

# Remote learning policy

Lady Hawkins' School



Approved by:

PJ

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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

The Curriculum Lead is responsible for formulating and overseeing LHS's Remote Learning Policy. Any questions about the operation of this policy or any concerns about the viability of any part of this policy should be addressed to the Curriculum Lead.

Other roles and responsibilities include:

- › Head of Year – responsible for coordinating with HOF's and Pastoral Support to identify students who are not engaging in remote learning.
- › Systems manager – responsible for any technical issues with either hardware or software.
- › SENCo - monitoring the provision and engagement of work for those students who receive extra support.

### 2.1 Teachers

When providing remote learning, teachers should be available between normal school 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 providing remote learning all work is to be set through the Microsoft Teams platform. Teachers are responsible for:

- › Setting work on a weekly basis
  - Work needs to be provided for all classes on a teacher's timetable. The HOF may decide to allocate classes in a different way. For example, a teacher may take responsibility for a whole year group. This is at the discretion of the HOF.
  - The amount of work provided should be in line with the following table.

Subject	Expected hours per week	
	KS3	KS4
<b>Maths</b>	2	4
<b>English</b>	2	4
<b>Science</b>	2	3 (Triple Science 5)
<b>GCSE Option Subjects</b>		2.5
<b>History</b>	1	
<b>Geography</b>	1	
<b>Computer Science</b>	1	
<b>Art</b>	1	
<b>Technology</b>	1	
<b>Music</b>	1	
<b>German</b>	1	
<b>RE/PSHE</b>	1	
<b>PE</b>	2	2 (suggested)

- Work needs to be set by 9am and ideally the weeks work should be set on a Monday when possible.
- Work should be uploaded to the relevant class on the LHS Teams site. Day to day tasks should be set in the files area. Work to be assessed/marked should be set in the assignment area. Assessed work should be in line with your department policy.
- Those pupils with limited access to devices will need to be provided with offline work. This will be coordinated by the Curriculum lead when appropriate.

➤ Feedback on work

- Feedback should be provided via the assignment area in Teams
- The amount and frequency of feedback should be in line with each subject marking policy

➤ Keeping in touch with pupils:

- For an extended shut down (longer than 4 weeks) it is expected that Form Tutors make contact with pupils. This can be via the Teams platform or via a phone call if appropriate.
- Any parental emails are only expected to be answered during normal working hours.
- Complaints or concerns should be directed to your Head of Faculty.
- How to handle any behavioural issues, such as failing to complete work

➤ Students failing to complete work or engage

- A weekly data collection will record student's engagement in schoolwork.
- Those students not engaging in one or two subjects will be contacted by the Head of Faculty in the first instance. It may also be appropriate to make contact with the students' parents.
- Those students not engaging in more than two subjects, or not engaging after the Head of Faculty has intervened, will be referred to the Pastoral Support Team.

➤ Attending virtual lessons/meetings with staff, parents and pupils

- Avoid areas with background noise, nothing inappropriate in the background.

- The virtual background function in Teams is a good way of avoiding any potential issues.
- Students should join the meeting with their camera and microphone switched off.
- It is good practice to record each virtual lesson you conduct with students.

## 2.2 Teaching assistants

When assisting with remote learning, teaching assistants should be available between normal 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 by contacting the SENCO via email.

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

- › Supporting pupils who aren't in school with learning remotely, including:
  - Pupils that they would normally support in school as directed by the normal class teacher
  - Pupils identified by the SENCO
- › Attending virtual meetings with teachers, and pupils:
  - Avoid areas with background noise, nothing inappropriate in the background.

## 2.3 Subject leads

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
- › 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
- › Monitoring the effectiveness of remote learning – 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:

- Ensuring that the aims of the school Child Protection and Safeguarding policy are adhered too.

## 2.6 IT Manager

The IT manager is 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 consider they may not always be in front of a device the entire time
- › 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

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
- › 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 or SENCO
- › Issues with behaviour – talk to the relevant Head of Year
- › Issues with IT – talk to JM
- › Issues with their own workload or wellbeing – talk to their line manager
- › Concerns about data protection – talk to the data protection officer (FG)
- › Concerns about safeguarding – talk to the DSL

## 4. Data protection

### 4.1 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and phone numbers 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.

### 4.2 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

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children continuing to attend or returning to school and those at home.

If for any reason the DSL is not available, then staff will be informed of alternative arrangements via email.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

## 6. Monitoring arrangements

This policy will be reviewed every September by the Curriculum Lead. At every review, it will be approved by the full governing body.

## 7. Links with other policies

This policy is linked to our:

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