

Remote learning policy

Approved/reviewed by	
The Governing Body	
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Date of next review	January 2023

This policy is reviewed annually to ensure compliance with current regulations

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Our mission:

To engage with children and young people to enable them to identify their own talents and strengths. To prepare them for a successful and enriched future, where they can contribute to society around them irrespective of their starting point.

1. Aims

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
- Recognise that each family situation is unique
- Provide appropriate guidelines for safeguarding

Who is this policy applicable to:

In line with government guidance, pupils, staff and families should self-isolate if they:

- have been tested and confirmed to be Covid-19 positive.
- Are unvaccinated and have been in direct contact with someone who has tested positive for Covid-19

Pupils attending Edith Kay School will be provided with remote (online) learning when pupils are not able to attend school (due to the reasons listed below) in order to ensure that pupils do not fall far behind.

Remote learning will be provided when;

- A child is at home following guidelines to self-isolate
- Local lockdown
- National Lockdown

2. Roles and responsibilities

Not all families have the same level of technology or adult support at home to enable them to learn remotely. The responsibility for remote learning is, therefore, a shared one.

The plan for each pupil will be discussed with the family on an individual basis and remote learning will be a combination of face to face online lessons alongside activities organised through the applications used at school such as Mathswatch , Google Classroom or Kerboodle.

The school will organise a timetable in keeping with the young person's EHCP and specific learning pathway where appropriate.

Edith Kay School will ensure systems are in place to monitor the impact of remote education. This includes:

- Understanding the impact on staff workload and how to mitigate against it
- Staff changes
- Having access to appropriate management information to help the school respond to changing contexts

The Proprietor, Director of Education and Governing body support the school in ensuring Edith Kay School has a clear vision and approach for remote education and the plan for the effective delivery of remote learning.

The Head Teacher will have overarching responsibility for the quality and delivery of remote education and ensure there is a plan in place.

Subject Leads and Senior Leads will ensure the plan is underpinned by high expectations in providing an effective delivery of a planned curriculum for all pupils which is aligned as closely as possible to the in-school curriculum.

The Admin Lead will have responsibility in ensuring that teachers are able to access the systems in place for remote learning and endeavour to resolve access difficulties as they occur.

Governors, Staff, Parents and Carers are aware and supportive of the school's approach and arrangements for remote learning.

Teachers must inform the school immediately if they do not have access (either occasional or ongoing) to the technology required to facilitate home learning. All home learning is dependent on having functioning technology and the school cannot be held responsible if the school's technology fails. Every endeavour will be made to rectify the problem as soon as possible.

2.1 Teachers

When providing remote learning, teachers must be available between 9.30am and 2.00pm.

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. When providing remote learning, teachers are responsible for:

- Providing live teaching each day as outlined on the timetable including work for each pupil where appropriate
- Ensuring each pupil receives work that is appropriate to their access arrangements and is consistent with the curriculum plan in place for them

- Work needs to be set in line with the home timetable so that pupils can continue with the work during their timetabled day at home.
- Work should be uploaded via email, google classrooms, mathswatch or kerboodle as examples.
- The systems for assessment and quality of standards in the curriculum will continue to be monitored through the shared school google drive. Debrief will continue on the school site each Monday and Thursday. EK Centre will meet weekly via Zoom to update the Head Teacher.

Providing feedback on work:

- Staff will ensure all completed work from pupils is saved and comments have been provided to pupils.
- Feedback is expected to be shared with pupils via face-to-face online platform or through Google Classroom.
- Sharing feedback on completed work will be at least on a weekly basis.

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

- Regular contact will be continued via a phone call, emails, face-to-face virtual meetings and recorded in the Covid logbook.
- Staff are asked to 'cc' the Admin Lead and Head Teacher when answering emails from parents and pupils. Emails should only be answered during working hours from 9.30am to 2.00pm.
- Any complaints or concerns shared by parents and pupils will follow the school procedure for complaints see Edith Kay Complaints Policy and any safeguarding concerns must be referred directly to the Designated Safeguarding Lead. Please see the Safeguarding form in Annexe 1.
- Behavioural issues, such as failing to complete work should follow the ABC policy and referred to the Subject Leads and Head Teacher. Please refer to the online safety policy.

