

Status: Approved

Meadow High School



Remote Learning Policy

Policy No.

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Policy Owner: The Governing Body - Meadow High School

Policy Contact: Ms Jane Richards/Assistant Headteacher jrichards@meadowhighschool.org

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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 and home learning for those children that are able to cognitively access information
- Set expectations that for those students that are unable to cognitively access remote or home learning they will receive alternative resources and advice and guidance will be shared with parents/carers as to how they can use the resources to support home learning
- Provide appropriate guidelines for data protection

2. Roles and responsibilities

Meadow High School is a special school for students aged 11-19. The students have a range of special needs and as such a 'one size fits all' is not an appropriate approach. Teaching staff know their students well and are able to identify what their needs are and how best to meet their individual needs

- Class teachers will communicate with families
- AHT will liaise with teaching staff to identify which students require access to remote learning using technology
- Faculty Leaders will liaise and provide physical work packs + ideas on the school website for parents/carers to explore at home with their child

2.1 Teachers

When providing remote learning, teachers must be available between 8.45am and 3.15pm daily

- When providing remote learning, teachers will specify their availability to facilitate remote learning and communicate this with families and students.

Teachers send any necessary invites via Google Meet (or Google Classroom when up and running)

- When providing remote learning or home learning activities, teachers will ensure that students who can access remote learning or home activities are provided with them and that communication is made regularly to ensure students have sufficient work/challenge
- Teachers will keep a log of those students who engage in remote learning and record this on the appropriate Google Doc register

If a teacher are unable to work for any reason during this time, for example due to sickness, isolating due to Covid19 symptoms, Covid contact or caring for a dependent, they should report this using the formal absence procedure

When providing remote learning, teachers are responsible for:

- Setting work:
 1. For the children of their classes, year groups or as directed by SLT
 2. Sufficient to meet the needs of the students in their care
 3. By 8. 30am on the day the lesson is to be taught (if this is a 'cover lesson')
 4. Ensuring that this work is uploaded to the website/learning platform as directed
 5. Liaising with their colleagues with their year group/key stage, to ensure consistency in expectations and quality, to share planning across classes
 6. Monitor pupil engagement and report any concerns including any pupils who are struggling to engage via online provision
- Providing feedback on work:
 1. As appropriate to the work
 2. Either through email (with school email addresses), response online, telephone calls (using school phone or, if necessary, personal phone using 141 to block your number) marking (verbally, electronically or on paper)
 3. Completed paper home work packs could be left at reception by parents, or they can be returned to school once the remote learning period has ended.
 4. Feedback will be given to students during the regular contact or through remote sessions on Google Meet or Google Classroom where appropriate
- Keeping in touch with pupils who aren't in school and their parents:
 1. Through regular contact as directed by SLT

2. Via weekly emails, phone calls. This contact is recorded on the system
 3. Teachers are not expected to respond to emails outside of their normal work hours
 4. Recording on MyConcern if they feel uncomfortable in any way regarding contacting a pupil/parent (safeguarding or other)
 5. Following up where a child has not completed work remotely by contacting parents
 6. Discussing concern with their line manager, should work consistently not be completed or pupils fail to attend virtual hangouts, and agreeing next steps
- Attending virtual meeting with staff, parents and pupils:
 1. Adhere to Meadow High School's Code of Conduct in terms of professionalism, dress code and other expectations
 2. If a virtual meeting is with the pupil/s only, and it is not possible to have another member of staff present (either in person or virtually) staff must inform them that the meeting will be recorded for safeguarding purposes and gain permission to do so. If this is not given, the meeting must be rescheduled for when another member of staff can be present.
 3. Where a virtual meeting is with pupil/s /parents and it is not possible to have another member of staff present (either in person or virtually) staff must inform attendees that the meeting will be recorded for safeguarding purposes. If permission is denied, the meeting will be rescheduled for when another member of staff can attend.
 4. Where it is felt appropriate, two staff members should be present at any other virtual meeting (e.g a child protection issue or where previous issues have arisen which gave cause for concern)
 5. Avoid areas with background noise and use a neutral background

Combining home learning with in class provision

In some cases, it may be necessary to provide home learning for some children whilst continuing to provide in class teaching for other children. Where this is the case, consideration will be given to the following:

1. Reducing the amount of remote learning to balance workload for the teacher
2. Using non-class based teachers, cover supervisors/senior TAs/FLs to provide the remote learning or give extra release time to teachers to prepare
3. To provide books/learning materials to complete at home which requires less preparation time

4. To consider how to prepare lessons which can be delivered both in school and remotely with little extra workload
5. Work being provided that pupils can complete independently that relates to the learning pupils in school are engaging in to ensure no pupil is disadvantaged or falls behind
6. Reporting any concern about the welfare of a child immediately on MyConcern and where they consider there may be a risk of immediate harm, following up the report in person with a DSL
7. If teachers are working remotely they may be required to support other teachers and/or staff who are still in school with resources.

