REMOTE LEARNING POLICY

MOUNTS BAY ACADEMY

Last review date	September 2020
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Date for next review	January 2022

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Introduction

The Leading Edge Academies Partnership (the 'Trust') is a team of school leaders ~~that~~ who aim to be Leading Edge and pioneering in their approach to education and well-being. We are a growing family of like-minded schools that offer a values-based education to the communities we serve and welcome staff, workers, students, parents/carers and volunteers from all different ethnic groups and backgrounds.

The term 'Trust Community' includes all staff, trustees, governors, students, parents/carers, volunteers and visitors.

We are a values-based Trust, which means all actions are guided by our seven 'Es' as follows:

- Ethical – 'Doing the right thing'
- Excellence – 'Outstanding quality'
- Equity – 'Fairness and social justice'
- Empathy – 'Caring for others'
- Evolution – 'Continuous change'
- Endurance – 'Working hard and not giving up'
- Environment - 'Looking after the world around us'

> **This policy is based on the values of 'Ethical, Excellence, Equity and Endurance'**

Related policies and documents

- Coronavirus Contingency Plan - September 2020
- Behaviour Policy
- Special Educational Needs (SEND) Policy
- Child Protection Policy and Coronavirus addendum to our Child Protection Policy
- Data Protection Policy and privacy notices
- Home-School Agreement
- ICT and Internet Acceptable Use Policy
- Online Safety Policy
- Remote Learning Acceptable Use Policy

Policy Statement

Learning is the central activity of the Leading Edge Academies Partnership and informs every decision that is taken. All staff, students, trustees, parents and community partners are encouraged to participate as lifelong learners. We aim to develop a community of learners ~~that~~ who work to enhance the quality of life for all. We oppose beliefs that limit individuals realising their potential as we are committed to raising aspirations for all. All change should be informed by research and considered by all groups involved. We endeavour to promote a healthy lifestyle both within the curriculum and beyond. We enable the students to access a flexible curriculum developed to meet the needs of the individual.

Aims

This Remote Learning Policy aims to ensure that, despite not being able to attend school, our children will continue to receive the best possible education; broad, balanced, appropriately sequenced and assessed.

It aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

Our Remote Learning Policy will be crucial in three ways;

1) Lockdown contingency - local or national

2) Outbreak contingency isolation (group/class/bubble)

3) Non-attending children (e.g. those ~~that~~ who are unable to attend school due to clinical vulnerability)

Roles and responsibilities

Heads of Year

In addition to their teaching responsibilities, Heads of Year are expected to:

- Have an overview of their year group and be ~~being~~ aware of the rates of attendance at live sessions, as well as the amount and quality of work submitted.
- Lead the tutor team so that they have an overview of the mental health and wellbeing of those in the year group and can signpost students as necessary to relevant help and support from the student provision team and external agencies
- Immediately raise any safeguarding concerns to the DSL or DDSLs

Teachers

In addition to their in-school work with eligible pupils and Key Worker pupils, teachers will continue to support children ~~tha~~t who are unable to attend.

When providing remote learning from home, teachers must be available between 0830 and 1515. Teaching staff are required to self-isolate if they show symptoms or they have been told to shield and/or have received a letter to confirm this. School will ask staff about their intention to get tested. Should a staff member test positive, he/she is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.

Whilst self-isolating, and if able to do so, staff may be asked to support with the following:

- online learning provision for their year group.
- planning material for their class and feedback (via Firefly and Seesaw).
- and/or be given school improvement work in line with the School Improvement Plan. The nature of this work will be communicated by the Senior Leadership Team and allocated on a case-by-case basis.

When providing remote learning, teachers are responsible for:

> Setting work:
  - ○ For all of their own classes whom they normally teach and, in agreement with their Heads of Faculty, set work for other classes in exceptional circumstances.
  - ○ Work set needs to be challenging for all students in the class and should take the remainder of the lesson to complete after a live input session at the beginning.

