New Perspectives School
Remote Learning Policy

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Contents

1. Aims

This remote learning policy for staff aims to:

> Ensure consistency in the approach to remote learning for pupils who are not in school.

> Set out expectations for all members of the school community with regards to remote learning

> Provide appropriate guidelines for data protection.

2. Use of remote learning

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

> Occasions when we decide that opening our school is either:

- o Not possible to do safely.
- o Contradictory to guidance from local or central government

> Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:

- o They have an infectious illness.
- o They are preparing for or recovering from some types of operation.
- o They are recovering from injury and attendance in school may inhibit such recovery.
- o Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue.

The school will consider providing pupils with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used, we will:

> Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health, and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision.

> Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school.

> Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity.

> Set a time limit with an aim that the pupil returns to in-person education with appropriate support.

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

3. Roles and responsibilities

❯ Deputy Head Teacher

❯ Pastoral Lead

❯ SENCO

3.1 Teachers

When providing remote learning, teachers must be available between the hours of 8:00am and 3:30pm Monday to Thursday and 8:00am to 2:30pm on Fridays.

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.

When providing remote learning, teachers should:

❯ Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners

❯ Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely.

They are also responsible for:

❯ Setting work:

  ❯ Work must be provided for all pupils as per normal timetabled classes.

  ❯ Work should be prepared in advance and uploaded to Google classrooms no later than 3pm the day before learning is due to take place.

  ❯ All Teaching staff must co-ordinate with the Deputy Head Teacher to ensure that all classes have work provided and that all pupils are able to access devices and complete the work.

❯ Making sure that work provided during periods of remote education is of high quality, is meaningful, ambitious and cover an appropriate range of subjects

  ❯ All work provided should consider the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills.

  ❯ This also included considering the needs of pupils' families or carers, including how much adult involvement is needed in each activity and whether pupils have a suitable place to study.

❯ Providing feedback on work

  ❯ Through Google classrooms access completed work from pupils

  ❯ Share feedback on completed work from pupils through Google classrooms.

  ❯ Clear instructions on when work should be completed.

❯ Keeping in touch with pupils who are not in school and their parents on a daily basis

  ❯ Contact to be made by phone, email as appropriate and on a daily basis
  ❯ Emails are to be answered within a school hours on the day of being received

- All concerns and complaints need to be reported asap to DSL and reported on School Systems. Please see below for further details on dealing with any other safeguarding concerns
- In event of any behavioural issues such as incomplete work Teacher's should log on the school system and in form SLT and pastoral lead as appropriate.

Attending virtual meetings with staff, parents/carers and pupils – cover details such as:

- Dress as appropriate for School hours and in accordance with the school dress code policy
- Location – to find a suitable location avoiding background noise and ensuring the background is appropriate.
- Where appropriate and feasible the school will provide remote/ interactive lessons for pupils via Google Classroom or Teams as required. Teacher may also conduct the lesson via telephone if in the school building as required or deemed necessary.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available in accordance with their agreed working 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. Calls to be made to the Head of school before 7.30am on the day of absence.

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

- Supporting pupils who aren't in school with learning remotely – contact via Google Classroom etc
- Support will be directed by the Teacher as appropriate and in line with EHC plans etc
- Attend teacher / parent/ carer meeting as appropriate
- Dress code as School Policy
- Location (e.g. avoid areas with background noise, nothing inappropriate in the background)

3.3 Subject leads/ SENCO

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 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 – through regular meetings with teachers and/or by reviewing work set
- Ensuring that all Teacher Staff are kept up to date with resources that are deemed appropriate and useful etc.

3.4 Senior leaders

The Deputy Head has overarching responsibility for the quality and delivery of remote education.

Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.

They should continue to overcome barriers to digital access where possible for pupils by, for example:

> Distributing school-owned laptops accompanied by a user agreement or contract (if possible)

> Securing appropriate internet connectivity solutions where possible

> Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.

> Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern.

They are also responsible for:

> Co-ordinating the remote learning approach across the school
> 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/carers
> Monitoring the security of remote learning systems, including data protection and safeguarding considerations
> Ensuring staff remain trained and confident in their use of online digital education platforms
> Training staff on relevant accessibility features that your chosen digital platform has available
> Providing information to parents/carers and pupils about remote education – via website and/or email

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for:

Ensuring that all safeguarding concerns are dealt with in accordance with whole school policies and that all staff are aware of / up to date with Safeguarding Policies etc.

3.6 IT staff – Eclarity (support@eclarity.co.uk)

Eclarity are responsible for:

> Fixing issues with systems used to set and collect work
> Helping staff and parents/carers 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 (DPO)
> Assisting pupils and parents/carers with accessing the internet or devices

3.7 Pupils and parents/carers

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

> Act in accordance with normal behaviour rules / conduct rules of the school (and any specific online behaviour rules where applicable)

Staff can expect parents/carers with children learning remotely to:

> Engage with the school and support their children's learning, and to establish a routine that reflects the normal school day as far as reasonably possible
> Make the school aware if their child is sick or otherwise can't complete work
> Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
> Be respectful when making any complaints or concerns known to staff

3.8 Governing board

The governing board is responsible for:

> Monitoring the school's approach to providing remote learning to ensure education remains of as high a quality as possible
> Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

4. 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 SENCO and/or Pastoral Lead
> Issues with IT – talk to Eclarity
> 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

5. Data protection

5.1 Accessing personal data

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

Explain:

> How they can access the data, using Arbor etc.
> Staff to use laptops provide and not their own personal device.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as school email address and school telephone number as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen. The school will follow its data protection policy / privacy notice in terms of handling data, which can be found in Staff Policies.

However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

5.3 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.

6. Safeguarding

Staff to be directed to Safeguarding Policy and to be updated as necessary.

7. Monitoring arrangements

This policy will be reviewed annually by the SLT.

8. Links with other policies

This policy is linked to our:

> Behaviour policy

> Safeguarding and Child protection policy and coronavirus addendum to our child protection policy

> GDPR

> ICT and internet acceptable use policy

> Online safety policy