Remote Learning Policy

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Contents

1. 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.

2. Use of remote learning

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

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:
  - Not possible to do safely.
  - Contradictory to guidance from local or central government.
- occasions when individual pupils/students, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
  - They have an infectious illness.
  - They are preparing for or recovering from some types of operation.
  - They are recovering from injury and attendance in school may inhibit such recovery.
  - Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue.

We 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/students, and if appropriate, a relevant medical professional. If the pupil/student 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/student back into school.
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil/student back into school at the earliest opportunity.
- Set a time limit with an aim that the pupil/student returns to in-person education with appropriate support.

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

3. Roles and responsibilities

Teachers

When providing remote learning, teachers must be available for their usual contracted hours for each of their contracted days, as per their usual teaching hours with the exception of a one-hour lunch break. Staff whose hours do not span the full day need to ensure that they are available for their teaching hours as per when they are in the building. For example, a teacher who works until 12:30 would need to be available until that time.

If a teacher is 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:
- Expectations for setting work:
  - Work needs to be planned for all children within your class/target group/nurture group. This needs to be set for all curriculum areas that you would usually teach and take into account the varying pupil needs within your class or group.
  - The amount of work set needs to reflect the daily timetable and ensure that sufficient work is provided for each subject.
  - Daily work needs to be uploaded and accessible to all children by 9am daily. The entire day of learning needs to be uploaded by this time to facilitate the needs of the children working from home.

- o Work is uploaded onto Teams/Showbie in the appropriate class/group folder. This consists of the teacher input/tutorial and any other appropriate supporting documents that pupils/students may need. Pupil/student task resources are also shared in this folder.
- o Planning is shared across the YG as are resources so consistency across curriculum areas is there for all children who are able to access online learning via a device. For children who do not have a device/internet access, the same resources are sent home alongside any supporting PowerPoints or information that is shared online.
- Providing feedback on work:
  - o Once pupils/students have completed their work, they have 2 options regarding how it can be shared. The first option is for them to upload it onto Teams/Showbie in the group that they are in. This allows staff and other children to see it. If children do not want to share their learning with the whole class, there is a YG email address for them to send completed work to. This will then be picked up by their respective teacher.
  - o Teachers are able to feedback instantly using the chat function although this is accessible for all in the group to see. If work has been emailed, teachers are able to email a feedback response. The feedback is brief and specific to the child and their outcome.
  - o Feedback needs to be completed once the session has ended and completed work has been submitted. For some subjects – Reading, Writing and Maths, this would need to be the next day but for others that aren't taught daily, it would need to be in readiness for the subsequent session,
- Keeping in touch with pupils/students who aren't in school and their parents:
  - o When children are not in school due to bubble closures or having to self-isolate. Teachers and TAs from that class or YG are responsible for making weekly wellbeing calls. When these calls are made, the parent and child both need to be spoken to.
  - o Teachers are only expected to respond to pupils/students and/or parents during their working hours.
  - o Any concerns or complaints raised by pupils/students or parents need to be handled in the usual manner whereby teachers listen to the concern/complaint, respond appropriately and try to resolve it. This information would then be shared with the Assistant Head Teacher for the year group. If the teacher is unable to resolve it, it should be referred to the Assistant Head Teacher for the year group. Any safeguarding concerns need to be referred immediately to the DSL for the phase. If they are unavailable, the concern must then be shared with the covering DSL. For more detail, see the safeguarding section below.
  - o Where children are not engaging or failing to complete work, teachers would need to pick this up with parents in the weekly call. If this does not improve the situation and the behaviour continues, it would be referred to the AHT for the phase.
- Attending virtual meetings with staff, parents and pupils/students:
  - o The PACT dress code should be adhered to.
  - o Locations need to be appropriate for delivery. Where possible, they should be in areas with a neutral background with no background noise. Nothing inappropriate should be visible for anybody viewing or accessing the learning.

If teachers remain in school with the majority of their pupils/students, with only a small number of children not in school, remote learning packs will be distributed to those children not in school. If the teacher remains in school but their class/group is not attending, the expectations identified above must be adhered to.

Teaching Assistants
When assisting with remote learning, teaching assistants must be available between for their usual contracted hours.
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 the teachers with the planning and teaching of lessons.

This could include:
- Working with the teachers to plan the timetable for remote learning lessons
- The recording of instructional videos to be used for teaching purposes
- The recording of story sessions to be shared with the pupils/students
- Checking any remote work that has been submitted online and giving feedback in consultation with the teacher
- Attending virtual meetings with teachers, parents and pupils/students
- Attending professional learning and development sessions (PLD)
- Making weekly well-being phone calls to the pupils/students, in consultation with the teacher

When recording videos from home teaching assistants must try to avoid background noise and anything inappropriate in the background of the video. All videos must be quality assured by the class teacher and/or a member of SLT, as previously agreed by the Head.

Teaching assistants working in school whilst their class is involved in remote learning must report to a member of the SLT for guidance on their role in school at that time.

Subject Leads

Alongside their teaching responsibilities, subject leads are responsible for:
- Alerting teachers to resources that they can use to teach their subject remotely (e.g. Oak Academy, BBC Bitesize)
- Monitoring the remote learning of their subject e.g. to ensure that the subject is timetabled appropriately and being taught during the period of remote learning as expected, meeting with teachers to review the subject and explore any challenges they have faced.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning and sharing any new expectations with SLT to ensure approval before sharing with staff.
- 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.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:
- Co-ordinating the remote learning approach across their phase/area of responsibility. This includes: the pastoral support of teachers who are providing online learning and ensuring the remote learning offer is consistent across subjects/year groups (a school-specific timetable may be used to set these expectations)
- Monitoring the effectiveness of remote learning. This includes: monitoring the engagement levels of pupils/students with the online platform, overseeing home communication via the platform/email, holding regular meetings with teachers and subject leaders to evaluate the effectiveness of the offer so far, reviewing work set and actively seeking feedback from pupils/students and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations (this is done in collaboration with the ICT team). Senior Leaders must act quickly to address any safeguarding concerns and follow the school safeguarding policy throughout.

