

## Ormiston Academies Trust

### Ormiston Rivers Academy

## Remote Learning Policy

Version Control			
Version	Date	Authored by	Description of Changes
	October 2020	Tuesday Humby	New policy
	October 2020	Jane Bennett	Customisation to Academy

Adopted by Academy			
Version	Date	Adopted by	Signature
	15 <sup>th</sup> October 2020	LGB	
			Chair of Governors
			Principal

Ormiston Academies Trust

## Ormiston Rivers Academy

### Remote learning policy

#### Policy version control

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Author	Tuesday Humby (National Director of Teaching and Training)
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## 1. Statement of Trust philosophy

1.1. All schools in Ormiston Academies Trust align to our three core purposes, which are to teach and develop our pupils, while we effect change so that we can create schools where no one is disadvantaged. Our strategy for remote learning continues this.

## 2. Aims

2.1. This Remote Education Policy aims to:

- Ensure staff and students are kept safe whilst engaged in on-line learning sessions.
- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality online and offline resources and teaching videos.
- Provide clear expectations members of the school community with regards to delivery high quality interactive remote learning.
- Ensure continuous delivery of the school curriculum, so far as is possible.
- Consider continued education for staff and parents.
- Support effective communication between the school and families and support attendance.

## 3. Who is this policy applicable to?

3.1. Pupils (and their siblings if they also attend the academy) who are absent because they are awaiting test results and the household is required to self-isolate.

3.2. Pupils who are not permitted to attend school because they, or another member of their bubble who they have had close contact with, has tested positive for Covid-19.

3.3. Teaching and support staff.

## 4. Roles and responsibilities

### 4.1. Teachers

4.1.1. When providing remote learning, teachers must be available during their normal working school hours.

4.1.2. If they 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.

4.1.3. When providing remote learning, teachers are responsible for:

4.1.3.1. Setting work for their classes which is commensurate with what they would normally set and in line with the school curriculum.

In case of lockdown or whole year groups not attending school:

- Students will attend 'live lessons' following their usual timetable. Lessons will take place via Google Meet.
- In addition to this, accompanying work for the week ahead must be set on Monday morning
- Each class has a Google Classroom. Teachers should set the work in the Google Classroom. Guidance on how to do this is available on the school Teaching & Learning Drive
- Teachers must set work from the scheme of learning and cover the same topics as students who are in school. Heads of department and subject leaders will co-ordinate this.
  
- Paper copies of work will be made available to students who do not have access to the internet or an appropriate device. Work packs will be available for pick up from the school reception

In the case of an individual student self-isolating:

- A google classroom will be set up for them alone. Their teachers will set work on a weekly basis that is commensurate with the work that their class is doing in school.
- Students will also receive a live lessons per week in English and Maths/Science. This will be on rotation.

4.1.3.2. Providing feedback on work:

- Students will submit work electronically via Google Classroom. They can upload their work or upload a photograph of their work.
- Teachers will set and mark a weekly assignment to check understanding
- This will continue for the duration of time that a student is not in school
  
- Students who are using work packs should submit their work on paper when they return to school

4.1.3.3. Keeping in touch with pupils who aren't in school and their parents:

- Students will receive a weekly wellbeing phone call from a member of the pastoral team.
- Students are able to contact teachers and other staff via email or the Google Classrooms.
- Students can use the wellbeing@ email address
- Teachers should respond in a timely manner (within 24 hours) to emails or messages from students and parents. If the query is not related to their work, teachers should pass this to the

relevant member of the Senior Leadership Team. Teachers are not expected to answer emails outside of working hours.

4.1.4. If there is a concern around the level of engagement of a pupil or pupils the parents should be contacted via phone to assess whether school intervention can assist engagement.

4.1.5. Any complaints or concerns shared by parents or pupils should be reported to a member of SLT – for any safeguarding concerns, refer immediately to the DSL.

## 4.2. Teaching assistants

4.2.1. When assisting with remote learning, teaching assistants must be available between their normal working hours.

4.2.2. If they 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.

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

4.2.3.1. Supporting pupils who are not in school with learning remotely:

- How they should provide support

4.2.3.2. Attending virtual meetings with teachers, parents and pupils.

## 4.3. Subject leads/Heads of Department

4.3.1. Alongside their teaching responsibilities, subject leads are responsible for:

4.3.1.1. Considering whether any aspects of the subject curriculum need to change to accommodate remote learning

4.3.1.2. Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent

4.3.1.3. 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

4.3.1.4. 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

4.3.1.5. Alerting teachers to resources they can use to teach their subject remotely

#### 4.4. Senior leaders

4.4.1. Alongside any teaching responsibilities, senior leaders are responsible for:

- 4.4.1.1. Co-ordinating the remote learning approach across the school
- 4.4.1.2. Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject key stage leaders, reviewing work set and reaching out for feedback from pupils and parents
- 4.4.1.3. Monitoring the security of remote learning systems, including data protection and safeguarding considerations

#### 4.5. Designated safeguarding lead

4.5.1. The DSL is responsible for:

4.5.2. Ensuring staff know how to recognise and report concerns that arise during on-line learning sessions

4.5.3. Ensuring staff are aware of the code of conduct, particularly in relation to the delivery of on-line learning (see section 7 below)

#### 4.6. The SENCO

4.6.1. The SENCO is responsible for:

- 4.6.1.1. Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- 4.6.1.2. Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- 4.6.1.3. Identifying the level of support