- o The work must be scheduled to arrive with the student on the day of their lesson either via Firefly tasks or using Seesaw.
- o Consistency should be maintained across classes to ensure that there is a unified approach to covering the curriculum within subject areas.

> Providing feedback on work:

- o Teachers will access completed work from pupils via Activities provided to students on Seesaw. Students will be able to upload images of their work along with multimedia artefacts using the tools in the Seesaw app.
- o Feedback, Feedforward and Questions will be shared with students via Seesaw in the form of comments attached to the work that they submitted. This can be audio recordings, text or additional comments within the students work by the teacher.
- o Feedback, Feedforward and Questions will be provided to students every fortnight as a minimum.
- o **Teachers also need to register for each 'live' session and provide feedback to parents weekly via a RAGN** system: (N - No work produced, R – Red work produced but lack of effort, A - Amber work produced but not quite as expected, G – Green work produced at a good standard) through the EduLinkOne/SIMS mark sheets provided.

> Keeping in touch with pupils who are not in school and their parents:

- o Tutors are the central point of contact between home and school. Each week, data will be collated from all subjects with regards to engagement (quality of work completed) and attendance (how many live lessons the pupil has attended).
- o Emails will be responded to by teachers during working hours at their earliest convenience and teachers will follow up any concerns raised by parents/carers or students with appropriate staff members or teams at school.
- o Complaints and concerns will be recorded by teachers on the school's Child Protection Online Management System (CPOMS) where the safeguarding team will be alerted when appropriate.
- o If there are students who are struggling to submit work during remote learning protocols, they will be identified and discussed within the team dedicated to the student's year group. Contact ~~home~~ will be made with home along with regular reports being sent home each week highlighting the areas of concern too.

> Attending virtual meetings with staff, parents and pupils:

- o During parent/teacher events such as Parents Evenings and the Student Led Conference Day, all parties are expected to dress appropriately for the meeting.
- o When meeting virtually using Teams, all parties should choose a location for their meeting with minimal background noise and should use the "blur background" setting to anonymise their location.

In order to ensure teachers are able to perform the minimum expectations outlined above, the school will provide a range of training opportunities that teachers should access ~~to~~ before any planned school closure. Teachers should ensure that they have looked through specific instructions, watched walkthroughs and attended teacher training sessions. If teachers require support with any aspects of remote learning, they are encouraged to consult their line managers or the Senior Leadership team.

Teachers will work on the assumption that learners will not necessarily have the full range of books and equipment that they would usually have in school.

Teachers should ensure that work is differentiated appropriately as required for all learners when setting online tasks. For SEND pupils, advice can be sought from the SENDCO.

Teaching assistants

When assisting with remote learning, teaching assistants must be available between [0900 - 1515].

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 Julia Robinson and Simeon Royle at the beginning of each day of absence before school starts.

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

Insert details of responsibilities. This could include:

> Supporting pupils who are not in school with learning remotely – cover details like:
> - o Which pupils they will need to support
> - o How they should provide support
>
> Attending virtual meetings with teachers, parents and pupils – cover details like:
> - o Dress code
> - o Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

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

Heads of Faculty/Heads of Department

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 length of time from each other

> Monitoring the remote work set by teachers in their subject through regular meetings with teachers, by reviewing work set through exploring classes on Seesaw with their senior line manager.

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

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

> Co-ordinating the remote learning approach across the school – Phil Lane is responsible for this.

> Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, sharing best practice through shared exploration of Seesaw work with Heads of Faculties, attending Elective Sessions and discussing effective practice for remote learning, 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

Designated safeguarding lead

The optimal scenario is to have a level three trained Safeguarding lead on site. They can have immediate contact with the DSL or DDSLs should the need arise.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for coordinating safeguarding on site.

This might include updating and managing access to the child protection online management system (CPOMS) and liaising with the offsite DSL (or deputy) and, as required, liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all Mounts Bay Academy staff and volunteers have access to a trained DSL (or deputy). Each day, staff on site will be made aware of who that person is and how to speak to them.

The DSL will continue to engage with social workers and attend all multi-agency meetings, which can be done remotely.

