Remote Learning Policy

The Wren School

Approved by:	Senior Leadership Team	Date: September 2022
Last reviewed on:	September 2022	
Next review due by:	September 2024	

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Contents

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1. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for students who aren't in school

- Set out expectations for all members of the school community with regards to remote learning

- Promote high expectations and raising standards of achievement for all students in our school to support them to craft a remarkable future.

- Involve families and the wider school community in student learning, development and celebration of success.

- Provide appropriate guidelines for data protection

NB: in this policy, where it states *available online* this refers to the School website: www.wrenschool.org

2. Use of remote learning

All students should attend school, in line with our attendance policy.

We will consider providing remote education to students in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when we decide that opening our school is either:

    o Not possible due to the safety of our community;

    o Contradictory to guidance from local or central government.

- Occasions when individual students, for a limited duration, are unable to physically attend school but are able to continue learning, for example because they have an infectious illness.

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3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available between 8.30am-2.50pm, this is usually via email. 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.

When providing remote learning, teachers should:

- Provide students with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners.

- Make reasonable adjustments for students with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that students can access remotely.

Teachers are also responsible for:

- Setting work for:
    o The timetabled classes which they would usually teach on the appropriate day(s).

    o Remote education should be provided for 1 hour per lesson, equalling 5 hours a day for KS3 and KS4 as per Government best practice guidelines.

    o Work must be set in advance of the lesson start time on the first day of remote provision, after this work should be set by 9am for all lessons of the day.

    o Work should be set on Microsoft Teams, as an assignment. Students and Families can access support for using Microsoft Teams on the school website.

    o Where possible uploaded resources should be available as PDF copies to allow access on a wide range of smart devices.

    o Any live lesson, must be recorded, and the consent slide, *appendix 1*, displayed at the start. In live lessons, students should not use their camera. Teachers should ensure their location is appropriate, see page 4.

    o Learning set should be in line with current, or recent, curriculum content.

    o Learning should include high quality recorded resources, which may be via a high-quality online resource, such as Oak National Academy.

    o Instructions should be clear and provide minimal, if any, input from families.

    o Where school remains open but students with extenuating circumstances require remote education, the teacher is expected to make available the lesson's learning in advance of the lesson, or appropriate equivalent high-quality recorded resources.

    o Senior Leaders will set out expectations for the working location of colleagues in situations of full school closures.

- Providing feedback on work:
    o Where absence is prolonged feedback should be provided in line with The Wren School feedback guidance, available in the Inspirational Classrooms policy.

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- o Feedback is most likely to be shared via Microsoft Teams, using their feedback facility, class feedback in the posts section or via email for personalised feedback. Often feedback can be provided through self-marking quizzes.

- o Most importantly, student engagement should be monitored on remote provision and students contacted via Microsoft Teams and/or email if they are not engaged. Where a student has not engaged for two, or more, lessons contact home should be made.

- Keeping in touch with students who aren't in school and their families:

  - o Students are expected to access remote learning as they would usual education. Where they do not engage in remote learning for two or more lessons this should be monitored and contact should be made with the student and family.

  - o Tutors are expected to monitor engagement at Tutor time daily and inform the Progress Leader of any absent students.

  - o Teachers and Tutors should attempt contact on two occasions and then report this to the Progress Leader if contact cannot be made.

  - o The Progress Leader should follow up with students and families in collaboration with the attendance officer and relevant Safeguarding procedures.

  - o Where any concerns or complaints are raised about remote education these should be passed to the Senior Leader in charge of remote education. For any safeguarding concerns, please see section 6.

  - o Students should be encouraged to interact with peers and teachers via Microsoft Teams using the posts page. Students can contact teachers via school email accounts if required.

- Attending virtual meetings with students, families and colleagues:

  - o The dress code for such events continues to be in line with the usual staff dress code.

  - o The location of meetings should be considered to ensure that all persons are appropriately safeguarded. This means that the background is appropriate and/or blurred. The location is one which will be uninterrupted.

3.2 Learning Mentors

When assisting with remote learning, learning mentors must be available in line with their contracted 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. Adapt this if the procedure is different. If it's the same, you may still want to remind staff of the procedure here.

When assisting with remote learning, learning mentors are responsible for:

- Undertaking tasks as directed by the SENDCO.

- Support students who aren't in school with learning remotely, which may include:

  - o Contact the students whom they usually work with to ensure that they are able to access remote provision.

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- o Adapting resources for students who may require this as appropriate.
        - o Liaise with teachers and Subject Leaders if learning set is not appropriate for the needs of the student.
    - Attending virtual meetings with students, families and colleagues:
        - o The dress code for such events continues to be in line with the usual staff dress code.
        - o The location of meetings should be considered to ensure that all persons are appropriately safeguarded. This means that the background is appropriate and/or blurred. The location is one which will be uninterrupted.
    - Where school remains open but a student in their care requires remote education due to extenuating circumstances, the learning mentor should make regular contact with the student to support is the ways listed above. Regular contact would be at least weekly.

