

Hutton CE Grammar School and Sixth Form

Remote Learning Policy



Approved by:	M Bradshaw]	Date: 22.01.21
Last reviewed on:	Spring Term 2021	
Next review due by:	Autumn Term 2022	

Contents

1. Aims	2
2. Roles and responsibilities	2
3. Who to contact	6
4. Data protection	6
5. Safeguarding	7
6. Monitoring arrangements	7
7. Links with other policies	7

Context

Hutton Church of England Grammar School and Sixth Form is a non-selective boys Grammar School aged from 11-18 with a mixed Sixth Form.

As a Church school all we do is underpinned by Scripture, striving to ensure that everyone within our community is supported and encouraged to always make the most of their God-given talents, irrespective of the context in which they are taught and supported to achieve. Quality first teaching and learning irrespective of the context, is vital if all within the school are to achieve this goal; this is embodied in Psalm 32:8:

'I will instruct you and teach you in the way you should go; I will counsel you with my eye upon you.'

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 usual school hours.

If they're unable to work for any reason during this time, for example due to sickness they should report this using the normal absence procedure:

- School contact via email
- School contact via telephone
- Please contact by 8 am on first day of absence and subsequent days if prolonged absence dates not known.

When providing remote learning, teachers are responsible for:

- Setting work:
 - For all timetabled classes
 - If known absence of members of staff Subject Leaders should aim, where possible, to set appropriate work for the absent staff member
 - Work should be the equivalent of a 'normal' lesson (ie one hour in length)
 - Work should be set by 9 am on the day or students informed, via Synergy, of when the work will be set/lesson take place
 - All work should be uploaded via School Synergy; any links to additional/alternative platforms provision (ie. Google Classrooms or email) should be signposted via School Synergy
 - All teaching staff should provide a 'live' element for a minimum of 50% of each of their timetabled classes (ie. Once per week if timetabled for two hours/twice per week if timetabled for four hours); lessons should be recorded wherever possible and made available for students who are unable to attend the lesson
 - Equivalent and appropriate resources for lesson must be provided for students who are unable to access the 'live' aspect of the lesson due to a limited access to resources

➤ Providing feedback:

- Students will submit all work, for feedback, via School Synergy
- Feedback should be regular, at least weekly in the event of longer lockdown periods, and more frequent for specific assignments, etc.
- Feedback with students should be signposted via School Synergy
- Verbal feedback should be given in the context of 'live' lessons

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

- Student/parental contact must only be made via email/telephone using agreed school systems
- Student/parental contact should take place within 48 hours
- Student/parental contact should not take place outside of usual school hours
- Where and when possible any queries/concerns raised by students/parents should be dealt with by the member of staff concerned; any member of staff faced with a repeated query or more complex concern should forward these to Subject Leaders/Learning Co-ordinators as appropriate who should, in turn, forward to SLT as appropriate. Any specific Safeguarding concerns must be addressed via the appropriate policy and procedure (see below)
- Students failing to complete work should be dealt with, in the first instance, by the subject teacher. Repeated failure to complete work should be forwarded to Subject Leaders. In turn, subject leaders should forward repeated concerns to Learning Co-ordinators.
- Any student failing to behave appropriately during a 'live' lesson must be immediately removed from the lesson and the incident forwarded to Learning Co-ordinators

➤ Attending virtual meetings with staff, parents and pupils

- Staff should wear suitable and appropriate work attire
- Locations for remote learning should take place with suitably 'neutral' backgrounds

➤ Staff Attending School

- All staff will be assigned to an appropriate amount of time in school via a rota system
- The amount of time staff will be expected to attend school via the rota system will depend upon student numbers in school
- When in school staff will be expected to support those students within their assigned 'bubble'; teaching staff are not expected to teach students as per their subject specialism when in school
- Staff who wish to attend school when not on the supervision rota, in order to deliver 'live' lessons remotely, or access other resources, as able to do so
- Staff are not expected to deliver 'live' lessons when supervising students

2.2 Learning Co-ordinators

When supporting student access to remote learning Learning Co-ordinators are responsible for

- Supporting students who are having difficulty engaging in remote learning across a number of subjects
 - Staff should make initial contact with students, and parents/carers where/if appropriate to ascertain the issues
 - Liaise with SLT regarding any specific issues regarding access as a result of access to technology
 - Discuss appropriate and alternative solutions, should initial contact fail to re-engage students (ie. Offer students a place in school in the appropriate Year Group 'bubble')
 - Liaise with the DSL should specific issues/concerns regarding safeguarding become apparent