IT staff

IT staff are responsible for:

> Fixing issues with systems used to set and collect work and deliver live sessions

> 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

Pupils and parents

Assuming that a learner is healthy and well enough to work, learners will be expected to participate as fully as possible in the remote learning process:

Learners will also be expected to read and respond to communication from the school (e.g. a Seesaw activity/announcement, an email from a form tutor) on a regular basis.

Staff can expect pupils learning remotely to:

> Be contactable during the school day – although consider they may not always be in front of a device the entire time

> Complete work to the deadline set by teachers

> Attend live sessions for each period across the school day, including tutor time

> Seek help if they need it, from teachers or teaching assistants

> 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 cannot complete work

> Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here

> Be respectful when making any complaints or concerns known to staff

If pupils or parents have any questions about the nature of specific tasks set, these should be directed towards their subject teachers. If there are questions about a learner's overall workload (e.g. a learner feels they are overwhelmed or falling behind), these should be directed to their tutor.

Local Academy Committee

The Local Academy Committee is responsible for:

Insert details, such as:

> 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

SENDCo

The SENDCo will maintain contact with pupils on their lists requiring regular support, by email or phone with parents/learners and feed back to teachers using CPOMS if required:

o To ensure TAs are deployed to make sure students with EHCPs get help via Microsoft Teams. Also TAs will differentiate work where necessary. TAs will also contact parents and students.
o To maintain contact with families of children who have regular support during school hours. This will be maintained by email or telephone with parents/pupils. As and when required, feedback will be given to class teachers.
o If class teachers need support in setting or differentiating tasks during remote learning for SEND pupils. We need to maintain a differentiated programme of learning for those with additional needs and this will be monitored by the SENDCo.
o The SENDCo, Inclusion Manager, LSMs and TAs will offer some 1:1 intervention for children who require it.
o To report weekly to county on attendance of vulnerable students

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 – Heads of Faculty

> Concerns about mental health and wellbeing - this can include behaviour, attendance, engagement or simply using one's previous knowledge of that learner to spot any changes for better or worse - Heads of Year

> Issues with IT – talk to Ross Jones for student iPad support, Rich Lees for username/password/login issues, Simon Elliott for network/SIMS/connectivity issues

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

> Concerns about data protection – talk to a Vice Principal or the Principal

> Concerns about safeguarding – use the usual procedures to talk to relevant colleagues - this could be the level three trained safeguarding lead who is on site or electronically to the DSL or DDSLs

Data protection

Accessing personal data

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

> Access via EduLinkOne or SIMS through their school devices, NOT through personal devices.

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 will not need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

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

Safeguarding

See Coronavirus safeguarding addendum.

Monitoring arrangements

This policy will be reviewed termly by [name/job title of individual]. At every review, it will be approved by the Local Academy Committee.

Contacts and Useful links

When there is a confirmed case in an education setting, you are now being asked to call the DfE's helpline on 0800 046 8687 where you will be directed to the dedicated NHS advice team for nurseries, schools and colleges.

DfE coronavirus helpline 0800 046 8687 (Monday to Friday from 8am to 6pm) (have your unique reference number (URN or UK PRN) available when calling the helpline)

Department for Education - Links to support learning during coronavirus for parents

- Guidance for parents and carers helping children learn from home: (https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19)
- Find resources to support home learning: (https://www.gov.uk/government/publications/coronavirus-covid-19-online- education-resources)

For teachers and leaders

- Guidance for teaching children online (https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19)
- Shared practice for schools teaching remotely (https://www.gov.uk/guidance/remote-education-practice-for-schools-during- coronavirus-covid-19)
- Remote education resources for teachers (https://www.gov.uk/guidance/remote-education-during-coronavirus-covid- 19#remote-education-resources-for-teachers)
- Teaching mathematics in primary schools https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools

EEF Covid Support Guide (including guidance on using Catch-up funding)

(https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1)

The EEF Guide to Supporting School Planning: A Tiered Approach to 2020-21

(https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/)