



Remote Learning Policy

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This guidance sits underneath safeguarding which will override any policy and guidance.

It has been written to give confidence and clear guidelines in the delivery of live lessons or live meets but does incorporate other methods of remote learning.

In TKAT we follow these guidelines for keeping our live learning safe:

- 1. All live lessons/interactions are delivered via official school accounts on the part of the adult and child/student.**
- 2. All backgrounds are as neutral as possible, with no family photos in the background.**
- 3. All such meets go on to a Google sheet which is updated by teachers with live links to all the live lessons/meets.**
- 4. Any member of SLT can join any of the lessons as an observer. Academies may wish other adults to join at their discretion.**
- 5. All adults dress as they would for a lesson in the classroom and wear a lanyard. This gives security for those joining other lessons and for parents and students watching lessons/meets.**

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

2.1 Teachers

When providing remote learning, teachers must be available during their normal school working 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 school's normal absence procedure.

When providing remote learning, teachers are responsible for:

- **Setting work**

- a. For all groups and classes they teach, unless provision is shared amongst your team
- b. Based on the subject and quantity as agreed by SLT
- c. To be prepared and ready for issue in line with the school expectations
- d. Using the schools agreed platform for sharing remote learning work
- e. Coordinating with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work
- f. Instructions should contain enough detail for the pupil to be relatively independent, but should not rely on use of a computer or device as it is acknowledged that this may be needed by siblings and/or parent(s) working from home. Teachers should not assume that a home has access to a printer to print anything. Individual workpacks should be provided if access to a computer is limited or unavailable.

- **Providing feedback on work**

- a. Where possible aim to share feedback with pupils, about completed work, in accordance to school expectations
- b. Feedback should be used to inform planning and next steps, to ensure learning remains responsive
- c. It should be provided in timely manner

- **Keeping in touch with pupils who aren't in school and their parents**

- a. Teachers are expected to make regular contact with their pupils at least fortnightly, this could include tutor group video conferencing or 1-1 phone calls. Where teachers are unable to make contact with a pupil, this should be raised to DSLs and SLT
- b. Keep a record of who they have contacted, or have made attempts to contact on CPOMS
- c. All communication should be completed during the normal school working hours.
- d. Report all complaints or concerns shared by parents and pupils to their line manager in accordance to the usual school reporting policy
- e. Any inappropriate comments, behaviour or non-engagement with learning should be dealt with in line with the school behaviour policy and contact the parent to discuss their child's conduct
- f. Teachers should avoid using personal devices where possible and should not share their personal contact details, e.g. phone number or private email address. If the teacher must use a personal device, they must ensure this has been cleared by their Headteacher, records are kept and they should withhold the number they are calling from by entering '141' before the number they are

calling. If staff members are accessing family contact details at home, ensure they comply with the Data Protection Act 2018.

- g. Use school accounts to communicate via email or online platforms, never use a teacher's personal account or a pupil address that isn't linked to a school account. If contact by phone is needed, conversations with pupils should be via the parent and using parent/home phone numbers.
- h. Any 1:1 sessions, eg. Pastoral meetings, wellbeing checks, should have been risk-assessed and approved by SLT. Staff should know the safeguarding protocols to follow if they are having a one-to-one conversation with a child.
- i. Refer to the Staff Code of Conduct for further guidelines and expectations.

● **Attending virtual meetings with staff, parents and pupils:**

- a. Staff should be dressed appropriately in line with school's staff code of conduct
- b. Where possible these should take place from a school setting. However, if this is not possible the environment should be in a neutral setting with no personalised items on display, e.g. family photos

The TKAT Blended Learning Handbook provides further information. See page 7 for link.

2.2 Teaching assistants / Learning Mentors and other support staff

When assisting with remote learning, teaching assistants and other support staff must be available during their normal school working 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 pupils as directed by the teacher or SLT
- Attending virtual meetings with staff, parents and pupils:
 - a. Staff should be dressed appropriately inline with school's staff code of conduct
 - b. Where possible these should take place from a school setting. However, if this is not possible the environment should be in a neutral setting with no personalised items on display, e.g. family photos

If teaching assistants are also working in school, their work will be directed by their class teacher or SLT.

