



Keystone Academy Trust

Remote Learning Policy

Approved by: [Name]

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Following the recent Coronavirus pandemic and the resulting school closures, it is necessary to have a remote learning policy in place to ensure robust and effective procedures are embedded to facilitate remote learning in the event of an individual or class isolating, or in the event of a full school closure. It is vital that the quality of teaching and learning delivered via a remote learning platform is of as high a quality as it would be if it was delivered in class.

1. Aims

This remote learning policy for staff aims to:

- › Ensure consistency in the approach to remote learning for pupils who are not in school
- › Minimise the disruption to pupils' education and the delivery of the curriculum
- › Ensure provision is in place so that all pupils have access to high quality learning resources.
- › Protect pupils from the risks associated with using devices connected to the internet.
- › Ensure staff, parent, and pupil data remains secure and is not lost or misused
- › Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- › Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.
- › 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 3:45pm.

If a teacher is unable to work for any reason during this time, for example due to sickness or caring for a dependent, this should be reported using the normal absence procedure.

When providing remote learning, teachers are responsible for:

› Setting work:

- Work should be set at a level appropriate to the class. This may include differentiating work to ensure all pupils are able to access and complete the work.
- The lessons provided should follow the same planning as would be delivered in school.
- The work for each lesson should be uploaded onto the remote learning platform before 8:45am on the day which it is due to be completed.
- Teachers should continue to monitor their email when providing remote learning to ensure effective and timely communication with colleagues is still possible.

› Providing feedback on work:

- All work completed via the remote learning platform should be acknowledged by the teacher. When appropriate, effective and timely feedback should be given to the student. This may include written or verbal comments.

› Attending Staff Meetings:

- If staff are not in school, they should (to the best of their ability) ensure they are available for the weekly staff meeting which will be held via Teams. These meetings will be recorded and uploaded to Teams for any staff members that cannot attend. If a member of staff cannot attend the meeting, a member of SLT should be notified in advance

› Delivering Live lessons (if applicable to setting)

- If live lessons are being delivered, staff should ensure they are in a quiet area. Video background should be blurred where possible. If this is not possible, staff should ensure they are in an appropriate location without background distractions.
- All live lessons are to be recorded. This should start before the children join, and end once the last pupil has left. The recording will be stored on Microsoft Teams and then deleted at the end of the term.
- If possible, at least one parent should be present during a live lesson.
- Once the lesson starts, pupils should turn off their camera and mute their microphone. If a pupil needs to ask or respond to a question, they should unmute themselves for the duration of their question, and then mute themselves again once they are finished. Alternatively, they could use the 'hand-up' function or the chat function, where appropriate. There may be other times when children are asked to have their cameras on.
- Staff should ensure they are appropriately dressed for the lessons.
- If delivering live lessons, staff are only required to have their camera on during the initial input of the lesson. After this point, staff may turn their camera and microphone off, but should remain available to support pupils as needed during the lesson time.

› Maintaining contact with pupils in their class.

- As not all pupils will be able to engage with live on line learning, due to a number of factors, including access to technology, teachers should maintain regular contact with all pupils in their class. This can be done via the remote learning platform (if live lessons are taking place) or via phone calls home.

- Non-engagement in remote learning will be monitored and a member of the SLT will be informed so that contact can be made with families and any issues resolved.
- Identifying and reporting any safeguarding concerns
 - Teachers are expected to report any safeguarding concerns that become apparent, whether through live lessons, conversations with pupils and parents, or work produced. These should be reported following the usual procedures.

2.2 Teaching assistants

In the event of isolation or school closures, due to the constraints with secure access, it will not be expected for teaching assistants to engage with remote learning. The exception to this would be any teaching assistants who are delivering specific interventions that can be facilitated via a remote platform. It is however, expected that teaching assistants will remain in regular contact with their team and continue to check their emails.

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 whilst being mindful of the potential future impact of any changes.
- 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 by checking planning and discussing adaptations needed.
- 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 and reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Providing time to facilitate training sessions for staff on how to use the remote learning platforms effectively.
- Monitoring the wellbeing of staff who are working remotely through regular conversations, either via the phone or through a video calling platform (such as Teams).

2.5 Designated Safeguarding Lead

The DSL is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with IT Staff to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with other organisations to make alternate arrangements for pupils who are at a high risk, where required.

- › Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- › Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working.
- › Ensuring all safeguarding incidents are accurately recorded and reported.

2.6 SENCO

The SENCO is responsible for:

- › Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with external organisations to make any alternate arrangements for pupils with EHC plans.
- › Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- › Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.
- › Providing guidance to teachers on how best to engage and support SEND pupils via remote learning platforms.

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- › Access the work set at the correct time (to the best of their ability)
- › 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
- › Ensure their child is prepared for the lessons, by providing a quiet area to work in (not a bedroom) and making sure the pupil is appropriately dressed.
- › Seek help from the school if they need it by calling the school office, or using the designated email address.
- › 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 – contact the relevant subject lead (or SENCO if relating to SEND pupils)
- › Issues with behaviour – contact parents, and inform head of year/SLT as appropriate.
- › Issues with IT – email ARK via the helpdesk email.

- › Issues with their own workload or wellbeing – contact a member of SLT.
- › Concerns about data protection – contact the data protection officer.
- › Concerns about safeguarding – contact the DSL, following normal procedures.
- › Concerns about another member of staff – follow the whistleblowing policy.

4. Data protection

4.1 Accessing personal data

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

- › Only use school approved devices to access personal data. If personal mobile devices are to be used, this must be approved by the Head teacher and should only be in exceptional circumstances.
- › Keep all data secure, following standard GDPR guidelines.
- › Inform the Data Protection Officer or SLT if there has been a breach.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses, pupil logins or contact information 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)
- › Locking the screen if leaving the device for a period of time.
- › Not sharing the device among family or friends
- › Ensuring the device is securely stored at all times when not in use.

5. Safeguarding

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy.

- › The DSL will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- › The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- › Phone calls made to vulnerable pupils will be made using school phones where possible. Where this is not possible, phone numbers should be blocked. Teachers may use their own devices to make calls to parents providing they use '141' before the parents phone number. This will safeguard the staff member.
- › The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.
- › The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- › All home visits must:

- Have at least one suitably trained individual present.
 - Be undertaken by no fewer than two members of staff
 - Be suitably recorded and the records stored so that the DSL has access to them.
 - Actively involve the pupil.
- A member of the safeguarding team will meet (in person or remotely) with the relevant members of staff when needed to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
- All members of staff will report any safeguarding concerns to the DSL immediately.

6. Monitoring arrangements

This policy will be reviewed annually. At every review, it will be approved by the Board of Trustees for Keystone Academy Trust.

7. Links with other policies

This policy links to our:

- Behaviour 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
- Safeguarding policy