Social Arts for Education
Remote learning policy

30th October 2020

Approved by:	[Name]	Date: [Date]
Last reviewed on:	[Date]	
Next review due by:	[Date]	

Contents

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

Teachers

When providing remote learning, teachers must be available for their normal working hours, and contactable via email, telephone and Hangouts instant messaging. Teachers should generally expect to be working on site, not at home, unless they have to self isolate (but are not ill) or closure of the building is mandated.

If they are 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, by contacting the office by telephone as early as possible, and no later than 8am on the day they are absent.

When providing remote learning, teachers are responsible for:

- **Setting work**
  - o Ensuring online work is provided for all children they teach, appropriately differentiated
  - o Ensuring there is sufficient online work to fill all timetabled lessons
  - o Ensuring work provided is printable, for children who cannot use a computer for long periods of time, or who have limited access to devices. Work to be printed must be given to the office by the end of Friday for the following Monday, in order that it can be distributed to students.
  - o Ensuring work is uploaded to their class area on Google Classroom by 3pm the day before the lesson the work is for, to enable support staff to look through the work. Work can be scheduled to assign to students at the lesson time, if staff want to avoid students completing the work before class.
  - o Communicating effectively with support staff, to ensure that expectations of staff and students are clear, and differentiation and support given is appropriate to the needs of the students.
  - o have been flagged as 'in need' on risk assessments.
- **Providing good online lessons via Google Meet**
  - o Teachers must be available online to teach via Google Meet at their normal lesson times. If they are also teaching a class in school at the same time, where possible, equipment must be set up to allow children who are at home to access the full lesson remotely
  - o During lessons, teachers must, as normal, ensure they are dressed appropriately in normal work clothes, and, if they are working from home, that they are downstairs, in a public area of their house (ie not in their bedroom). There must be nothing inappropriate in the background.
  - o Teachers must never undertake a remote lesson without one other member of staff in the same meet, and all remote sessions must be recorded. Recordings must be sent to the Head Teacher.
  - o Teachers must be mindful of where students are using their computers, and direct any who are in their bedroom to take the computer to a public area of the house.
- **Providing feedback on work**
  - o Work should be set on Google Classroom in such a way that each student is working on their own assigned copy of a document. Teachers should then leave feedback on these documents. Children who are working offline on hard copy documents are expected to send pictures of these documents to staff, where possible, and where not possible, will hand in the hard copy work done during the previous week on a Monday, when their week's work pack is delivered.
  - o Feedback should be left in green text, and should be compliant in every other way with SAFE's marking policy.
  - o RAG ratings for assessments should be kept up to date.

- o Teachers must instruct students on how to share completed work and set deadlines and self-study tasks
- **Keeping in touch with pupils who aren't in school and their parents**
  - o Teachers should make contact with any children not in lessons at their normal times. If children do not turn up to remote lessons, and there has been no contact from parents to give a reason for absence, teachers should inform the Administrator.
  - o If a child a teacher has a 1:1 with (2:1 when remote) does not turn up, teachers should do the following:
    - · Think of ways to re-engage with them and/or make contact with them
    - · Think of ways in which they can catch up with work (if applicable)
    - · Inform their parents of intentions in a brief email
    - · Log the time they spent doing the above as an intervention
  - o Teachers should ensure that any safeguarding concerns are reported as normal, via MyConcern, which will immediately notify the DSL/DDSL of the concern. Teachers should also contact the DSL/DDSL directly to let them know they have a concern, and that it is being logged, and, if necessary, to ask for support and advice.
  - o Behavioural issues should be dealt with as per the behaviour policy. If children learning remotely routinely fail to complete work, teachers should initially contact the parents of the children concerned, and should ensure they endeavour to find out whether there are valid reasons for the work not being done, such as inappropriate differentiation, lack of equipment, service breakdown etc, in order that these can be addressed promptly. Children who engage in low-level bad behaviour should initially be reminded of the rules for online learning, which should be reinforced at the beginning of each class. Persistent bad behaviour must be logged in the Behaviour Log. Teachers should then contact the Head Teacher to discuss next steps in managing the behaviour.
  - o Teachers must offer targeted support to children who are flagged as in need on risk assessments
- **Attending virtual meetings with staff, parents and pupils**
  - o Teachers must dress appropriately for any meetings with other staff, parents or pupils.
  - o Teachers must ensure that they attend virtual meetings from an appropriate location. They must be in a private enough location for meetings that sensitive information will not be overheard, and there must be as little background noise as possible. However, it is important that teachers do not attend meetings from their bedrooms, if working from home, as this is not appropriate. Where possible, teachers should attend virtual meetings from SAFE.
- **Behaviour management**

o Behaviour management should be consistent with SAFE's Behaviour Policy, however sanctions may need to be adjusted - for example a technology ban would be inappropriate for a child learning remotely.

