

# Remote learning policy

Gravenhurst Academy



Langford Village Academy



<b>Approved by:</b>	Debbie Randall	<b>Date:</b> March 2023
<b>Last reviewed on:</b>	13-3-23	
<b>Next review due by:</b>	13-3-26	

## Contents

1. Aims .....	2
2. Roles and responsibilities .....	2
3. Who to contact .....	5
4. Data protection.....	5
5. Safeguarding.....	6
6. Monitoring arrangements .....	6
7. Links with other policies .....	6

---

## 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

The policy is applicable if Gravenhurst Academy or Langford Village Academy are unable to remain open to all pupils due to local school closures, national school closures or an outbreak of COVID-19 at the school itself.

The policy is also applicable to anyone (staff and students) who is self-isolating in line with government guidance.

## 2. Roles and responsibilities

### 2.1 Teachers

If an **individual child is self-isolating**, teachers will be expected to:

- Upload work onto google classroom along with supporting resources a minimum of the day before it should be done. Work should be in line with what children are completing in school
- Provide parents with links to appropriate online resources to support learning
- Make clear to parents which pieces of work will be receiving feedback and request they send this via google classroom
- Indicate via email or google classroom where children should work up to if you are sending any workbooks home
- Feedback should be provided on at least two pieces of work weekly. Feedback should contain a positive comment and a comment for development and be sent via Google Classroom
- Make telephone or email contact with parents at least once a week, during normal working hours if possible.

If a **teacher is 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 and make provision for work in accordance with the school's absence policy which is outlined in our Staff Handbook.

In the case of a **whole school closure** / Year group closure, teachers will be expected to

- Be available from 08:50 until 15:20 (normal school hours)

- Be on rota for in-school work with Key Worker and eligible pupils and support them with the online work set by their class teacher
- Provide a weekly timetable overview of lessons and tasks to support both parents and pupils with managing their time for home learning tasks. This should include at least 3 hours of English, 3 hours of Maths and 3 hours combined for other subjects
- Plan lessons that are relevant to the curriculum focus for that class. Endeavour to replicate class learning through lesson delivery, (following Safeguarding guidelines) or provide appropriate links to online tutoring e.g. Oak National Academy. Three times a week a 5-10 minute lesson introduction should be uploaded to Google Classroom (Once staff have received appropriate training)
- Teach all other content by uploading to google classroom document worksheets, quizzes, projects and online programs (for Maths, English, spellings, Science and Topic)
- Upload their weekly timetable overview, recorded lessons and all other work by 6pm if possible, on Sunday, ready for the week ahead (dependent on when the closure was to happen)
- Provide access to their google classrooms for staff in school supporting students
- Make provision for pupils with limited access to devices so that they can still complete the work
- Make clear to parents, via google classroom which work will receive feedback and provide instruction to submit the work via Google Classroom
- Feedback should be provided on at least two pieces of work weekly, providing a positive comment and a developmental comment. This should be fed back via Google Classroom
- Make contact home preferably by telephone call from school where possible then via email, once every two weeks to speak to parents and/or the child about their home learning work. Emails and telephone calls should be made during normal working hours if possible
- Respond within 2 working days to requests to support families at home. Parents should communicate any messages either directly on Google Classroom or to the school office: [langford-info@bestacademies.org.uk](mailto:langford-info@bestacademies.org.uk) & [gravenhurst-info@bestacademies.org.uk](mailto:gravenhurst-info@bestacademies.org.uk)
- Contact BEST-IT services should they require any IT support
- Attend virtual meetings with staff and parents as required. For such meetings attire should be appropriate and teachers should avoid areas with background noise and ensure nothing inappropriate is in the background
- Weekly staff briefing/meetings to highlight any issues – these would be set up by the person leading the meeting. Meetings with parents would be set up on a needs basis by teacher or in the case of parents evening via the school system
- If teachers are on rota to be in school other teachers will support with online learning where possible
- Note any complaints or concerns be shared by parents or children and if they are unable to resolve them, refer the complaint to the appropriate school leader. In particular any safeguarding concerns should be raised to the DSL using the usual process
- Monitor behaviour including failure to complete work and inform parents of any concerns. If no improvement, then a concern should be raised with school leadership
- Work sent home due to lack of online access will need to be discussed via a telephone call to parents from school at least once every two weeks

## 2.2 Teaching assistants

If an **individual child who receives support is self-isolating**, teaching assistants will be expected to:

- Liaise with the class teacher and SENCO to ensure sufficient support is provided for identified pupils including pupils with EHCPs. Support may take the form of communication with pupils and/or parents; modifying work to improve access for pupils; developing materials to support pupils

If a **teaching assistant** is 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.