2.3 Subject Leaders

Subject leads or those co-ordinating subject provision across your school will, alongside their teaching responsibilities, be responsible for:

- Working alongside SLT to ensure any aspects of their subject or the wider curriculum need to change to accommodate remote learning .
- Work with teachers, teaching their subject remotely, to make sure all work set is appropriate and consistent.
- Monitoring, with wider SLT, the remote work set by teachers in their subject.
- Ensure any comments made during monitoring is included in feedback to teachers.
- Alerting teachers to resources they can use to teach their subject remotely

2.4 SENCo / INCo

The SENCo is responsible for coordinating provision for pupils with SEND across the school, as set out within the school's Special Educational Needs Policy. During a period of enforced school closure the SENCo will continue to:

- Lead the liaison for pupils with SEND and their families;
- Ensure completion of necessary SEND paperwork including referrals to outside agencies, Annual Reviews, liaising with other professionals etc
- Liaise with school staff regarding pupil needs, feedback from parents etc
- Support staff with planning and resources, to ensure pupils are supported with their learning

2.5 Senior Leaders

Senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning with subject leads and whether the work set is responsive to the needs of all pupils.
- Monitoring the engagement in the remote learning offer.
- Ensure any comments made during monitoring is included in feedback to teachers.
- If teachers are working in school with pupils, arrangements should be made to ensure the responsibility for setting online learning is allocated to another member of staff or additional time is provided by the school
- Directing the work of Teaching Assistants and other support staff, in conjunction with class teachers

2.6 Designated Safeguarding Lead

The role and responsibilities of the DSL is set out in the school Safeguarding and Child Protection Policy. Ideally a trained DSL (or Deputy) will be available on site. Where this cannot be achieved, a DSL (or Deputy) will be available by phone or online video call – for example when working from home.

Where a trained DSL (or Deputy) is not on site, in addition to the above, a senior leader will assume responsibility for coordinating safeguarding in school. This might include updating and managing access to Safeguarding and Child Protection records and liaising with the off-site DSL and social workers.

The DSL will

- continue to engage with social workers and other key contacts for families and attend all multi-agency meetings, which may be held remotely or by phone.
- have key contact details available to them, even when working away from school eg. MASH, Children Services, Police etc.
- ensure that staff are able to contact a DSL, especially during the time that they are live streaming or making a one-to-one call.
- Ensure the security of remote learning systems is monitored, including data protection and safeguarding considerations

2.7 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
- Creating and maintaining staff and pupil accounts for online learning platforms
- Set up an email address parents can use for troubleshooting learning platforms
- Encrypting hard drives and devices to keep data secure
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates
- General troubleshooting of IT issues
- Alert the DSL to any Safeguarding concerns that may have arisen through monitoring

2.8 Pupils and Parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants or adults at home

- Alert teachers if they're not able to complete work
- Try their best to complete at least some of the activities provided on a daily (weekday) basis;
- Do some reading (or listen to some reading) every day;

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Support their child(ren) as best they are able given their own home circumstances, health and work commitments etc;
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff
- Parents can contact school staff by email, phone or online learning platform

2.9 Governing Body

The governing body 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
- Supporting staff and pupil wellbeing
- Checking how the school is safeguarding the pupils, including those in school and those remaining at home, and be aware of any themes arising from this

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 subject lead or SENCO
- Issues with behaviour – talk to the relevant head of phase/year or a member of SLT
- Issues with IT – talk to IT 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. All staff should be aware of the Safeguarding and Child Protection Policy and procedures for reporting any concerns.

4. Data Protection

4.1 Accessing personal data

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

- Only use their official school email account and never use personal messaging systems;
- Only access personal data if it's necessary for the purposes of remote learning and teaching.
- Only connect to personal data on the school network using approved tools for example, One Drive, Google Drive, School remote connection tools.

4.2 Processing personal data

Staff must not put sensitive personal information at risk of compromise of confidentiality or any other personal information at risk of loss through the use of non-secure tools and methods (such as non-approved third party services) and/or personally owned email accounts. In particular, staff shall ensure that the use of any file synchronisation and sharing tool (for example Onedrive and Google drive) to support remote or mobile working is compliant with this and other TKAT policies.

Staff members are unlikely to need to collect and/or share personal data. However, if it does become necessary, staff are reminded to limit the processing of personal data so it is relevant, adequate and necessary to fulfill the purpose required.

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 (see TKAT Data Encryption Policy)
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends

5. Safeguarding

An additional section to the school's Safeguarding and Child Protection Policy has been produced - Safeguarding and Child Protection Arrangements during school closure due to COVID-19 -March 2020 (Addendum May 2020).

6. Monitoring Arrangements

This policy will be reviewed annually by the TKAT Board of Directors. At every review, it will be approved by TKAT SLT and shared with all trust schools.

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
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- TKAT Blended Learning Handbook
https://docs.google.com/presentation/d/1I2fR-Gr3S_h345k2XoCR1gxkEw5zFBrP0wHdpf2OUjs/edit