

Remote Learning Policy

TEAM Education Trust



Revisions approved by:	Trust Board	Date: 20.06.23
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Associated Policies & Documents	TEAM Staff Code of Conduct Policy TEAM Behaviour Policy and School local context statement TEAM Child Protection Policy (with Covid-19 addendum) TEAM Data Protection Policy and Privacy Notices TEAM Social Media Policy (GDPR document 5) TEAM BYOD (Bring your own device) Procedure (GDPR document 6) IT Security & Acceptable Use Policy (GDPR document 7).	

Version History

Version	Date	Detail	Author
1	16.7.20	Original document	
2	10.11.20	Review to ensure the Policy is in line with COVID-19 Risk Assessment	RWA
3	16.05.21	Reviewed: Significant amendments/restructure (should be viewed as re-write, hence, new Policy) in view of reflections of the COVID-19 pandemic). Full Trustee approval sought. (Approval received 25.5.21 at Trust Board)	RWA/PLI
4	26.04.22	Reviewed to ensure the Policy reflects a post pandemic approach to Remote Learning, references to pandemic removed.	RWA/PLI
5	18.05.23	Addition of Section 2 Amendments to 4.3, 4.4 and the re-organisation of 4.6	MMO

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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 learning
- Provide appropriate guidelines for data protection

This policy sets out clear expectations for the provision of remote learning. The Trust recognises that this is particularly important for any pupils who are unable to attend school, including linked to Covid-19 requirements.

2. Use of Remote Learning

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

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

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, 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

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

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

3. TEAM Education Trust On-line Learning Non-negotiables

All TEAM Education Trust schools will ensure that:

- There is a consistency of approach across the school, including in terms of an online resource which can be used to allow for interaction with teachers on a daily basis to support with assessment for learning and feedback (where necessary staff will have first received adequate training to allow them to do this)
- There is consistency in terms of the quality being presented across the school

- That planning is updated at least weekly for all students as needed, with appropriate ambition in place for those achieving greater depth
- The curriculum offered is broad and balanced
- The planning provided supports students to move forward with their learning from the point they left it within school through provision of well-sequenced learning activities
- The daily remote provision will be equivalent in length to that of a standard school day, although it will take into consideration students cognitive development stage and the demands this puts upon a parent to provide support
- Planning is expected to include;
 - clear learning objectives
 - an indication of the resources needed, with hyperlinks as appropriate
 - opportunities for practice
 - assessment for learning opportunities
 - a mix of high quality and safe on-line and off-line resources and teaching videos as appropriate
 - appropriate differentiation to meet the needs of all students it is intended for, including those with an EHCP
 - challenge activities to stretch the most able
 - timings for each lesson
- Discussions with parents/carers are expected to cover;
 - how modelling opportunities can be carried out
 - How to approach concepts
 - As needed, conceptual explanations to support their child's understanding of new concepts
 - outlines of how the activities are to be carried out if appropriate
- Planning is responsive to the work generated, with staff adapting their planning as appropriate to ensure that it is appropriately paced and is responsive to students weekly learning,
- Staff check work done prior to the next session of that subject in order to support students to reflect upon their learning and make progress.
- Schools will utilise school resources as appropriate to support students to engage with learning.

For those whom on-line learning provision is not the most appropriate learning provision schools will provide access to sensory resources to ensure students have access to quality learning activities Including for example sensor stories and guidance on how to deliver these.

4. Roles and Responsibilities – all schools

4.1 Teachers

When providing remote learning, teachers must be available between normal school hours.

If staff are unable to work for any reason during this time, for example due to sickness they should report this using the normal absence procedure. All absence must be reported to the school before 7.30 am each morning in line with the Staff Code of Conduct advising the reason for the absence and the expected return to work date.

When providing remote learning, teachers are responsible for:

- Ensuring they meet the expectations outlined within the TEAM Education Trust on-line learning non negotiables
- Setting work:
 - Where staff have a specialist role which means they work across multiple classes they will need to continue to plan for these groups
 - Work will be shared with parents/carers regularly using the schools chosen communication platform
 - Considering how subject content can be effectively taught remotely if its delivery does not lend itself to the standard practice used by the school to deliver the remote education. This should be done in consultation with the subject leader as necessary with reasonable adjustments being made to facilitate on-going learning
- Providing feedback on work and recording levels of engagement daily
- Keeping in touch with pupils who are not in school and their parents/carers (this should only be done during working hours):
 - Where issues or concerns are raised staff are to share these with the relevant individuals (DSL for safeguarding concerns, direct line manager or senior leader for issues/complaints).
 - Staff will be expected to handle any behavioural issues, in line with the TEAM Education Trust's Behaviour Policy and any specific School local statement of context.

It should be the school's intention that the offer which is provided remotely will be the same as the offer provided in school and therefore where staff are working on site, and it is appropriate to do so, the school will look to stream lessons in school to pupils learning remotely.

4.2 Teaching Assistants (TAs)

When assisting with remote learning, teaching assistants must be available within their contracted hours of work.

If TAs are unable to work for any reason during this time, for example due to sickness they should report this using the normal absence procedure. All absence must be reported to the school before 7.30 am each morning in line with the Staff Code of Conduct advising the reason for their absence and their expected return to work date. Staff must follow the expectations set out in the Trust's Absence Policy.