Attending virtual meetings with staff, parents and pupils:

- Dress code - Staff and pupils are expected to follow the guidance in the E-Safety Policy and ensure their attire is:
 - Appropriate to their role and suitable for the activity.
 - Not likely to be viewed as offensive, revealing or sexually provocative.
 - Not distracting and does not cause embarrassment or give rise to misunderstanding
 - Without any political or otherwise contentious slogans
 - Not discriminatory
- Locations: Please refer to the E-Safety policy and staff and pupils are expected to work in neutral spaces with limited background noise and distraction.

Teachers will also be working in school during the school week and the remote timetable will be planned with that in mind. Some pupils will be joining live streamed lessons with pupils in school alongside one to one teacher and planned activities

2.2 Learning Mentors

When assisting with remote learning, Learning Mentors must be available between 9.30am and 2.00pm.

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.

When assisting with remote learning, Learning Mentors are responsible for:

Supporting pupils who aren't in school with learning remotely by:

- Providing ongoing pastoral care through PSHE lessons
- Within government guidance offer outreach support where appropriate

Attending virtual meetings with teachers, parents and pupils:

- Dress code - Learning Mentors and pupils are expected to follow the guidance in the E-Safety Policy and ensure their attire is:
 - Appropriate to their role and suitable for the activity.
 - Not likely to be viewed as offensive, revealing or sexually provocative.
 - Not distracting and does not cause embarrassment or give rise to misunderstanding
 - Without any political or otherwise contentious slogans
 - Not discriminatory
- Locations: Please refer to the E-Safety policy. Learning Mentors and pupils are expected to work in neutral spaces with limited background noise and distraction.

Learning Mentors will also be working in school during the school week and remote learning will be planned with that in mind. Some pupils will be joining live streamed lessons and Where planned, Learning Mentors will support and facilitate online face to face teaching for teachers and pupils who are working remotely.

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
- Working with teachers 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 appropriately.
- Monitoring the remote work set by teachers in their subject – through regular meetings with teachers and by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior Leaders with the support of the Admin Lead

Alongside any teaching responsibilities, Senior Leaders with the support of the Admin Lead are responsible for:

- Co-ordinating the remote learning approach across the school - Head Teacher
- Maintain the NQT programme through the remote learning and in-school plan - Science Lead and Senior Lead
- Ensure the smooth running of the virtual school day for each pupil
- Monitoring the effectiveness of remote learning – through regular meetings with teachers and Subject Leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The designated safeguarding lead (DSL) is responsible for Child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

The DSL can be contacted on karen.dwyer-burchill@edithkayschool.com and on 0738418375 (School Mobile).

When the DSL is absent, the Deputy Designated Safeguarding Lead– Helen Jackson 07983934923 (School Mobile) – will act as cover.

If the DSL and DDSL are not available, Dayo Adeagbo will take charge (for example, during out-of-hours/out-of-term activities).

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly The DSL will also keep the Director of Education and Proprietor informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL and DDSL are set out in our policies.

2.6 Admin Lead/ IT

The Admin Lead is responsible for:

- Supporting the school in setting up systems to effectively monitor the running of the remote learning plan
- Adapt, amend and fix issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the Head Teacher
- Assisting pupils and parents with accessing the internet or devices

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – be mindful that pupils will 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 the Learning Mentors
- Alert teachers if they're not able to complete work

Staff can expect parents with pupils learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

2.8 Governing board

Governing body will support the school in ensuring Edith Kay School has a clear vision and approach for remote education and has a plan in place for the effective delivery of remote learning.

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 – talk to the relevant Subject Lead or Head Teacher

Issues with behaviour – talk to the Head Teacher and complete an ABC form

Issues with IT – talk to the Admin Lead

Issues with their own workload or wellbeing – talk to the Head Teacher

Concerns about data protection – talk to the Admin Lead/Data Protection Officer

Concerns about safeguarding – talk to the DSL/Head Teacher see contact details above

4. Data protection

4.1 Accessing personal data

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

- Will access the data through google classrooms or other school applications such as mathswatch, kerboodle and the Edith Kay email address.
- Use a school device such as a laptop, school mobile phone, chrome book
- Personal data will only be displayed on screen and not transferred onto any other device or recorded in any other way

4.2 Processing personal data

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.

However, staff are reminded to collect and/or share as little personal data as possible online and only use their Edith Kay School email address.

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

The Child Protection and Safeguarding Policy is located on the School website as well as on the shared drive.

6. Monitoring arrangements

This policy will be reviewed annually by the Senior Leadership team. At every review, it will be approved by the full governing board.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- E-Safety policy
- Outreach policy