Remote learning policy

St John's School

Approved by:	Emma Bryson	**Date:**	16/11/2020
Last reviewed on:			
Next review due by:			
All links are live to relevant related policies on the school website			

Contents

1. Aims

This remote learning policy for staff aims to:

> Set standards for remote learning for students who are not in school due to Covid 19

> 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 during the school day.

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 providing remote learning, teachers should aim to maintain pace with their in school curriculum appropriate to each Key Stage.

> Setting work –

  o Ensure that all children in their class are provided with appropriate learning activities which will support and develop their understanding;

  o Ensure work is set to be available by the lesson day or time slot in the normal school timetable.

  o Use Google Classroom and Google meet / hangouts to deliver the learning (unless on the teams trial where teams will be used).

  o For year group absences teachers are encouraged to 'check in' with students on a regular basis to monitor wellbeing using Meet or Hangouts. Where possible T&L as close to normal should be maintained. It is recognised that this is more achievable with KS4 and 5.

  o Departments of more than one teacher will plan learning together to ensure consistency and where possible distribute workload to ensure efficiency and quality.

  o If school is open, but some families or year groups are required to stay at home to self-isolate, then work will be set as outlined above for KS4 and 5. KS3 students will receive a year group specific 2 week pre prepared work pack.

> Providing feedback on work –

  o All work should be submitted through the Google classroom, or via scanned email copies of paper packs where required;

  o Feedback will be given in line with the St John's School Marking and Feedback Policy.

  o Feedback should be constructive, meaningful and linked to next steps. Where written feedback is not appropriate a positive comment or reward could be added to encourage and engage remote learners.

  o Teachers are not expected to provide feedback outside of the agreed working hours. Any work submitted outside of school hours should be responded to in a timely manner in line with M&F policy. St Johns School Feedback and Marking Protocol

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

  o Where a year group is isolating, tutors will take a register in the Google Classroom between 8-8.10am. Teachers will complete their normal class register on Bromcom at the time when their lesson is scheduled to take place.

- o Parents can be added to the Google Classroom so that they can see the work set for students.
- o Teachers should respond to parent emails in a timely manner. There is no expectation to respond to messages during the weekend or holiday periods. Concerns raised by parents should be dealt with, in the first instance, by the class teacher with the HOY copied in for reference. If necessary, the HOY will pass the concern on to a member of the SLT for response.
- o If children regularly do not complete the work provided, initial contact should be between the class teacher and parent, with the HOY copied in. Should it continue to be an issue, the class teacher should pass the information to the HOY to contact home and form a picture of engagement across all subjects. Where needed SLT will support and engage other agencies or the UWO.

> Attending virtual meetings with staff & parents –

- o In order to ensure staff remain supported and keep in touch as a school team, routine virtual staff meetings will take place. In addition, If remote learning continues for longer than half a term, there may be the option to offer virtual / telephone parent consultations to discuss children's progress;
- o Staff should ensure that they conduct the virtual meeting in the same professional manner as they would a face to face meeting;
- o All meetings should be conducted in a suitable location, such as the dining room, and staff should be aware of what can be viewed by parents in the background to the call. Background noise should be minimised if possible.

2.2 Learning Support Assistants

When assisting with remote learning, or with key worker provision, learning support assistants, unless they are supporting their own children at home, must be available between 08:00-14:00, or for the hours agreed with the headteacher.

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 –

- o Additional support may be required to support children with specific interventions;
- o Support can be provided through daily contact Google or by telephone.

> Attending virtual meetings with teachers –

- o Staff should ensure that they conduct the virtual meeting in the same professional manner as they would a face to face meeting;
- o All meetings should be conducted in a suitable location, such as the dining room, and staff should be aware of what can be viewed in the background to the call. Background noise should be minimised if possible.

Where key worker provision is being delivered, LSAs may be asked to be part of the supervision rota, and will be required to attend the provision to support children in the completion of their remote learning activities.

2.3 Heads of Faculty / 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 and collaborating with teaching staff to monitor the content and student responses.

> Alerting teachers to resources they can use to teach their subject remotely and ensuring all current subject specific updates from exam boards are distributed, discussed and actioned in the best interests of the students.

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 and security of remote learning –through meetings with teachers and subject leaders, reviewing work set and through reaching out for feedback from pupils and parents. This includes data protection and safeguarding considerations;

> The SENCO and LSA team will maintain contact with teachers and parents for any children with individual learning plans, and will help to differentiate learning activities where necessary in order to meet the children's needs;

2.5 Designated safeguarding lead

The DSL is responsible for ensuring that all children are kept safe and any concerns acted upon swiftly. Teachers are to report any concerns they may have using the MyConcern system and the DSL will contact the parent to follow up on the concern.

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 and specifically during their scheduled lesson slot.

> Complete work to the deadline set by teachers, seeking help if they need it;

> 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;

> Be respectful when making any complaints or concerns known to staff;

> Be respectful of teacher's working hours and limit contact to the agreed hours.

2.8 School Governance Committee (SGC)

The SGC 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;

> Monitoring the well being of school staff and maintaining regular contact.

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 Head of Faculty, Deputy Head Teacher or SENCO

> Issues with behaviour – talk to the relevant Form Tutor or Head of Year (See Behaviour Framework)

> Issues with IT – talk to IT staff and log a job through the helpdesk

> Issues with their own workload or wellbeing – talk to the Headteacher

> Concerns about data protection – talk to the Headteacher

> 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:

> Use authorised school equipment such as school laptops, desktop computers or school I pads;

> Make use of 'Google Drive' for the storage and transfer of T&L resources, unless these can be accessed form the school server. No personal portable storage devices should be used to remove information from the school server.

4.2 Processing personal data

Staff members may need to collect and/or share personal data, such as school email addresses or families personal 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. Spread sheets containing parental and student contact data must not be downloaded from the One Drive. DCYP Schools Privacy Notice

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 and ensuring the antivirus software is up to date. (See Staff Acceptable Use Policy

5. Safeguarding

The school safeguarding policy can be found via the school website. Safeguarding procedures remain unchanged during remote learning times, and extra vigilance should be used to help safeguard children remotely. (See school safeguarding policy and subsection remote learning safeguarding policy. See (See student acceptable use policy) Safeguarding - Safeguarding – SJS COVID-19 Addendum

6. Monitoring arrangements

This policy will be reviewed annually by the Headteacher. After every review, it will be approved by the Executive Committee of the SGC.