Inclusion Leads

Inclusion Leads are responsible for:
- Ensuring that the work set is appropriate for the SEN children across school. This may take a different form to the work provided for other children, but it must be provided. This can be done through meetings with teachers, support materials and resource websites being shared and the online monitoring of provision. They are also responsible for co-ordinating the work of the Inclusion Support Workers during this time.
- Ensuring where a child has an EHCP or a SEN Support Provision Plan that there may be a more personalised offer which could include some 1:1 support. This 1:1 support will be based on the child's individual needs and delivered by an appropriate adult who understands these needs. Plans for such interventions will be overseen by SEND specialists in school and may also be supported by specialists such as Pupil and School Support Service (PSS), Communication and Autism Team (CAT) or Educational Psychologist (EP).

Designated Safeguarding Leads

The Designated Safeguarding Leads are responsible for maintaining regular contact with pupils/students identified as vulnerable, liaising with external agencies including Social Workers and Family Support Workers and continuing to provide support to address their needs.

This includes:
- Ensuring all children have access to raise a safeguarding concern.
- Carrying out investigations into any safeguarding concerns raised and providing Early Help support to pupils/students and families.
- Continuing provision identified on Child in Need, Child Protection and Early Help plans.
- Following up actions from weekly well-being checks for vulnerable pupils/students and logging information onto CPOMS.
- Ensuring there are sufficient resources provided to support pupils/students with their mental health. These resources form part of the home learning packs.

ICT Team

The ICT Team will configure, test, implement and support the remote learning solution, which is currently Microsoft Teams, part of our PACT365 solution, and Showbie. This will include the provision of user accounts for staff and parents/pupils/students and where appropriate, login details will be distributed via SMS text message or MIS app notifications. The ICT Team will also provide class email addresses where requested by the school.

ICT staff are responsible for:
- Resolving technical issues with systems used to set and collect work, i.e. Microsoft Teams and/or Class OneNote and/or Showbie.

- Helping staff with any technical issues they're experiencing.
- Helping parents with any technical issues they're experiencing, indirectly via the class teacher or school senior leadership team.
- Reviewing the security of remote learning systems.
- Flagging any data protection breaches they become aware of to the Data Protection Officer (DPO).

All queries raised by staff should be emailed to the respective school ICT service desk as normal.

Pupils/students and parents
Staff can expect pupils/students learning remotely to:
- Be contactable during the school day – this may be via phone call or via the online platform. School day refers to the usual working day for that school.
- Complete work that is set by teachers to the best of their ability.
- Seek help if they need it, from teachers or teaching assistants, using the online platform or school mechanisms set up for communication purposes e.g. class email.
- Follow instructions provided by teachers and/or teaching assistants.
- Behave in an appropriate and respectful way at all times, meeting the behaviour expectations of the school.

Staff can expect parents with children learning remotely to:
- Keep the school well informed regarding the health and wellbeing of their child and inform the school immediately if their child is sick or otherwise can't complete work
- Seek help from the school if this is needed using appropriate channels of communication for example the online platform or email.
- Remind their children of appropriate and respectful behaviour when accessing the remote learning environment.
- Provide parental support and supervision by checking that their child is able to access the learning and contact the school if further support is required.
- Be respectful when making any complaints or concerns known to staff

School/staff will inform pupils/students and parents if a live lesson is being recorded and if it will be made available for a limited time to allow pupils/students who may need to access the lesson at a later time to do so.

PACT, school staff and pupils/students do not consent to any individual making a personal recording of any live lessons and under no circumstances is any adult or child permitted to film or record any of member of PACT staff whilst they are involved in delivering online learning of any kind.

Accordingly, under no circumstances is any adult or child permitted to share any details or recordings of online learning on any social media platforms, via email or via any messaging services or Apps such as WhatsApp or Signal.

PACT will take any breach of this kind extremely seriously and review individuals access to such learning resources and consider sanctions under the school behaviour policy.

Local Academy Committee Representatives (LAC)
The LAC 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.

4. 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 the Pastoral Leader
- Issues with ICT – talk to ICT staff
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

5. Data protection

Accessing personal data
When accessing personal data for remote learning purposes, all staff members will:
- Adhere to the trusts Data Protection and Privacy Policy
- Use school devices where possible to access pupil data (via the MIS for example)

- Save all work containing pupil personal data on to the PACT365
- Password protect documents containing pupil data and where necessary, share the data securely
- Password protect any documents containing personal data on personal devices, should a school/trust device not be available- remember to delete this once it has been uploaded onto PACT365
- Ensure that no unauthorised persons have access to personal data relating to PACT staff or pupils/students

Processing personal data

Staff members may need to collect and/or share personal data such as, pupil/parent/carer or staff names, contact information (telephone numbers or email addresses), postal addresses, information relating to SEND etc... 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.

6. Safeguarding

The schools Safeguarding and Child Protection policy reflects changes to procedures and systems to account for remote learning. Support, provision and intervention for pupils/students from the Pastoral department, Class Teachers and Senior Leadership Team has been amended to ensure personal safety and individuals health and well-being remains a priority.

7. Monitoring arrangements

This policy will be reviewed annually, or more regularly in the light of any significant new developments or in response to changes in guidance.

8. Links with other policies

This policy is linked to our:
- Behaviour policy
- Safeguarding and Child Protection policy
- Data protection policy and privacy notices
- Home-school agreement
- Online Safety policy