If a **teaching assistant is required to self-isolate** (without being unwell or caring for a dependant), they will be expected to:

- Be available during their normal working hours
- Work on tasks as directed by either the class teacher or school leadership

In the case of a **whole school closure** or whole bubble / Year group closure, teaching assistants will be expected to

- Be available during their normal working hours
- Assist with remote learning by supporting those pupils who normally receive support
- Liaise with the class teacher and SENCO to ensure sufficient support is provided for identified pupils. Support may take the form of communication with pupils and/ or parents; modifying work to improve access for pupils; developing materials to support pupils
- Attend virtual meetings with staff and parents. For such meetings attire should be appropriate and teachers should avoid areas with background noise and ensure nothing inappropriate is in the background

## 2.3 Subject co-ordinators

In the case of a **whole school closure** / Year group closure, alongside their teaching responsibilities, subject Co-ordinators will be expected to:

- Consider whether any aspects of the subject curriculum need to change to accommodate remote learning
- Work with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject Co-ordinators make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitor the remote work set by teachers in their subject by reviewing work set and holding meetings where appropriate with teachers (Subject Leaders would need access to everyone's Goggle Classroom)
- Alert teachers to resources they can use to teach their subject remotely

## 2.4 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 through half termly meetings with subject leaders and teachers, reviewing work set and 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 DSL is responsible for:

- Ensuring the relevant safeguarding policy is adhered to including any addendum in relation to remote learning

## 2.7 Pupils and parents

Staff can expect **pupils** 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

- 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
- Engage with school staff
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

## 2.8 Governing board

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 Key Stage Co-ordinator, subject lead, or SENCO
- Issues with behaviour – talk to school leadership
- Issues with IT – raise a ticket with BEST-IT
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

## 4. Data protection

### 4.1 Accessing personal data

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

- Access the data and materials from the Google drive
- School devices should be used to access the data
- Phone calls should be made from school if possible; if personal phones are used at home, prefix the number with 141

### 4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses. Please only use the school email address. As long as this process is necessary for the school's official functions, individuals do not 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 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 – this should be done via BEST IT
- 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 – this should be done via BEST IT
- Keeping operating systems up to date – always install the latest updates

## 5. Safeguarding

There is an addendum to the safeguarding policy- see attached for GHA & LVA

## 6. Monitoring arrangements

This policy will be reviewed as appropriate by the Principal. At every review, it will be approved by the Chair of Governors

## 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
- ICT and internet acceptable use policy









In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where Langford Village Academy are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Langford Village Academy will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Langford Village Academy will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk)

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Langford Village Academy will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

## **Online safety in schools and colleges**

Langford Village Academy will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where pupils are using computers in school, appropriate supervision will be in place.

## **Children and online safety away from school and college**

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles.

Langford Village Academy will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons:

- No 1:1s, groups only
- Language must be professional and appropriate.
- As stated in the teaching and learning support for distance learning booklet, staff will be presenting new learning through agreed software as a school. This will only record voice as teachers talk pupils through PowerPoint slides. At no point should the staff member, or part of your household be visible via video. Only pre-recorded videos should be used.
- Staff are to be mindful of noise and sounds in the background when recording voiceovers. Staff are to select a time when their household is quiet.
- Following the presentation of new material, it is likely that discussion within Google Classroom will begin. This should be done in written form online.

## **Supporting children not in school**

Langford Village Academy is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Langford Village Academy and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plans.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website, through Parentmail and through emails with staff.

Langford Village Academy recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and

their parents/carers. Teachers at Langford Village Academy need to be aware of this in setting expectations of pupils' work where they are at home.

Langford Village Academy will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

## Supporting children in school

Langford Village Academy is committed to ensuring the safety and wellbeing of all its pupils.

Langford Village Academy will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Langford Village Academy will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Langford Village Academy will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded.

Where Langford Village Academy has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – will discuss them immediately with the trust.

## Peer on Peer Abuse

Langford Village Academy recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multi- agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded and appropriate referrals made.

**Addendum added: 30<sup>th</sup> March 2020**

**Author: Debbie Randall (DSL)**