#### 4.7. IT staff

4.7.1. IT staff are responsible for:

- 4.7.1.1. Fixing issues with systems used to set and collect work
- 4.7.1.2. Helping staff and parents with any technical issues they're experiencing

4.7.1.3. Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection lead

4.7.1.4. Assisting pupils and parents with accessing the internet or devices

## 4.8. Pupils and parents

4.8.1. Staff can expect pupils learning remotely to:

4.8.1.1. Be contactable during the school day

4.8.1.2. Complete work to the deadline set by teachers

4.8.1.3. Seek help if they need it, from teachers or teaching assistants

4.8.1.4. Alert teachers if they are not able to complete work

4.8.2. Staff can expect parents with children learning remotely to:

4.8.2.1. Make the school aware if their child is sick or otherwise cannot complete work

4.8.2.2. Seek help from the school if they need it

4.8.2.3. Be respectful when making any complaints or concerns known to staff

## 4.9. Governing body and regional directors

4.9.1. The governing body and regional directors are responsible for:

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

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

# 5. Who to contact

5.1.1. If staff have any questions or concerns about remote learning, they should contact the following individuals via telephone or email;

5.1.1.1. Issues in setting work – talk to the relevant subject leader or SENCO

- 5.1.1.2. Issues with behaviour – talk to the relevant Achievement Director
- 5.1.1.3. Issues with IT – talk to IT staff
- 5.1.1.4. Issues with their own workload or wellbeing – talk to their line manager
- 5.1.1.5. Concerns about data protection – talk to the data protection lead
- 5.1.1.6. Concerns about safeguarding – talk to the DSL

## 6. Data protection

### 6.1. Accessing personal data

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

- 6.1.1.1. Access data via the Google Drive or SIMs app
- 6.1.1.2. All staff should use their school laptop or an encrypted device to access this data and information

### 6.2. Processing personal data

6.2.1. Staff members may need to collect and/or share personal data such as 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.

6.2.2. However, staff are reminded to collect and/or share as little personal data as possible online.

### 6.3. Keeping devices secure

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

- 6.3.1.1. 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)
- 6.3.1.2. 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
- 6.3.1.3. Making sure the device locks if left inactive for a period of time

- 6.3.1.4. Not sharing the device among family or friends
- 6.3.1.5. Installing antivirus and anti-spyware software
- 6.3.1.6. Keeping operating systems up to date – always install the latest updates

## 7. Safeguarding

### 7.1. All staff members must adhere to the following guidance:

- 7.1.1. If a staff member notices pupil behaviour during a live online lesson that they believe indicates a safeguarding concern then they must log this on CPOMS. If they believe that the situation requires immediate attention they should contact the school immediately on the discovery of the concern, to be connected to the duty safeguarding personnel.
- 7.1.2. When a teacher is delivering a live online lesson they must be dressed appropriately ensuring that a professional persona is kept at all times. As the camera will always be on the teacher, it is important that the setting that the lesson is recorded in is appropriate. The location should be in a professional space where personal information is not on show. It is recommended that laptop/desktop or tablet cameras are set to focus on the teacher from the shoulders up. Where possible, teachers should enable the 'blur background' function.
- 7.1.3. Pupils will be informed that when engaging in a live online lesson they should be in a safe and open family space. They should not be alone in their bedroom. The kitchen table or family room would be an ideal place for the live online lesson to take place.
- 7.1.4. At the start of each live online lesson, the teacher should ensure that pupils understand the rules and expectations. This will ensure the safeguarding of both teacher and pupils. 1:1 lessons between pupil and teacher should not take place unless they meet the guidelines below. If a live online lesson has been set and only one pupil is waiting in the lobby the staff member will need to reschedule the session to a later date with more pupils.

### 7.2. 1:1 lessons

- 7.2.1. In some circumstances, 1:1 lessons are necessary and appropriate. This may be the case where pupils are undertaking specialist interventions. However teachers must adhere to the following;
  - 7.2.1.1. No teacher gives a 1:1 lesson without prior consent from a member of SLT.
  - 7.2.1.2. Where lesson links are sent to pupils, the lesson link is also sent to their line manager and a member of SLT who may access the lesson at any time.
  - 7.2.1.3. A prior agreement has been made with the parent or carer around the purpose of the lesson. The parent or carer agrees to be in the room with the child as the appropriate adult.

7.2.1.4. At the start of the lesson, the parent or carer acknowledges their presence in the room before the lesson begins.

7.2.1.5. All lessons are recorded.

### 7.3. Recorded lessons

7.3.1. If staff are recording lessons, they must ensure that they have sent the GDPR compliance letter to pupils, parents and carers found in the *Teaching and Training > Remote Learning > Resources for Parents* section on OATnet.

7.3.2. Staff should only circulate recorded lessons if they are appropriate for use.

7.3.3. All recorded lessons should be deleted after 30 days unless they are required for safeguarding or another legitimate reason. The reason for keeping the recording needs to be documented clearly.

7.3.4. Where the hosting platform provides the functionality for customised retention periods, these should be set to avoid recordings being kept for longer than 30 days

## 8. Monitoring arrangements

8.1. This policy will be reviewed every six months by the principal. At every review, it will be approved by the local governing body.

## 9. Links with other policies

9.1. This policy is linked to the:

- Behaviour for learning policy
- Child protection and safeguarding policy
- Data protection and freedom of information policy
- Pupil privacy notice and Workforce privacy notice
- Home-school agreement
- Technology acceptable use policy