When assisting with remote learning teaching assistants are responsible for:

- Supporting pupils who are not in school with learning remotely (Principals/Key Stage Leaders in discussion with Class Teachers will identify any students who are to be provided with more individualised support by Teaching Assistants on a class by class basis)
- Attending virtual meetings (as appropriate/necessary) When attending these meetings staff will;

- be expected to follow the dress code outlined in the Trust code of conduct.
- be expected to work in a space which ensures confidentiality is maintained, and is clear of personal or inappropriate content

4.3 Subject Leaders/Co-ordinators

Subject leaders/co-ordinators are responsible for:

- Providing quality schemes of work which are appropriately differentiated and ensure that staff have the knowledge and skill to effectively teach the subject content, by outlining possible misconceptions, analogies to use and key questions to ask, in order to establish understanding.
- As part of their subject leader quality assurance role, they will periodically review the remote learning set to ensure that it is appropriate and consistent with their expectations for delivery
- Alerting teachers to resources they can use to teach their subject remotely

4.4 Principals

Principals are responsible for:

- Co-ordinating and ensuring the effectiveness of the remote learning approach across the school

4.5 School Designated safeguarding lead

The DSL is responsible for:

- Ensuring staff and governors (alongside the IT Manager and Computing Subject Lead) receive appropriate information, guidelines and/or training on specific safeguarding issues such as online safety
- Ensuring staff receive training to use My Concern for reporting concerns
- Taking the lead in responding to concerns and make appropriate decisions on whether or not a referral to Social Care is required
- Referring to Social Care any concern meeting the relevant DCC Safeguarding thresholds

4.6 Other School and Trust Staff

The IT Manager is responsible for:

- co-ordinating and ensuring the effectiveness of the remote learning approach across the school
- Liaising with IT staff as appropriate to fix issues with systems used to set and collect work
- Helping staff, students and if necessary parents/carers with any technical issues they're experiencing

The IT and Safeguarding & Attendance Managers alongside the TEAM Administrator are responsible for :

- monitoring the security of remote learning systems, including data protection breaches and safeguarding considerations, sharing any concerns with the DPO and Director of Education & Achievement

The Director of Education & Achievement is responsible for:

- collating remote engagement figures from across all Trust schools
- the quality assurance of remote learning provision. This will be done through reviews of the provision being shared in line with the TEAM Education Trust On-line Learning Non-negotiables, reviewing feedback linked to engagement. As part of Curriculum and wellbeing reviews.

4.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day, although there will be no expectation that students are working at an electronic device for the entire day. As a Trust we are actively encouraging the planning of non-online activities as part of our remote learning offer.
- Seek help if they need it from school through the interactive communication platform put in place

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, initially the point of contact for this support will be their child's class teacher
- Undertake to support their child to complete the learning activities set for them in line with their own work commitments
- Support the school to understand where necessary the learning which has taken place as well as any issues which are impacting upon engagement
- Be respectful when making any complaints or concerns known to staff

4.8 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, and meets the needs of all students, including the those with EHCP targets
- Ensuring that systems are in place to ensure that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

5. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals, in the first instance:

- Issues in setting work – talk to the relevant subject lead, the school curriculum leader, the Principal or the Director of Education and Achievement for TEAM Education Trust
- Issues with behaviour – discuss the specific issues with the Principal
- Issues with IT – discuss the specific issues with the Principal

- Issues with their workload or wellbeing – this should initially be discussed with the staff member's direct line manager who will seek to put in strategies to support
- Concerns about data protection should be referred immediately to the school's GDPR lead and Principal
- Concerns about safeguarding must be referred to the school's Designated Safeguarding Lead immediately

6. Data protection

6.1 Accessing personal data

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

- Systems approved by the TEAM Education Trust that have had a DPIA (Data Privacy Impact Assessment) undertaken and are configured with secure, managed access to the data
- Devices provided by the school/Trust to access the data and not via their own personal devices

6.2 Processing personal data

Staff members may need to collect and/or share personal data such as, such as 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.

6.3 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 – use a strong password - at least 12 characters with upper and lower case letters, numbers and special characters like asterisks or currency symbols
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Reboot the operating systems at least once a week to ensure to ensure the latest updates are installed

7. Safeguarding

Staff have completed online training sessions through Secure Schools and SmartLog on Remote Working.

The school will continue to refer to the NSPCC guidance, when engaging in remote learning.

When video conferencing with parents, the school will use approved systems. In line with DfE recommendations any queries will be signposted to the Trust's DPO.

The school will ensure that staff do not use their personal accounts but use school accounts for all communication with parents/children.

The school expects that any conversations held with a child will only be done so with the parent present.

All staff will encourage parents to follow the basic expectations around 'Keeping Safe Online' to include ensuring they ask that;

- Any computers being used are in a visible area (i.e. not a bedroom)
- Any device being used has all the appropriate safety functions installed, updated and checked regularly.
- Parents monitor the emotional health of their child as a result of increased device usage

Parents, carers and staff are all responsible for supporting the wellbeing of young people in the school. The school will also continue to signpost its parents to quality guidance to promote on-line safety. Such resources include:

- Thinkuknow
- CEOPs
- Internet Matters
- UK Safer Internet Centre

8. Monitoring arrangements

This policy will be reviewed every three years by The Director of Education & Achievement. At every review, it will be approved by the Board of Trustees.