



# Remote Learning Policy

## January 2021

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## 1. Aims & scope

In the event of a school closure, King Edward VI School is committed to providing continuity of education to its students and will do so through a process of remote (online) learning.

- King Edward VI School will deliver four 75-minute lessons of remote education per day across all key stages.
- King Edward VI School will use the Microsoft Teams platform to deliver our remote learning.

King Edward VI School aims to ensure that teaching and learning continue as effectively as possible during a period of partial or extended closure. Whilst our normal policy and procedures will help us to ensure high educational standards, during these periods we will need to amend plans to ensure the workload is manageable for staff, students and families. As always, we are committed to working in partnership with all stakeholders and members of the King Edward VI School community.

## 2. Roles and responsibilities

### 2.1 Teachers

Teachers must be available during their regular working hours. If teachers 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. If circumstances change for any reason during school closure, teachers must inform staff cover immediately to enable school leaders to maintain an accurate picture of staffing.

Teachers are expected to:

- Plan and deliver live (synchronous) lessons of 30 minutes per lesson
- Share recordings of live lessons asynchronously at the end of each lesson
- Plan and set assignments so that that pupils have meaningful and ambitious work each day in line with their normal school timetable
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised
- Provide frequent, clear explanations and modelling of new content via synchronous or asynchronous methods or through high quality curriculum resources
- Adapt lessons, particularly for those with SEND whilst still maintaining high expectations so that all pupils have the opportunities to meet expectations. Liaise with teaching assistants linked to students with EHCPs or the SENDCo to ensure work is meeting the needs of the student

- Assess how well pupils are progressing through the curriculum, using questions and low stakes formative assessment
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Respond to reasonable amounts of communication from students, parents and teachers, but only within usual school working hours
- Provide weekly feedback in line with school and subject area policies, returning it to students electronically
- Track and monitor the completion of online work via MS Teams insights, reporting those students who fail to complete work frequently to pastoral and senior leadership teams to begin parental communication
- Recognise and praise excellent effort or work
- Continue to look out for signs that a child might be at risk and deal with any concerns as outlined in the safeguarding policy
- Manage behaviour during live events/lessons using the school's behaviour policy
- Maintain professional conduct during live streaming. This includes maintaining professional language and dress during live lessons.

## **2.2 Teaching assistants (TAs)**

Teaching assistants must be available during their regular working hours. If teaching assistants 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. If circumstances change for any reason during school closure, teaching assistants must inform staff cover immediately to enable school leaders to maintain an accurate picture of staffing.

Teaching Assistants are expected to:

- Support the effective provision of remote learning through a range of different means
- Liaise regularly with teachers to ensure that support for students with SEND are effectively supported with their learning
- Engage with a range of methods provided through MS Teams to support student learning, including SEND channels on MS Teams, follow on live sessions, and supporting student questions on chat functions
- Provide support for critical worker students attending in-school provision, including students who have an EHCP.

## **2.3 Subject leaders (SLs)**

In addition to their teaching responsibilities, SLs are responsible for:

- Considering whether any aspects of the curriculum need to change to accommodate /enhance the effectiveness of remote learning and adapt as necessary
- Quality assurance of remote learning provision via Teams to ensure all work set is appropriately challenging and consistent
- Working with senior leaders to make sure work set remotely across all subjects in their department is challenging and consistent
- Monitoring the remote work set by teachers in their subject – including the quality and frequency of assessment and feedback
- Sharing of best practice and resources that improve the effectiveness of remote teaching
- Encouraging collaboration and sharing of resources to reduce staff work-load
- Setting work in the event a teacher is unwell during a period of remote learning.

## 2.4 Senior leaders (SLT)

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school – Deputy Headteacher: Teaching & Learning
- Monitoring the effectiveness of remote learning through shared feedback from subject leaders, staff, student and parental surveys, and tracking methods
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Supporting the effective management of workloads for subject leaders and wider department teams
- Supporting the in-school provision for keyworker students regularly to maintain consistency with other staff
- Responding appropriately to government and DfE guidance throughout the period of school closure and when preparing for school reopening
- Actively monitoring the welfare of staff whom they line manage
- Providing regular communication with staff, students, parents and governors.

## 2.5 Pastoral team

Alongside any teaching or support staff responsibilities, the pastoral team are responsible for:

- Identifying key vulnerable students, including those with a social worker to make regular contact with
- Making regular contact with identified students, by telephone on a minimum of a fortnightly basis. Accessibility to home learning should be discussed regularly with barriers being removed where possible. This may include inviting a student to attend the In-school provision where applicable.

## 2.6 Designated safeguarding lead (DSL)

King Edward VI School is making provision for students with Education, Health and Care (EHC) plans in accordance with local authority guidelines.

