Remote learning policy

Approved by:	Anna Dwyer	**Date:** May 2024
Last reviewed on:	May 2024	
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1. Aims

This remote learning policy for staff aims to:

> Ensure consistency in the approach to remote learning for students 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. Use of remote learning

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

Students receiving remote education will be marked absent in line with the Student Registration Regulations.

We will consider providing remote education to students 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:
> - o   Not possible to do safely
> - o   Contradictory to guidance from local or central government

> Occasions when individual students, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
- o   They have an infectious illness
- o   They are preparing for or recovering from some types of operation
- o   They are recovering from injury and attendance in school may inhibit such recovery
- o   Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing students 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, students, and if appropriate, a relevant medical professional. If the student 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 student back into school

> Identify what other support and flexibilities can be put in place to help reintegrate the student back into school at the earliest opportunity

> Set a time limit with an aim that the student returns to in-person education with appropriate support

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

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available between 8.50am and 3.25pm on their normal working days.

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:

> Provide students with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners

> Make reasonable adjustments for students with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that students can access remotely.

> In most instances students

They are also responsible for:

> Setting work for or logging on to teach their normal timetabled classes or if directed by their Curriculum Lead or a member of the School Leadership Team, a different class or group of students.

> Engaging with students during form time.

> Delivering PSHE lessons provided to their form group if relevant.

> Setting work on Showbie.

> Liaising with their Curriculum Lead, Head of Year and other teachers as relevant to ensure the best provision for the students.

> Liaising with Learning Support Assistants who are assigned to support with any students that they teach and provide suitably scaffolded work as necessary.

> Proving students with live lesson links.

> Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious.

>> This includes considering the needs of individual students, such as those with SEND or other additional needs, and the level of independent study skills

> Providing feedback on work submitted by students through Showbie.

> In the event that large groups of students are remote learning they may be asked to keep in touch with students who aren't in school and their parents (from within their form group or year group)

>> Contact should be via email or telephone. Teachers using personal phones is not advisable; this would only be necessary if the school building is inaccessible to staff. If forced to use their personal mobile they must ensure that caller ID is switched off.

>> Staff should reply to parent emails during working hours only.

>> How they should handle any complaints or concerns shared by parents and students – for any safeguarding concerns, refer teachers to the section below

>> How to handle any behavioural issues, such as failing to complete work

>> How you expect them to provide students with opportunities for regular interaction with teachers and peers during the school day

> Attending virtual meetings with staff, parents/carers and students – cover details such as:

>> Dress code

>> Location (e.g. avoid areas with background noise, nothing inappropriate in the background)

If teachers will also be working in school, explain who'll cover the responsibilities above during this time, or if they will still need to provide remote learning (and if so, whether there would be any links between the in-school and remote provision – for example, streaming lessons in school to students learning remotely).

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their normal contracted 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 students who aren't in school with learning remotely

> Attending virtual meetings with teachers, parents/carers and students

If teaching assistants will also be working in school, where relevant explain who will cover the responsibilities above during this time.

3.3 Subject leads

We've used the term 'subject lead' here to refer to anyone co-ordinating subject provision across your school, but you may use another term such as 'head of department' or 'head of subject'. You may also want to cover the role of your special educational needs co-ordinator (SENCO) here, for example, if you've given them responsibility for co-ordinating remote learning for children with SEND across your school.

Alongside their teaching responsibilities, subject leads are responsible for:

Insert details, such as:

> 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

> Monitoring the remote work set by teachers in their subject by monitoring Showbie and regular team meetings.

> Alerting teachers to resources they can use to teach their subject remotely

> Making decisions about the use of online video lessons such as Oak National Academy

> Reporting any safeguarding concerns as per our safeguarding policy.

3.4 Senior leaders

Anna Dwyer has overarching responsibility for the quality and delivery of remote education.

Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.

They should continue to overcome barriers to digital access where possible for students by, for example:

> Distributing school-owned laptops accompanied by a user agreement or contract (if needed)

> Securing appropriate internet connectivity solutions where possible

> Ensuring all staff and students have access to a working iPad.

> Having systems for checking, ideally on a daily basis, whether students learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern

They are also responsible for:

> Co-ordinating the remote learning approach across the school.

> Monitoring the effectiveness of remote learning.

> Monitoring the security of remote learning systems, including data protection and safeguarding considerations

> Ensuring staff remain trained and confident in their use of online digital education platforms

> Training staff on relevant accessibility features that your chosen digital platform has available

> Providing information to parents/carers and students about remote education

> Working with the catering team to ensure students eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for:

> Ensuring our safeguarding policy is being implemented.

> Ensuring that the online safety monitoring systems are working on the staff and students iPads.

> Dealing with any safeguarding issues reported through the usual channels.

3.6 IT staff

IT staff are responsible for:

> Fixing issues with systems used to set and collect work

> Helping staff and parents/carers 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 (DPO)

> Assisting students and parents/carers with accessing the internet or devices

3.7 Students and parents/carers

Staff can expect students learning remotely to:

> Be contactable during the school day

> Log on to the live lessons set for them by teachers; students will not be expected to engage online for more than 40 minutes out of every 50 minute lesson to allow some 'downtime' away from a screen.

> 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

> Act in accordance with normal behaviour rules / conduct rules of the school

Staff can expect parents/carers with children learning remotely to:

> Engage with the school and support their children's learning, and to establish a routine that reflects the normal school day as far as reasonably possible

> 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

3.8 Governing board

The governing board is responsible for:

> Monitoring the school's approach to providing remote learning to ensure education remains of as high a quality as possible

> Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

4. 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 Curriculum Lead

> Issues with behaviour – talk to the relevant Head of Year

> Issues with IT – email helpdesk@sjb.surrey.sch.uk

> Issues with their own workload or wellbeing – talk to their line manager

> Concerns about data protection – talk to the data protection officer (Anna Dwyer)

> Concerns about safeguarding – talk to the DSL

5. Data protection

5.1 Accessing personal data

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

> Use Arbor

> Use their school iPad and/or laptop

> Use their personal laptop if required (personal data should never be downloaded from Arbor to a personal device)

5.2 Processing personal data

Staff members may need to collect and/or share personal data 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. The school will follow its data protection policy / privacy notice in terms of handling data.

However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

5.3 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
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates