

Remote learning policy

Acorn Park School



Acorn Park

We care, we strive, we grow, we thrive!

Approved by:	Nick Simpson	Date: 12/12/20
Last reviewed on:	September 10 th 2021	
Next review due by:	November 10 th 2021	
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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

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 8.30am and 4.30pm

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 are responsible for:

- Setting work:
 - For class teachers following a primary approach, this is work for their own class
 - For subject teachers, this is work for the classes they normally cover
 - The amount of work provided should mirror the normal day/lesson length
 - Work needs to be sent by specialist teachers to the form tutors by 3pm the day before it is to be set to pupils
 - Work should be set on Seesaw ready to be accessed by pupils from 9.30am each morning
 - Work should not require a printer for pupils to access it for those with limited access to devices (although devices will be provided to all pupils)
 - Teachers should make sure that pupils have books, pens and resources to complete tasks which can be posted out to pupils

- Each teaching day, the form tutor/class teacher will hold a live Teams lesson at 9.30-10.15 and 1 – 1.45 to provide teaching, support and welfare checks.
- Work completed on Seesaw will be passed to the relevant teacher for marking
- Example day:
 - 9.30-10.15am Live teaching session – check in, discussion time, timetable and work explanation (Live PE, interactive lessons etc)
 - 10.15 – 11am Lesson 1 English
 - 11 – 11.45am Lesson 2 Maths (during these lessons, staff are available via Teams chat and Seesaw)
 - 11.45am PE/Mindfulness/Sensory time
 - 12-1pm Lunch break
 - 1-1.45pm Live teaching session plus check in and response time
 - 1.45-2.30pm Lesson 3
 - 2.30-3pm Lesson 4 (afternoon lessons are flexible in content, staff are available via Teams and Seesaw)

For the semi-formal curriculum, lessons may be broken into smaller chunks. The 4 Lessons are self-directed and so depending on the pupils, activity and engagement may not last a full hour.

➤ Providing feedback on work:

- Completed work will be uploaded by the pupil to Seesaw
- Teachers are expected to mark and return the work for the next lesson for that subject to allow pupils push/fix it time. Work will be returned via Seesaw
- On the first day back in the classroom, teachers will finish sharing feedback on remotely completed work

➤ Keeping in touch with pupils who aren't in school and their parents:

- The FAPS team will make regular contact, via emails, teams calls or home visits
- Emails from parents and pupils will be answered within working hours only and within 24 hours
- Complaints or concerns shared by parents and pupils should be passed to the teacher's line manager, or immediately to the DSL as per school policy for any safeguarding concerns.
- Pupils who do not engage in remote learning despite 2 reminders to families from the class team on consecutive days, should be passed to the FAPS team for welfare checks. Pupils who behave inappropriately on Teams will be requested to complete work purely through work packs alone.

➤ Attending virtual meetings with staff, parents and pupils:

- Dress code is as in school
- Avoid areas with background noise, ensure 2 staff are on a call, blur the background, ensure that the location cannot be identified if it is outside school. Never record lessons, or meetings (without SLT permission)

On occasion, there may be a pupil who is not in school but the rest of the class are. They may join the class remotely provided they abide by the Acorn Online Learning Code

Always be kind and respectful

No screenshotting, recording or sharing to others

Blur your background

Say if someone else is in the room

Keep the room quiet
Arrive for your lesson on time
Keep your microphone on mute unless asked to talk
Dress appropriately
Raise your (virtual) hand to speak
Don't walk around with your device during a lesson
Don't eat during lessons

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.30 and 4.30.

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:
 - This is usually the pupils in your class but you could be directed to work with any pupil
 - Support should be online via teams during live learning or on Seesaw
- › Attending virtual meetings with teachers, parents and pupils -As above

2.3 Subject leads

Alongside their teaching responsibilities, curriculum leads are responsible for:

- › Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- › Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- › Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- › Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- › Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- › Co-ordinating the remote learning approach across the school – This is led by Adam Masterson (Deputy Head) and Sarah Saunders (Deputy and SENDCo)
- › Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- › Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for: See Safeguarding Policy

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 – although they are only expected to log on to Teams at 9.30am and 1pm.
- › Complete work to the deadline set by teachers
- › Seek help if they need it, from teachers or teaching assistants via Teams chat or Seesaw
- › 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 – consider preparing a parent help sheet with common FAQs/Trouble shooting and child friendly search engines
- › Support the school with the expectation that work should be completed
- › Comply with requests from the FAPS teams to see pupils for welfare checks
- › Be respectful when making any complaints or concerns known to staff

2.8 Governing board

The governing board 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

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/class teacher/form tutor
- › Issues around EHCP delivery – Sarah Saunders SENCDO
- › Issues with behaviour – talk to the FAPS team Emma Thompson – or the relevant head of Curriculum – Sarah Saunders (Semi-Formal) Adam Masterson (Formal)
- › 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 Michelle Webb (Facilities Manager), who can refer on to our group Data Protection Officer if appropriate.
- › Concerns about safeguarding – talk to the Senior DSL (Emma Thompson) or any other DSL as named on posters across site

4. Data protection

4.1 Accessing personal data

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

Explain:

- › How they can access the data, such as on a secure cloud service or a server in your IT network
- › Which devices they should use to access the data – if you've provided devices, such as laptops, make staff use these rather than their own personal devices

4.2 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.

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
- › Installing antivirus and anti-spyware software
- › Keeping operating systems up to date – always install the latest updates

5. Safeguarding

Please refer to our Safeguarding policy on the school website

6. Monitoring arrangements

This policy will be reviewed every 3 months by Philippa Whipp. At every review, it will be approved by Nick Simpson, Chair of Governors

7. Links with other policies

This policy is linked to our:

- › Covid Risk Assessment
- › Behaviour policy
- › Child protection policy
- › Data protection policy and privacy notices
- › ICT and internet acceptable use policy
- › Online safety policy