Unless local lockdown protocols forbid it, teachers will largely be working from the school premises when teaching remotely. If there is a mix between remote and on-site provision, for example in situations where children are self-isolating but not too ill to study, lessons will be streamed to pupils learning remotely where possible, and where this is not possible, clear, differentiated work will be available on Google Classroom, with a member of support staff available to help students who are remote. If the whole school is on a remote timetable due to a forced closure, either as a result of a positive test within the bubble, or a Government-enforced closure, the timetable may have to be modified slightly, but we aim to provide as normal a routine as is feasibly possible.

Teaching assistants

When assisting with remote learning, teaching assistants must be available for their normal working hours, and contactable via email, telephone and Hangouts instant messaging. Teaching assistants should generally expect to be working on site, not at home, unless they have to self isolate (but are not ill) or closure of the building is mandated.

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, by contacting the office by telephone as early as possible, and no later than 8am on the day they are absent.

When assisting with remote learning, teaching assistants are responsible for:

- **Supporting pupils who aren't in school with learning remotely**
    - o Support can be provided via telephone, Google Hangouts (2:1) or Google Meet. Support staff should liaise with teachers and families to ascertain the best and most appropriate method of support for each individual child
    - o Teaching assistants must check the timetable daily to ensure they are providing support where necessary.
    - o Behavioural issues must be dealt with as normal, and teaching assistants must inform other staff of behavioural issues they are unable to deal with
- **Attending virtual meetings with teachers, parents and pupils**
    - o Teaching assistants must dress appropriately for any meetings with other staff, parents or pupils.
    - o Teaching assistants must ensure that they attend virtual meetings from an appropriate location. They must be in a private enough location for meetings that sensitive information will not be overheard, and there must be as little background noise as possible. However, it is important that teaching assistants do not attend meetings from their bedrooms, if working from home, as this is not appropriate. Where possible, teaching assistants should attend virtual meetings from SAFE.
- **Communicating effectively with all staff**
    - o Teaching assistants must communicate openly with all staff, and continue to record safeguarding and behavioural concerns in the same way as pre lockdown - MyConcern for safeguarding, and the Behaviour Log for behavioural concerns.

Unless local lockdown protocols forbid it, teaching assistants will largely be working from the school premises when children are learning remotely.

Senior leaders

The Senior Leaders are Annabel Leaver, Ruth McWeeney and Lisa King. They are responsible for:

- Co-ordinating the remote learning approach across the school, to ensure continuity, effectiveness and quality
- Monitoring the effectiveness of remote teaching through regular meetings with teachers, reviewing work, online book scrutiny observations, and reaching out for feedback from pupils and parents
- Checking work set to ensure that it is of an appropriate level and quantity
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Maintaining communication between school and families
- reaching out for feedback from pupils and parents;
- monitoring the security of remote learning systems, including data protection and safeguarding considerations;
- leading Wednesday and lunchtime staff meetings and filing accordingly;
- updating invoices and maintaining clear historical information about fees and financial status of debtors;
- inputting bank statements onto invoicing system and allocating payments;
- creating and maintaining school systems to provide staff the ability to record plans, assessments and resources remotely.

Lead Practitioner

The Lead Practitioner is Nicola Morrell. Alongside any teaching responsibilities, lead practitioners are responsible for:

Supporting the day-to-day teaching of the school -

- by supporting teachers with planning and assessment as normal;
- considering whether any aspects of the subject curriculum need to change to accommodate remote learning;
- setting KPIs for teaching staff to assist the monitoring of remote learning;
- alerting teachers to resources that will help them plan, teach and assess;
- alerting teachers to resources they can use to support differentiation;
- checking regularly teachers' plans and teaching to make sure all staff are providing excellent education.

Administrator

The Administrator is Lisa King. They are responsible for:

- Contacting families whose children are learning remotely regularly (daily if possible), to ensure the wellbeing of the children, that they are able to access the work, and that there is nothing further they need to enable the children to continue their education

- Maintaining registers of all pupils on- and off-site with appropriate DfE codes

- In line with the CME protocols in the Safeguarding and Child Protection policy, contacting families whose children miss school (online or face to face) with no reason given.

Designated Safeguarding Lead/Deputy Designated Safeguarding Lead.

