governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensure that the school's approach to remote learning is meeting the needs of vulnerable pupils.
- Ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons
- Monitoring staff well-being and workload to ensure it is appropriate.

3. Who to contact

If staff have any questions or concerns, they should contact the following individuals:

- Issues with behaviour – member of *SLT*
- Issues with their own workload or wellbeing – Rob Chirgwin
- Concerns about data protection – R Goulbourn (computing lead), Rob Chirgwin
- Concerns about safeguarding – DSL Rob Chirgwin or DDSL Hattie Welch & Rachel Goulbourn
- Issues in setting work, with ICT or using [platform] – SLT, TPAT IT Support
- Support with setting appropriate work in individual subjects – Subject leads.

4. Data protection

4.1 Accessing personal data

Data can be accessed through The DSL, Rob Chirgwin, and the school office staff, Catherine Pym. Pupil and Parent data is stored on *SIMS*.

Staff should use school hardware that meets the requirements of the schools GDPR policy, and the security requirements listed in point 4.3 of this policy.

4.2 Sharing personal data

Staff members may need to collect and/or share personal data such as parents email addresses or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions.

While this may be necessary, 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

5.1. *(To be read in conjunction with Section 2.5)* This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.

- The DSL and head teacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- Phone calls made to vulnerable pupils will be made using school phones where possible. Where this is not possible, staff will ensure their number is blocked.
- The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.
- All contact with vulnerable pupils will be recorded and suitably stored within the school's online system in line with the Child Protection Policy.
- The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- All home visits must:
 - Have at least one suitably trained individual present.
 - Be undertaken by no fewer than two members of staff.
 - Be suitably recorded on paper and the records stored so that the DSL has access to them.
 - Actively involve the pupil.

- The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
- All members of staff will report any safeguarding concerns to the DSL immediately.
- Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

6. Monitoring arrangements

6.1 Regular review

- The school's tools, resources and approach to remote learning will be reviewed regularly through the school's scheduled communications e.g staff meetings, management meetings.
- The school regularly audits its provision and actions against the national expectations and legal requirements set out in the Temporary Continuity Direction
- We regularly survey the pupils about their experiences of home learning and use this to influence forward planning
- Teachers' feedback is also collated regularly.

6.2 Formal review

This policy will be reviewed biannually by the SLT or sooner if conditions of lockdown. At every review, it will be approved by Jeremy Williams, Chair of Governors.

7. Application of this policy

7.1 Staff engagement

- The content of this policy will be shared with all teaching staff and reviewed regularly.

7.2 Parental and pupil engagement

- Parents and carers will be made aware of the content of this policy and all relevant protocols through the school website, regular newsletters and class pages.
- The school will liaise with parents regarding home access to IT. Where needed and available, IT equipment will be loaned to the parent for their child's sole use during the period of self isolation; a loan agreement must be obtained from the parent in advance of this.
- Paper based resources are made available where online learning isn't possible.
- We provide a parents with clear advice regarding what to do when a pupil needs to self isolate and what remote learning will be provided. This has been shared with parents via the school's weekly newsletter and Remote Learning parent letter.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy

