

The Wren School

Remote Learning Policy

Each child, regardless of background, will receive a world-class education and be nurtured, challenged and inspired to aim high.

Purpose and background

The remote learning policy aims to promote high quality learning experiences for all students at The Wren School. This policy should be considered in combination with the Learning and Teaching policy. This policy will support the school vision and ethos for each child, regardless of background, to aim high. This policy also establishes clear expectations for assessment at The Wren School. It will assist parents, governors and other stakeholders to engage with key aspects of learning and teaching at The Wren School.

Policy Objectives

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

Management of policy

School	This policy is implemented and managed by the Principal, in consultation with the learning and teaching whole school responsibility leader;
Governing Body	The Local Governing Body ratifies and reviews this policy;
Approval	Ratified by the Local Governing Body – September 2020
Next review due	September 2021

Associated policies

- Able Gifted & Talented
- Assessment
- Behaviour policy
- Concerns and Complaints procedure
- Curriculum Statement
- Data protection policy
- ICT & Acceptable Use policy
- Learning & Teaching policy
- Safeguarding and Child Protection policy
- Special Educational Needs and Disability
- Staff Code of Conduct

Practice and Procedures

Roles and responsibilities

Teachers

When providing remote learning, teachers must be available between 09.20 and 15.20.

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.

At all times staff must act in line with the Staff Code of Conduct.

Teachers will be timetabled to teach and support the key worker/vulnerable group according to need.

When providing remote learning, teachers are responsible for:

- Setting work:
 - For the classes they usually teach unless Subject Leaders co-ordinate departmental collaboration. It may be necessary to set work for colleagues who are unable to work; if this is the case you will be made aware through the relevant communication lines. To facilitate greater collaboration it may be necessary to have a new timetable.
 - The amount of work set should be able to be completed in the curriculum time allocated that day according to student timetables. We advise 40 minutes per lesson to account for the intensity of remote learning. Longer pieces of work may be broken down or set over two lessons, which should be detailed on MS Teams/Class Charts on each day.
 - Work should be set by 5pm on the day before that work is due to be completed. The deadline should be set for the end of the completion day.
 - All work set should be uploaded or signposted on Class Charts as a single point of reference for parents/carers and students. The use of other platforms, such as Office 365 and particularly MS Teams is encouraged where appropriate.
 - Teachers need to be familiar and able to use Class Charts, Office 365 and MS Teams, engaging with CPL on offer where this is not the case (written guides, video, live sessions).
 - All teachers are expected to have accessed the remote Excalibur CPL session.
 - Teachers should ensure they have internet access at home and suitable devices to be able to deliver remote learning. Where this is not the case, they should inform the School Business Manager.
 - Teachers should maintain regular contact with their Subject Leaders and/or line managers to ensure the coordinated approach to remote learning; this is likely to be every 48 hours.
 - Teachers may be required to set remote learning for individual students who are absent for a period of time, approved by the school. Where this is a significant number of students, Subject Leaders will endeavour to coordinate work to reduce the impact of staff that are teaching in school.
 - Should a teacher choose to teach live they must use the consent slide in appendix 1 to ensure that students are aware of the reasons and requirement that the lesson will be recorded. **All live lessons must be recorded.**

- Providing feedback:
 - Providing timely and helpful feedback is a cornerstone of good learning and teaching, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to students on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning.
 - Feedback should be provided in line with the whole school and departmental policy, allowing for the use of remote platforms.
 - Make clear in the instructions for work whether work must be submitted and how. Various platforms can do this. The most sophisticated, and therefore desirable method, for individual feedback is MS Teams.
 - Effective feedback could be through whole class feedback, individual feedback and online quizzes that may self-mark or allow for extended answers. A variety of methods should be employed over a period of time.
 - Feedback to students should be shared in a timely fashion.
 - The WIN method should be used and an emphasis should be maintained on students completing 'N' tasks.
- Keeping in touch with students who aren't in school and their parents/carers:
 - Contact from parents/carers should be responded to by email or phone. If using a personal phone, measures should be taken to withhold the number being dialled from. If the volume of contact is excessive, the Subject Leader will support.
 - Contact should be made, wherever possible, within standard working hours.
 - Where students or parents/carers have a concern, teachers should endeavour to resolve the issue. However, if this is not possible or the issue is more serious, they should pass it on to their Subject Leader or SLT link. If the concern is regarding safeguarding, staff should follow the safeguarding policy as usual.
 - Records of student engagement and learning should be kept for the purposes of regular 'engagement drops' (for e.g. in a markbook) and, where appropriate, shared. Where students do not appear to be engaging, contact with students and parents/carers should be made. Good work and effort should be rewarded in line with the Behaviour Policy.
- Attending virtual meetings with staff, parents/carers and students:
 - Staff are expected to attend and participate in virtual briefings.
 - Staff are expected to attend and participate in virtual meetings as appropriate. These may include whole school, department, pastoral, hub or other meetings.
 - Staff should be dressed appropriately according to the dress code should their camera be required.
 - Staff should be aware of the location that virtual meetings are held e.g. avoid areas with background noise, nothing inappropriate in the background.

Teaching assistants

When assisting with remote learning, teaching assistants must be available for their usual 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.