Where the school is providing care for the children of 'Key Workers', a member of the Leadership Team is on site together with a trained first aider (or remotely) and additional staff – numbers of staff are adjusted daily depending upon the number and ages of the children on site. Where the DSL or DDSL is not on site, they are immediately available on telephone, email or video call if required.

Where appropriate, the school continues to work with outside agencies to provide support and protection for vulnerable children. Identified vulnerable children using the DfE criteria and internal identification of need are kept on a centralised spreadsheet and protocols for regular contact have been established.

The Designated Safeguarding Leaders in the school are:

- Tom Spillane                      Assistant Headteacher, DSL
- Beverley Tucker                Deputy Headteacher, DDSL
- Sue Sweny                         Safeguarding Officer, DDSL

## 2.7 ICT staff

ICT staff are responsible for:

- Maintaining IT systems used to set and collect work
- Maintaining IT platforms used more widely by teaching and support staff, including remote access to the school network
- Maintaining a working knowledge of IT solutions that would improve the efficiency of working for all staff
- Developing solutions for new IT systems required for remote working
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices.

## 2.8 Students and parents

Assuming that a student is healthy and well enough to work, students will be expected to:

- Participate as fully as possible in the remote learning process, attending all live lessons, completing independent work, and submitting assignment tasks promptly and to the best of their ability
- Read and respond to communication from the school (e.g. an email from school staff) on a regular basis
- Behave appropriately during live lessons, in line with expectations outlined in the school's behaviour policy, ICT acceptable use policy, and remote learning guidance
- Notify teachers by school email when work is not available or if a live lesson has not been scheduled
- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Seek help if they need it, from teachers or teaching assistants via MS Teams or school email
- Alert teachers via MS Teams/school e-mail if they're not able to complete work
- Alert form tutors, Pastoral Support Managers, or Heads of College where there are issues around their well-being or mental health or that of another student
- Alert their teacher/form tutor or Designated Safeguarding Leads about any safeguarding issues.

Staff can expect parents to:

- Make the school aware if their child is ill or self-isolating or otherwise can't complete work
- Make the school aware if their child has no or limited access to IT devices and King Edward VI School will seek to support whenever and wherever possible
- Seek help from the school if they need it e.g. academic support, mental health and well-being support
- Help students to organise and structure their day and where possible, ideally finding a quiet place to work without distractions
- Check in with their child daily to discuss learning experiences.

## 2.9 Governing body

The governing body 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 systems are appropriately secure, for both data protection and safeguarding reasons

## 3. Who to contact

If staff have any questions or concerns, they should contact\* the following individuals:

- Issues in setting work – contact the relevant subject leader, line manager or SENCO
- Issues with IT systems – contact IT Support ([icthelpdesk@king-ed.suffolk.sch.uk](mailto:icthelpdesk@king-ed.suffolk.sch.uk))
- Issues with their own workload or wellbeing – contact line manager
- Concerns about data protection – contact the data protection officer ([MAS@king-ed.suffolk.sch.uk](mailto:MAS@king-ed.suffolk.sch.uk))
- Concerns about safeguarding – contact the DSL immediately (see 2.6)

\*contact can be made by email, personal telephone (if provided) or via Microsoft Teams

## 4. Data protection

### 4.1 Accessing personal data

When accessing personal data, all staff members will:

- Use the school network procedures as outlined by the IT Manager. This will involve accessing remote systems, such as Microsoft Office 365, network drives, and other software platforms using the Foldr 2-factor authentication portal.
- Where possible, staff should use school devices to access the school network although personal devices may be used. Staff should speak with the IT Support Team if they have any concerns regarding this.
- Staff should follow the school's data protection and GDPR policies at all times

### 4.2 Sharing personal data

Staff members may need to collect and/or share personal data such as [email addresses and class list information] as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online. Where possible, staff should use school systems that contain securely protected data (such as Go4Schools and SIMS) rather than exporting data to personal devices.

### 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**

Any safeguarding concerns to be reported by phone in the first instance or by email to the DSL or DDSL immediately. It will be recorded on MyConcern. Staff will continue to follow the Safeguarding Policy and Addenda for March and June 2020.

## **6. Monitoring arrangements**

During the period of school closure, this policy should be considered a 'live' document, with appropriate alterations being made as required, and in response to DfE and Local Authority guidance. This document will be monitored by the Deputy Headteacher: Teaching & Learning.

Upon school reopening, this policy will be reviewed every 3 years.

Following a review, the policy will be approved by the COVID-19 Committee.

## **7. Links with other policies**

This policy is linked to our:

- Child protection policy: Addendum
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy