ROOKS HEATH SCHOOL
Strive to be your best

REMOTE LEARNING POLICY

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Author: L. Hyde

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Consulted with JCC? Yes❍ No❍

Introduction

This policy replaces any previous policy and follows the DfE regulations.

In line with the School's Equal Opportunities and Special Educational Needs policies, we aim to give all students equal opportunities to take part in all aspects of School life, as far as is appropriate, practicable and compatible with giving regard to health and safety and the efficient education of other students.

The policy will follow the five principles of the Children's Plan:

- to support parents and families
- to allow children to reach their full potential
- to enable children to enjoy their childhood whilst preparing for adult life
- to provide services in response to children and family needs
- to use preventative measures to help students avoid the possibility of failure

This policy is based upon the School's commitment to the development and maintenance of good behaviour and a positive and inclusive ethos for all members of the School community.

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1. Aims

This remote learning policy for staff 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
- Provide appropriate guidelines for data protection

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers should be available during normal 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.

When providing remote learning, teachers are responsible for:

- Setting work:
    - Teachers must set work for students who are self-isolating or have been asked to work remotely at home in the case of a rota system or full lockdown period.
    - Teachers are responsible for making work accessible to all in their class (including, for example, SEND, EAL, Most Able students).
    - Teachers should liaise with Learning Support Assistants regarding how to support students with EHCPs and higher-level needs with specific tasks.
    - This work must be available to the students from their first full day of absence.
    - A suggested timetable of live lessons may be published, if appropriate, by the Deputy Headteacher i/c Teaching and Learning, and this should be followed. Alternatively, teachers may be asked to follow their own timetable for live lesson teaching. Where a teacher is not available to provide live lessons or live lessons are not possible due to a lack of adequate resources, teachers should discuss this with their Head of Department so appropriate, alternative arrangements can be made.
    - Where teachers aren't timetabled to teach remote live lessons, work set can be in the form of resources, a pre-recorded lesson or a lesson streamed from a classroom.
    - Students should be informed of the work set via a live lesson calendar announcement on or an assignment set on Teams with relevant date and time.
    - Work should be set by 08:30 on the day of the timetabled lesson.

- Work should be set for each timetabled lesson the student(s) would normally have.
- Remote "Live Lessons" should last for 15 minutes less than the usual timetabled lesson time, to allow for set up. Therefore, they should last for 45 minutes.
- All other work set should be enough to meet the DfE recommended length of a working day (currently 4 hours for secondary school students and more where students are working towards external examinations).
- Assignments should be uploaded via Teams and resources saved in SharePoint. Staff should refer to SharePoint>Staff>PD>Remote Learning for more information and training resources.
- Teachers should follow the plans put in place within their department regarding content to be taught in a remote capacity.
- Teachers should refer to the list of students without devices and / or internet at home and check that paper-based resources have been provided to those students.
- Teachers should refer to the document called 'Remote Learning Procedures' for details on teaching remote lessons of all kinds. This has been outlined during training, is regularly updated and published within the Rooks Heath SharePoint Site > Staff > Documents > Blended and Remote Learning Information.

- Providing feedback on work:
  - Students should submit completed work to Teams assignments ready for feedback, or may work through another, approved website such as MyMaths or Kerboodle.
  - Teachers should follow the school assessment policy, in responding to work submitted by students.
- Keeping in touch with students who aren't in school and their parents:
  - Teachers should liaise with their Head of Department and relevant Head of Year if they are concerned about the quality or quantity of work they are receiving from a student. Either the teacher, Head of Department or Head of Year will make contact home.
  - If it is deemed necessary for the teacher to contact home directly, this should be done via e-mail (if possible) in the first instance and followed up by a phone call if no response is received.
  - If a teacher needs to use their personal phone to contact a parent, they should hide their number and delete the parent's number from their phone immediately following the call.
  - Teachers should not use any form of social media to contact parents or students.
  - Teachers should not contact students directly by telephone, and, if phoning home, should always ask to speak to the parent in the first instance. They should ask the parent to remain in the room if they do speak directly to the student.
  - Parents and/or students may contact teachers directly by school e-mail. Teachers will aim to respond within a reasonable timeframe, usually within 48 hours. All responses by e-mail should be professional with care taken over wording, spelling and grammar.
  - If a teacher receives a complaint or concern from a parent or student, they should discuss the matter with their Head of Department before responding. For any safeguarding concerns, please refer to the safeguarding & child protection policy and section 5, below.
  - In the event of any behavioural issues, the school's behaviour policy should be followed.
- Etiquette for attending virtual meetings with staff, parents and students:
  - Staff should ensure they are dressed appropriately for any virtual meetings. While more casual attire would be suitable for meetings with colleagues, for meetings with external agencies, parents or staff should dress smartly as when attending site on a normal working day.

- When attending virtual meetings, staff should take care to choose an appropriate location, areas with background noise and personal or inappropriate backgrounds should be avoided. In the Microsoft Teams app, use of effects such as background blur can help to anonymise the location.

2.2 Learning Support Assistants

For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers. Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names.

However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case-by-case basis, avoiding a one size fits all approach. (DfE, 2020)

Remote Learning:

When assisting with remote learning, Learning Support Assistants should be available during normal 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.

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

- Supporting with the provision outlined in Education, Health and Care Plans. If for any reason it is not possible to deliver specific provision during a lockdown scenario, LSAs should support with making reasonable adjustments to what is provided in correspondence with the SENCo.

  Reasonable adjustments may include:

Provision:	**Actioned by:**
Online learning – High Quality Teaching accessible for all.	Subject Departments and overseen by HODs and SLT.
A key contact between home and school. A regular phone call to check how things are going.	Learning Support Assistants
A Learning Support Hub in Microsoft Teams	Learning Support Department
Invitations given to learners with EHCPs to attend school and be supported with live lessons in person.	Rooks Heath School
Learning Support Assistant/staff member allocated to school bubbles	Learning Support Department and cover supervisors
Learning **Support** Assistant allocated to some live lessons to support with delivery and accessibility for learners with an EHCP	Learning Support Assistants

Additional resources distributed through paper packs if necessary	Learning Support Department
Risk assessments of provision lists completed in an RAG format for the local authorities.	SENCo and SEND Manager
Learning Support Newsletter collating key information and remote learning help.	Parent Ambassadors, SEND Manager, SENCo
Annual Review Online (if relevant).	SENCo and SEND Manager
Support from outside agencies (if relevant) moved online.	Online through outside agencies and SEND Manager.
Exam support (Continues in school if Exam Access Arrangements or online if necessary).	Exams Officer, SENCo, SEND Manager, LSAs
Online interventions (Cogmed, Catch Up Numeracy, Catch Up Literacy etc.)	SENCo, SEND Manager, Learning Support Assistants
Online support programs (MyMaths, Accelerated Reader etc.)	English Department and Learning Resource Centre.
Close communication between Local Authorities and School as well as team around the child.	SENCo and SEND Manager
Emotional and mental health support (directing towards key information).	Safeguarding Team, SENCo (if relevant).

- Support the SENCo with the risk assessment of continuing provision outlined in Education, Health and Care Plans using a RAG system.
- Form part of a rota of LSAs supporting students with EHCPs and higher support needs attending school, in partnership with the room supervisor.
- Making regular contacts with families of students with EHCPs that have been designated to them by the SENCo or SEND Manager. They should then record their correspondence in the KIT spreadsheet.
- Engage in supporting online learning through Microsoft Teams wherever possible after receiving training on how to do so effectively.
- Deliver interventions online at the request of, and with support from, the SENCo and SEND manager.
- Support teachers with scaffolding tasks to meet the needs of all learners. The teacher has overall responsibility for this, but LSAs can help to break tasks down further.
- Support the SENCo with administrative tasks to meet the requirements outlined in government policy.
- Support the SENCo with collating a newsletter for distribution to parents and carers of students on the SEND register.
- Etiquette for attending virtual meetings with teachers, parents and students:
    - Staff should ensure they are dressed appropriately for any virtual meetings. While more casual attire would be suitable for meetings with colleagues, for meetings with external agencies, parents or staff should dress smartly as when attending site on a normal working day.
    - When attending virtual meetings, staff should take care to choose an appropriate location, areas with background noise and personal or inappropriate backgrounds should be avoided. In

the Microsoft Teams app, use of effects such as background blur can help to anonymise the location.

