

Remote Learning Policy

Horringer Court School



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1. Statement of School Philosophy

Horringer Court Middle School has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

2. 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

3. Who is this policy applicable to?

- › A child/children is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- › A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- › All children where the school is closed as a result of government guidance

Remote learning will be shared with families when they are absent due to Covid related reasons and not to all at start of week.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools Class Charts, Google Classrooms, Century Learning and Parents Evening.
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of Oak National Academy and other appropriate online learning sites

5. Home and School Partnership

Horringer Court Middle School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Horringer Court Middle School can provide online training sessions, as required, and provide personalised resources for parents on how to use Class Charts and Google Classroom as appropriate and where possible.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Horringer Court Middle School would recommend that each 'school day' maintains structure

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support students with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

In line with Horringer Court School's Online Safety practice we would encourage parents to follow the 'digital 5 a day' framework which provides practical steps to support a healthy and balanced digital diet.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available between school 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. Phone or email the Deputy Headteacher and complete any cover lesson sheets using the template provided in the staff handbook.

When providing remote learning, teachers are responsible for:

➤ Setting work:

- Teachers will set work for the students in their classes. This includes those responsible for streamed groups.
- Where an individual or group are isolating from school, the work set should follow the Timetable in the appropriate Key Stage/Year Group Remote Learning Google Classroom
- Where the whole school is closed, the work set should follow the Remote Learning Timetable shared by the school in the supplied Remote Learning Guidance
- Teachers will be setting work on Google Classroom and communicating this through Class Charts, where necessary.
- Work should be set in Google Classroom and can be sign posted through Class Charts. Google Classrooms may direct students to specific activities/lessons in additional remote learning platforms ie: Century Learning Platform and The Oak National Academy
- How they should co-ordinate with other teachers, including those teaching in school, to ensure consistency across the year/subject
- Take into consideration students with limited or no access to devices can still complete the work

➤ Providing feedback on work:

- English and Maths topics completed and submitted to be guaranteed teacher response and/or comments within 48hrs.

- All other curriculum tasks submitted to teachers will receive a comment/feedback by the end of the week.
- Google Classrooms streams will be monitored and questions answered during lesson time.
- Teachers will use the tools provided in Google Classroom to provide appropriate feedback to individuals, groups and whole classes, as appropriate

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

- If there is a concern around the level of engagement of a student/s, parents should be contacted via phone or email to assess whether school intervention can assist engagement.
- Contact with students remote learning should be through official channels only. Do not use or respond to personal emails. Staff and students can use the tools in Google Classroom and education suite to communicate as well as Class Charts.
- If making phone calls staff to use the school's phones. If this is not possible, follow guidance supplied to ensure that personal phone numbers remain private.
- When answering emails from parents and students staff are not expected to answer emails outside of working hours
- Any complaints or concerns shared by parents and students should be discussed with SLT before an appropriate response is given – for any safeguarding concerns, refer immediately to the DSL
- Behavioural issues, such as failing to complete work, should be discussed with Form Tutors initially, then Heads of Year and then SLT

➤ Attending virtual meetings with staff, parents and students:

- Dress code for staff is professional when teaching remotely or attending online meetings
- Ensure that the location chosen for the delivery of remote learning is suitable and safe from distractions and interruptions (e.g. avoid areas with background noise, nothing inappropriate in the background)

Where staff are also in school teaching/supervising, student's lessons will be monitored either by the member of staff timetabled for the lesson, if available, or the Remote Learning Team.

3.2 Teaching assistants

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

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.

During the school day, teaching assistant must complete tasks as directed by a member of the SLT.

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

➤ Attending virtual meetings with staff, parents and students:

- Dress code for staff is professional when teaching remotely or attending online meetings
- Ensure that the location chosen for the delivery of remote learning is suitable and safe from distractions and interruptions (e.g. avoid areas with background noise, nothing inappropriate in the background)

3.3 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
- Reviewing additional online resources, Century and Oak National Academy, to ensure appropriate resources, lessons, assignments are being used for all students and liaise with teachers.

- › Working with teachers teaching their subject remotely 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 an appropriate distance away from each other
- › 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

3.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- › Coordinating the remote learning approach across the school including daily monitoring of engagement.
- › Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from students and parents
- › Monitoring the security of remote learning systems, including data protection and safeguarding considerations

3.5 Designated Safeguarding Lead

The Designated Safeguarding Lead(DSL) is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding, Child Protection Policy and addendums.

3.6 Pastoral Team

The Pastoral Team are responsible for:

- › Monitoring students general wellbeing and engagement
- › Addressing issues/concerns across a year group or across year groups
- › Liaising with parents to ensure students wellbeing is being supported
- › Working with external agencies, where necessary, to support students and families

3.7 SENCO

Ensuring that students 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 students with EHC plans and IHPs

3.8 IT staff

IT staff are responsible for:

- › Setting up and ensure devices used or borrowed by students are ready to access the Remote Learning from school
- › Fixing issues with systems used to set and collect work
- › Helping staff 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

3.9 Students and parents

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 school and teachers

- › Seek help if they need it, from teachers
- › 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
- › Be respectful when making any complaints or concerns known to staff

3.10 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 subject lead or SENCO
- › Issues with behaviour – talk to the relevant Head of Year
- › Issues with IT – talk to IT staff
- › Issues with their own workload or wellbeing – talk to departmental lead or SLT
- › 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:

- › Ensure they are only using official school logins, programs and apps, ie: Class Charts.
- › Only use school devices

4.2 Processing personal data

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

4.3 Keeping devices secure

These tips are based on The Keys article on the [GDPR and remote learning](#).

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 school has updated its Safeguarding, Child Protection and CP addendum policies. These can be found on the school website and staff handbook.

6. Monitoring arrangements

This policy will be reviewed termly by Deputy Head. At every review, it will be approved by Chair of the Governing Board.

7. Links with other policies

This policy is linked to our:

- › Behaviour policy
- › Safeguarding Policy
- › Child protection policy and coronavirus addendum to our child protection policy
- › Data protection policy and privacy notices
- › Acceptable use of ICT policy
- › Online safety policy
- › Minimum expectations for remote learning