Staff must act in line with the Staff Code of Conduct.

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

- Supporting SEND students:
 - Students on SEND register will be allocated a named TA who will make at least weekly contact via email, phone or MS Teams.
 - Discuss learning tasks and identify any issues which the TA will then forward to the teacher for additional guidance.
 - Where TAs are allocated an intervention group, they will set work appropriate to that group or individual.
 - TAs will be timetabled for cover of the key worker/vulnerable group according to need.
 - Staff may be required to support remote learning for students absent for period of time, approved by the school. Where this is a significant number of students, the SENCO will endeavour to coordinate work to reduce the impact of staff that are supporting in school.
- Attending virtual meetings with staff, parents/carers and pupils:
 - Staff should be dressed appropriately according to the dress code should their camera be required.
 - Staff should be aware of the location that virtual meetings are held e.g. avoid areas with background noise, nothing inappropriate in the background.

Subject Leaders

Alongside their teaching responsibilities, Subject Leaders are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning, this should be kept to a minimum.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent. For students who find access to appropriate IT difficult. Suitable offline work should be identified for topics and revision in advance so it can be organised at short notice.
- Working with other Subject Leaders and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set appropriately.
- Quality assuring the remote work set by teachers in their subject and ensuring that work is provided in a timely fashion – this will be by holding regular departmental meetings and by reviewing: work set; feedback; monitoring of student engagement; and parental communication.
- Alerting teachers to resources they can use to teach their subject remotely, including for students who find access to appropriate IT difficult.

- Communicating regularly with the SLT link to quality assurance student remote experiences and alert the SLT link to any areas of concern/actions taken.

Key Stage & Year Leaders

Alongside their teaching responsibilities, Key Stage and Year Leaders are responsible for:

- Considering how aspects of the pastoral curriculum can be changed to accommodate remote learning. This may include online assemblies or the student bulletin.
- Working with Form Leaders to ensure the pastoral aspects to learning remotely are being met.
- Coordinating the remote learning contingency plan, with the Assistant Vice Principal for Learning and Teaching, if a 'Bubble' across their key stage or year group is informed to stay at home.
- Coordinating Form Leaders to make frequent contact with their tutees, supporting them to stay connected with school and support them in general issues they may be having with remote learning
- Being aware of, and monitoring, the identified vulnerable students in their year group.
- Coordinating the work of Key Workers, or in school support, such as the school Youth Worker, in supporting students, particularly those most vulnerable whilst working remotely.
- Monitoring information from subject areas about engagement in work. Working collaboratively with Subject Leaders to support those not engaging and submitting work, where the department is unable to make an impact.
- Communicating with students and parents to keep them informed, up-to-date and maintaining the sense of a school community.
- Rewarding students that are working hard.

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 – this may include through regular meetings with Subject Leaders, reviewing work set, surveying teachers and seeking feedback from students and parents/carers.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated safeguarding lead

The DSL is responsible for:

- Safeguarding considerations as set out in the Child Protection and Safeguarding policy.

IT Leads/External IT Support

IT Leads refers to Senior Leaders with expertise, e.g. Class Charts or MS Teams and the Computing Department.

IT Leads/External IT Support are responsible for:

- Fixing issues with systems used to set and collect work.

- Helping staff, students and parents/carers with any technical issues they are experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.
- Assisting students and parents/carers with accessing the internet or devices.

Students and parents/carers

Staff can expect students 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. This may be through MS Teams (preferable), email or Class Charts.
- Alert teachers if they're not able to complete work with a reason why.

Staff can expect parents/carers with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work by following the usual procedure for student absence.
- Seek help and support from the school if they need it.
- Alert the school through the appropriate channel if they are dissatisfied by the quality of remote learning so we can seek to rectify this.
- Be respectful when making any complaints or concerns known to staff. Where necessary follow the Concerns and Complaints Procedure.

Local Governing board

The local 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.

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:

1. Issues in setting work – talk to the relevant Subject Leader
2. Issues with behaviour – talk to the relevant Year, or Key Stage, Leader
3. Issues with IT – talk to IT Helpdesk staff
4. Issues with their own workload or wellbeing – talk to their line manager
5. Concerns about health – talk to HR

6. Concerns about data protection – talk to the data protection officer
7. Concerns about safeguarding – talk to the DSL

Data protection

Accessing personal data

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

- Will access school information using OneDrive or the school server, using Remote Access.
- Use of external storage devices should be avoided where possible. If not possible, the devices should be encrypted.
- Measures should be taken to ensure access to personal data of staff or students is secure and cannot be accessed inappropriately.

Processing personal data

Staff members may need to collect and/or share personal data, such as such as email addresses as part of the remote learning system. If 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.

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping devices 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.
- Ensuring that all screens are locked if left in an unlocked or public area of the school.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date – always install the latest updates.

Safeguarding

Safeguarding concerns must be raised with the DSL in accordance to the Safeguarding and Child Protection Policy which can be found on the school website.

Appendix 1:

Consent Slide for live lessons

To be displayed at the start of any live lesson, and recorded.

PLEASE BE AWARE THAT YOU ARE BEING RECORDED TO KEEP YOU SAFE & FOR OTHERS TO WATCH AT A LATER DATE