2.3 Heads of Department, Heads of Year, Subject leads & SENCO

Alongside their teaching responsibilities, Heads of Department, Heads of Year, Subject Leads and the SENCO are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other Head of Departments, 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
- Monitoring the remote work set by teachers in their subject and feedback given to students. This can be done via regular meetings in MS Teams and by using the Teams "Super User" account to directly access classes on Teams for their department / subject.
- Alerting teachers to resources they can use to teach their subjects remotely
- Setting remote work using the Teams Superuser account if a teacher is unable to do so (e.g. because of illness).
- Monitoring and tracking levels of engagement of students across the department/ year groups and liaising with the relevant Head of Year and / or DHT i/c Pastoral where necessary.
- Liaising with parents to ensure full engagement with the remote learning plan.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school, this will be led by the Assistant Headteacher for Digital Technologies and Innovation who will collaborate with the Deputy Headteacher for Teaching & Learning and other senior leaders, as appropriate.
- Monitoring the effectiveness of remote learning by:
    - Holding regular line management meetings with Heads of Department, Subject Leads and Heads of Year.
    - Using the Teams Superuser account to visit online lessons, review work set and feedback given.
    - Interpreting data analytics to identify areas of strength and weakness.
    - Reaching out for feedback from students and parents.
- the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for:

Core safeguarding principles across the school. This includes up to date PD with staff, supply staff and volunteers.

We will follow the statutory safeguarding guidance, Keeping Children Safe in Education.

We will always have regard for these important safeguarding principles:

- The best interests of children must come first.

- If anyone has a safeguarding concern about any child, they should act on it immediately.
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements).
- It's essential that unsuitable people don't enter the school workforce or gain access to children.
- Children should continue to be protected when they are online.

The DSL will continue to work with Children's Services and Virtual Heads for looked after students as well as previously looked after.

The DSL will liaise with the Attendance Administrator and Pastoral Deputy Head in monitoring attendance and alert relevant agencies when there are concerns.

The DSL is responsible for coordinating contact with vulnerable students and signposting/referring to relevant agencies/support.

2.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work and remote working practices
- Helping staff, students and parents 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 students and parents with accessing the internet or devices

2.7 Students and parents

Staff can expect students learning remotely to:

- Be contactable during the school day electronically or over the phone (via their parents)
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers, teaching assistants or learning support assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children 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:
    - there are answers to FAQ and help resources on the school website, on the following pages:
        - "Covid-19"
        - "Covid -19 Remote Learning and Contingency Plan"
        - "Remote Learning Information"
    - Parents can also contact the school via the school "contact us" e-mail: contactus@rooksheath.harrow.sch.uk
    - Centralised helpdesk
- Be respectful when making any complaints or concerns known to staff
- Encourage their child to follow the timetable and complete the work set, to the best of their ability.

2.8 Local 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 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 HOD/ Subject Lead or SENCO
- Issues with behaviour – talk to the HOD / Subject Lead and / or relevant Head of Year
- Issues with technical aspects of ICT systems – talk to the ICT Network Support Team
- Issues the Network Team can't resolve – talk to the Assistant Headteacher Digital Technologies & Innovation.
- Issues with teaching & learning aspects of ICT Systems - talk to the relevant department Champion or the Assistant Headteacher Digital Technologies & Innovation.
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer and Assistant Headteacher Digital Technologies & Innovation
- Concerns about safeguarding – talk to the DSL and Children Safeguarding Team

4. Data protection

4.1 Accessing personal data

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

- access the data via the Remote Desktop App or the schools Office 365/ SharePoint / Teams account.
- Staff should follow the Acceptable use of ICT Policy when accessing any personal data.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and telephone numbers 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.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure devices they use for work purposes 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

Staff should follow the school's safeguarding and child protection policy and in particular familiarise themselves with the Coronavirus addendum. The Child Protection Policy and Coronavirus Addendum can be found here.

6. Monitoring arrangements

This policy will be reviewed yearly by the Assistant Headteacher Digital Technologies and Innovation. At every review, it will be approved by the Local Governing Body.

7. Links with other policies

This policy is linked to our:

- Behaviour for Learning policy
- Assessment for Learning, Data and Reporting Policy
- Safeguarding & Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- Acceptable use of ICT policy
- BTEC Policy
- Teaching & Learning policy
- Any relevant Policies from the HR Policy Suite