2.2 Teaching Assistants

When assisting with remote learning, teaching assistants should be available to work their contracted hours.

If they are unable to work for any reason during this time, they should report this using the normal absence procedure. When assisting with remote learning, teaching assistants are responsible for:

- If working with a child 1:1, supporting them in accessing and completing appropriate remote learning
- For other TAs and Senior TAs, to support the teacher in monitoring remote learning and contacting individual children/parents as directed by the class teacher
- To continue to support the teacher in delivering lessons within the classroom and in group work beyond the classroom
- Any other duties which the teacher can reasonably delegate to you which are in keeping with your job description and can be completed within your normal working hours

There may be the need for the TA to attend virtual meetings with a parent and/or child. This should only be as directed by the class teacher or SLT and the TA should follow the same rules as teachers where this is the case.

2.3 Faculty Leads

Alongside their teaching responsibilities, Faculty Leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Putting in place and monitoring subject teaching and support for pupils who are undertaking accredited courses or exams
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent

- Working with other Faculty Leads and SLT to make sure work set remotely across all subjects is appropriate and consistent
- Liaising with other Faculty Leads to produce workpacks for teachers/TAs onsite to support pupil learning
- Alerting teachers to resources they can use to teach their students remotely
- Delivering remote learning to students taking accredited subjects where appropriate
- Monitoring the remote work set by teachers in their subject

2.4 SLT

Alongside any teaching responsibilities, SLT are responsible for:

- Coordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning - AHT will review work set and monitor the completion and attendance rate of pupils by collecting online data, feedback from parents and feedback from teachers
- Monitoring the security of remote learning systems, including safeguarding considerations
- Monitor the pupil engagement across the school and lead on taking action where non engagement is identified

2.5 Designated Safeguarding Lead and DLSs

The DSL and/or Deputy SLs are responsible for safeguarding as laid out in the Child Protection Policy and its Addendum linked to the Covid19 pandemic

2.6 IT (Aztec)

Aztec support is responsible for:

- Resolving issues with systems used to set and collect work
- Helping staff and parents with any technical issue they're experiencing where the school has provided equipment
- Reviewing the security of remote learning systems and flagging any data protection breaches to the DPO (data protection officer)
- Providing eligible pupils with necessary equipment to access on-line learning
- Ensuring the equipment provided to pupils is fit for purpose

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Attempt the work to the best of their ability
- Talk to their parents when there are issues with the work set or remote learning in general

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete the work
- Ensure work is completed on time and submitted
- Seek help from school if they need it or if they have any concerns about their child's ability to complete the work
- Be respectful when making any concerns or complaints known to staff

2.8 Governing Board

The Governing Board is responsible for:

- Monitoring the school's approach to 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 - communicate with their line manager, the relevant FL or AHT
- Issues with behaviour - talk to/contact the relevant AHT
- Issues with IT - report/talk to IT staff
- Issues with their own workload or wellbeing - communicate with their line manager
- Concerns about data protection - communicate with the data protection officer
- **Concerns about safeguarding - record on MyConcern and where they consider there may be a risk of immediate harm, following up the report in person with a DSL**

4. Data Protection

4.1 Accessing personal data

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

- Use the school's server or cloud service to access data,
- Use only those devices made available to them by the school or their own secure device, if approved by the school via the school VPN. No data sensitive documents can be downloaded on to a device not owned by the school under any circumstance

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses, telephone contact numbers as part of the remote learning system. As long as this is necessary for the school's official functions, individuals will not need to give permission for this to happen. However, staff are minded to collect and/or share as little personal data as possible online and to keep this data encrypted and safe using VPN or schools online data drive.

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 letter, number and special characters. These must not be saved on the device.
- 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 between friends and/or family
- Installing antivirus and antispyware software
- Keeping operating systems up to date - always install the latest updates
- Only storing data via the agreed means ie on school server via VPN or in the school online drive

5. Safeguarding

Safeguarding remains key throughout this time and particularly in this new era of remote learning for our staff and pupils. The Child Protection Policy and any addendums added during this time of the pandemic, remains in place and should be followed at all times

6. Monitoring arrangements

This policy will be reviewed in March 2021. Thereafter it will be reviewed bi annually by AHT Jane Richards. At every review, it will be approved by SLT and the full governing body of Meadow High School

7. 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

- Code of Conduct