- Liaise with Form Tutors
 - Support Form Tutors in their weekly Form 'Catch –Ups', dealing with any appropriate pastoral concerns which arise or are brought to their attention
- Liaise with Inclusion Manager
 - Ensure weekly communication takes place in order to inform the Inclusion Manger as to which students and their parents/carers should be contacted regarding their ongoing engagement with remote learning

2.3 Teaching assistants

When assisting with remote learning, teaching assistants must be available between normal school hours/their contracted 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 who aren't in school with learning remotely
 - Staff will be provided by the SENDCO with a list of students whom they will mentor/support; students should be contacted regularly and at least once per week
 - Staff should support students through helping them to understand the work they have been set; providing appropriate feedback and liaising with teaching staff on the student's behalf
- Attending virtual meetings with teachers, parents and students as per their job role
 - Staff should wear suitable and appropriate work attire
 - Locations for remote learning should take place with suitably 'neutral' backgrounds
- Supporting students in school
 - Staff will be expected to support students with their remote learning in school and will be assigned to an appropriate 'bubble'
 - Staff assignment to 'bubbles' is subject to change dependent upon the nature of the student cohort in school
 - As befits their job role staff will support students in small group and/or one to one situations, either in school or remotely
 - Should staff be assigned to support/mentor students remotely whilst in school they will be given appropriate time in which to do so

2.4 Head of Subject

Alongside their teaching responsibilities, subject 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
 - Through regular meetings as per the school's meeting cycle
 - Access to School Synergy
- Alerting teachers to resources they can use to teach their subject remotely

2.5 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
 - Remote Learning Lead: Mrs C. Mates
- Monitoring the effectiveness of remote learning through
 - regular meetings with teachers and subject leaders as per the school's meeting cycle
 - reviewing work set
 - addressing specific concerns highlighted/raised with subject leaders and/or teaching staff
 - obtaining feedback from students and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.6 SENDCO

Alongside their teaching responsibilities the SENDCO is responsible for:

- Co-ordinating the remote learning approach for SEND students across the school
- Co-ordinating the Teaching Assistants and their designated support for students both in school and remotely
- Liaising directly with parents/carers of SEND students, as appropriate, and with specific reference to those students with an EHCP

2.7 Designated safeguarding lead

The DSL is responsible for:

- Updating this policy as appropriate to reflect any updated guidance from:

Our 3 local safeguarding partners

The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

- Up-dated guidance and reminders of procedures during the current crisis have been circulated to all staff
- At least one of DSL and Deputy DSL are always available and on site during the school day
- Ensuring that School is monitoring the attendance of vulnerable groups on a daily basis and responding to any specific concerns raised
- Key vulnerable students have an assigned dedicated member of staff who is available for liaison during the crisis
- LAC students are contacted regularly, if not in school, to discuss provision and needs

2.8 IT staff

IT staff are responsible for:

- Addressing issues with systems used to set and collect work
- Providing technical support regarding online learning
- Supporting staff, students 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

2.9 Pupils and parents

Staff can expect pupils learning remotely to:

- › Be contactable during the school day
- › 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
- › Adhere to 'Live and Recorded Learning' Code of Conduct

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
- › Ensure school is made aware of any technology related issues, either of accessibility or hardware
- › Be respectful when making any complaints or concerns known to staff
- › Support the school in its expectations of students regarding engagement and conduct

2.10 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
- › Supporting staff mental and physical health and wellbeing

3. Who to contact

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

- › Issues in setting work: the relevant subject lead or SENCO as appropriate
- › Issues with behaviour: the relevant Learning Co-ordinator
- › Issues with IT: IT Technicians
- › Specific issues regarding online learning and training: John Clarke/Neil Hulme
- › Issues with their own workload or wellbeing ; line manager in the first instance
- › Concerns about data protection: Patricia Gilmore: data protection officer
- › Concerns about safeguarding: Ian Rawsthorne: DSL or Matthew Livingstone: Deputy DSL

4. Data protection

4.1 Accessing personal data

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

- › Access the data via the server in the school's IT network

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
- › 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

5. Safeguarding

The Covid-19 addendum to the school's Child Protection and Safeguarding Policy makes specific reference to protocols and procedures which must be followed during remote learning. It can be accessed via the Policy File in Staff Shared Resources. Staff must ensure that they have read and understood this addendum.

6. Monitoring arrangements

This policy will be reviewed yearly by the Headteacher. At every review, it will be approved by the Curriculum and General Purposes Committee.

7. Links with other policies

This policy is linked to our:

- › Behaviour policy
- › Child protection and Safeguarding Policy Coronavirus addendum
- › Data protection policy and privacy notices
- › Home-school agreement
- › ICT and internet acceptable use policy
- › Online safety policy