3.3 Subject leaders and SENDCO

Alongside their teaching responsibilities, subject leads are responsible for:

- Consider whether any aspects of the subject curriculum need to change to accommodate remote learning and direct your team accordingly.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set.
- Alerting teachers to resources they can use to teach their subject remotely and support well-being and workload.
- Arrange cover for any absent colleagues and ensure that as Subject Leader they can access all classes on Microsoft Teams.
- As a SENDCO, in addition to the above, they should coordinate the learning mentors and ensure they know their role within remote education.

3.4 Progress Leaders

- Ensure that engagement across the curriculum is monitored and raise any concerns with the appropriate staff, i.e. tutors, attendance officer and senior leaders.
- Coordinate plans for contact with students and consider how this differs for hard to reach families.
- Ensure that lists for access to technology are accurate and that where reasonably practical in relation to length and duration of absence that technology is made available to students.
- Work with the DSL to raise any concerns immediately.

3.5 Senior leaders

The named Senior Leader in charge of Remote Education is Bessie O'Brien, who has overarching responsibility for the quality and delivery of remote education.

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- Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and confident in its use.

- Senior Leaders should continue to overcome barriers to digital access where possible for students by, for example:

    o Distributing school-owned laptops accompanied by a user agreement or contract where reasonably practical in relation to length and duration of absence.

    o Securing appropriate internet connectivity solutions where possible where reasonably practical in relation to length and duration of absence.

    o Provide printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep students on track or answer questions about work where reasonably practical in relation to length and duration of absence.

    o Consider the provision of free school meals and make plans to ensure students have access to this.

    o Have systems for checking, ideally on a daily basis, whether students learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern.

    o Ensure that the school's approach to remote learning is clear and all colleagues understand their role.

    o Monitoring the effectiveness of remote learning through quality assurance processes with Subject Leaders/Progress Leaders/SENDCO and request feedback from families and students where reasonably practical in relation to length and duration of absence.

    o Monitoring the security of remote learning systems, including data protection and safeguarding considerations

3.6 Designated safeguarding lead (DSL)

The DSL is responsible for continuing to meet the Safeguarding and Child Protection policy, working with appropriate colleagues and agencies to ensure that students are kept safe.

3.7 IT staff

IT staff are responsible for:

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

- Helping staff, students and families 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 staff, students and families with accessing the internet or devices.

3.8 Students and families

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, tutors or learning mentors, via Microsoft Teams or school email.

- Alert teachers if they're not able to complete work with reasons why.

- Act in accordance with normal behaviour expectations.

Staff can expect families with children learning remotely to:

- Engage with the school and support their children's learning and to establish a routine that reflects the normal school day as far as reasonably possible.

- Make the school aware if their child is sick or otherwise can't complete work via the usual absence procedures.

- Seek help from the school if they need it through contacting the tutor as a first point of contact. Were the help is subject specific the families should contact the class teacher or subject leader.

- Be respectful when making any complaints or concerns known to staff. If these are not resolved with the appropriate department or student support team then the family should contact the senior leader in charge of remote education, see section 3.5.

3.9 Local Academy Committee

The local academy committee is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains of as high a quality as possible.

- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

4. 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 your Subject Leader, SENDCO or Senior Leaders.

- Issues with behaviour – talk to your Subject Leader, the tutor, Progress Leader or Senior Leaders.

- Issues with IT – talk to IT staff or Senior Leader for remote education.

- Issues with their own workload or wellbeing – talk to your mentor.

- Concerns about data protection – talk to the data protection officer or HR lead.

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> Concerns about safeguarding – talk to the DSL.

5. Data protection

5.1 Accessing personal data

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

- Use Office 365, including One Drive, Outlook and Microsoft Teams, or the remote server to access school drives.

- Colleagues should use school devices if they have one and can request access to a device if necessary where reasonably practical in relation to length and duration of absence.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as work email addresses 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. The school will follow its data protection policy/privacy notice in terms of handling data, which can be found online.

However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

5.3 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 that a password is not shared with another person in any circumstances.

- 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. This is most likely through using the school network on Office 365.

- Making sure the device locks if left inactive for a period of time.

- Not sharing the device among family or friends.

- Keeping operating systems up to date – always install the latest updates, in collaboration with the school IT services.

6. Safeguarding

- Whether the school is operating in normal circumstances or remote education provision the Safeguarding and Child Protection provision does not change and our duty of care to keep children safe remains paramount.

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- Any concerns should be shared with appropriate staff, the student support team and DSL and logged via CPOMs.
- As listed in previous sections, staff have a duty of care to monitor, acknowledge and act upon students whom they have not engaged in learning for two or more lessons/contact points.

7. Monitoring arrangements

This policy will be reviewed every two years by the Senior Leadership Team. At every review, it will be approved by the Principal.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding and Child protection policy
- Curriculum statement
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Inspirational Classrooms policy

Appendix 1: Remote Learning Consent Slide

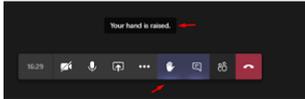Nurture   Challenge   Inspire

Expectations of live learning:

1. Your **camera must be switched off** at all times, when you are not in school

2. Your **microphone must be muted.** If you have a question use the "raise your hand" feature, or comment in the live chat. Your teacher may turn your microphone on for you to speak.

3. The usual behaviour expectations apply, should you be unable to follow these expectations you will receive the usual two teacher actions and then you will be disconnected from the call.

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