The DSL is Annabel Leaver. The DDSL is Ruth McWeeney. They are responsible for:

- Ensuring that safeguarding procedures remain consistently effective

- Monitoring staff's approach to safeguarding with observation, scrutiny and questioning

- Maintaining the Covid-19 Addendum on the Safeguarding and Child Protection policy in line with guidelines and lockdown tiers, and communicating any changes to all staff immediately

- Continuing to provide safeguarding training for staff

- Continuing to monitor staff's understanding of safeguarding

SENDCo

The SENDCo is Annabel Leaver. They are responsible for supporting the SEND needs of children by:

- Making staff aware of any needs that are not being met in their differentiation

- by considering whether any aspects of the subject curriculum need to change to accommodate remote learning;

- working with teachers and assistants to make sure work set is appropriate and consistent;

- filling out and reviewing risk assessments for children with EHC plans;

- providing details of EHCPs, ICP targets and important information regarding the children's SEND to teachers and assistants;

- alerting teachers to resources they can use to support differentiation;

- communicating with local authorities about prospective students and arranging transitions for those trialling.

IT Lead

The IT Lead is Ruth McWeeney. They 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 Head Teacher
- Assisting pupils and parents with accessing the internet or devices
- Ensuring the website is kept up-to-date with information about Covid-19 and its effect on the school.

Pupils and parents

Staff can expect pupils learning remotely to:

- Be online at their designated lesson times, unless they are too ill to attend
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- When on video call, use their computers only in communal areas of the house, not in their bedrooms
- Be appropriately dressed for lessons (not in pyjamas)
- Maintain the same standards of behaviour expected in school, and behave courteously and considerately to others online.
- Fill in PSHE packs to help ensure their safety while working online

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Make the school aware if their child needs equipment (laptop etc) in order to participate in remote learning
- Make the school aware if their child needs work delivered as a hard copy pack
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff
- Assist the school with behaviour management during remote learning, and communicate respectfully with any staff who raise issues in this area
- Be contactable by phone or email when necessary

Proprietorial Body

The proprietorial 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

Headteacher

Alongside the implementation and management of all the above roles and responsibilities, the headteacher is responsible for:

The effective running of a remote school -

- by constructing and maintaining timetables, including skeleton staff schedules if the school is open to students;
- keeping up to date with DfE and government updates regarding guidance and making sure it is passed onto staff in a clear and cohesive way;
- keeping up to date with HR guidance and making sure it is passed onto staff in a clear and cohesive way;
- passing on relevant information to relevant departments in the school, for example, addendums to safeguarding policies to the DSL;
- uploading and maintaining updates to parents and students on the school website and social media sites;
- regularly updating parents and keeping lines of communication open to those who have questions about the higher running of the school, for example exams and fees;
- updating policies and making sure it is passed onto staff in a clear and cohesive way;
- managing staff's needs for financial compensation (if any), health and safety requirements and difficulties due to remote learning;
- managing arrangements for staff meetings, for example, with SaLT or OT, and training;
- updating the school emergency plan and other policies to account for remote learning;
- to be in charge of the whole school safeguarding, including for students from another school that attend under a 'hub' system;
- to be in charge of the creation and holding of the physical copies of risk assessments for individual students, including for students from another school that attend under a 'hub' system

3. Who to contact

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

Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

- Issues in setting work – Annabel Leaver/Ruth McWeeney/Nicola Morrell
- Issues with behaviour – Annabel Leaver/Ruth McWeeney
- Issues with IT – Ruth McWeeney
- Issues with their own workload or wellbeing – Annabel Leaver/Ruth McWeeney/EAP
- Concerns about data protection – Annabel Leaver
- Concerns about safeguarding – Annabel Leaver/Ruth McWeeney

4. Data protection

Accessing personal data

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

- Access data from the school's secure cloud storage (Gdrive)
- Use a dedicated device to access the data – if possible, one provided by the school.
- Not share the device they use for work with anyone else
- Never leave the device they use for work logged in and unattended
- Only share information or documents on Gdrive with those who absolutely need access to them.
- Only print documents where absolutely necessary

Processing personal data

Staff members may need to collect and/or share personal data 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, and to use school email addresses for all students. If staff need to email multiple parents, they should always bcc everyone, to avoid sharing email addresses unnecessarily.

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

- Installing antivirus and anti-spyware software

- Keeping operating systems up to date – always install the latest updates

- Not using devices in public places such as internet cafes

5. Safeguarding

The current situation has thrown up distinct challenges in safeguarding, which are unlike those faced by schools before. Policies and procedures have had to be adapted as a result. Details of how we have adapted our safeguarding procedures to ensure the safety of our students during the pandemic can be found in the Safeguarding and Child Protection Policy, Appendix 5 – Covid-19 Addendum.

6. Monitoring arrangements

This policy will be reviewed annually, or when changes in Government guidelines or legislation force a review, by Ruth McWeeney, Deputy Head Teacher. At every interim review, it will be approved by Annabel Leaver, Head Teacher, and it will be approved by the Proprietorial Body at least on an annual basis.

7. Links with other policies

This policy is linked to our:
- Behaviour policy

- Safeguarding and Child Protection Policy, including Covid-19 Addendum

- Data protection policy and privacy notices

- Home-school agreement

- ICT and internet acceptable use policy

- Online safety policy