



Name of Policy	Remote Learning policy
Document owners	Carla Walmsley Kelly Holden -Smith Patrick Hannaway
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## 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. Roles and responsibilities

### 2.1 Executive Head Teacher

The EHT will have overall oversight and responsibility for all aspects of KHNES provision, making sure there is appropriate communication between staff with specific responsibilities.

### 2.2 Assistant Head Teacher Offsite Education

The AHT Offsite Education will oversee the smooth running of the remote learning provision, line managing the Learning Mentors to ensure effective communication between the KHNES staff, the young person, and parents. Alongside the learning mentors, he will carry out regular reviews for each student to evaluate the appropriateness of remote learning and if necessary, make arrangements for the young person to return to school. He will be the main point of contact for the school and the parent.

Senior leaders will monitor the quality of provision received.

### 2.3 Teachers

When providing remote learning, teachers must be available for the full hour timetable to provide instant support. Teachers should endeavour to respond to contacts made during their directed 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 and ensure that appropriate work has been set.

When providing remote learning, teachers are responsible for:

- › Setting work for their group that will take approximately 1 hour to complete (including the live session)
  - The work should be made available by 9am on the day of the lesson to allow students to pre-load/pre-read in anticipation of the lesson.
  - Work should be uploaded to the Google Classroom; this includes links to access the live Zoom lesson.
  - Communicate with the STC and attend department meetings to ensure consistency of content delivered.
  - Update the attendance and engagement tracker once a week.

➤ Providing feedback on work:

- Work from the pupils will be submitted via Google classroom.
- Feedback should be given directly on to the work via google classroom.
- Work should be marked once a week where feedback has not been 'live'.
- PLCs and subject information profiles must be maintained for all students which will be sent out once a term to help students keep track of progress.
- Maintain their own data tracking records in line with the Assessment policy.

➤ Keeping in touch with pupils who are not in school and their parents:

- Contact with the pupils will be maintained through the live lessons and Google classroom.
- If a pupil has failed to attend a live lesson without a reason being provided for absence, ensure that the learning mentor and hub manager are informed to allow them to contact the pupil.
- Teachers should not answer emails outside of working hours.
- Any complaints or concerns raised by the parents or pupils should be in writing or email to AHT Offsite Education.
- If a student fails to complete class work in the first instance inform the learning mentor so that they can discuss with the pupil and identify any issues.

➤ Attending virtual meetings with staff, parents, and pupils:

- Dress code guidelines for Hub work will be expected to be adhered to.
- Locations, virtual meetings with staff, parents and pupils can be conducted at a hub or at home. However, it is important that the location has as little background noise as is possible and nothing inappropriate is visible.

## 2.4 Hub Managers

Hub Managers will ensure that an appropriate space is provided in each hub to facilitate remote learning. This space should be conducive to effective teaching and learning, comfortable for the teacher and protected from any background noise or distractions.

SENCO will work with the STCs and teachers to ensure that appropriate strategies are available for teachers and young people with SEN issues.

## 2.5 Learning Mentors

### Prior to Commencement of Remote Learning Checklist

- Make contact with the Young Person and Parent/Carer regarding completion of forms.
- Make sure that the Parent/Carer fully understands the implications of the Parent Contract.
- Make sure that the Young Person fully understands the implications of the Student Contract.
- Get the Young Person and the Parent/Carer to sign the agreement and send it back.
- Complete the risk assessment and ensure all reasonable steps are in place to safeguard the young person – in accordance with the risk assessment template
- Ensure that all equipment is functioning properly, and appropriate online safety processes are in place
- Check that Baseline Assessments have been completed and if necessary, provide copies with SAE.
- Make contact with a key worker at the Home School and provide regular updates as time passes.

## **Once Online Learning has commenced**

- Undertake safeguarding/welfare discussion weekly and maintain a communication log.
- During each conversation monitor compliance of agreement and update the risk assessment.
- Monitor attendance and engagement in lessons through the weekly attendance reports and communication from teachers.
- Monitor quality of work undertaken by pupil using the appropriate forms and highlight any concerns afterwards with AHT for offsite Education for action (P Hannaway). This needs to include discussion with pupils regarding subject content, grades achieved, their views on their learning and take any relevant action as required.
- Support the Young Person if there are issues with attendance and engagement.
- Regularly check and update SIMS.
- Monitor termly reports from tutors and support the Young Person with any issues that may arise, liaising appropriately with the tutors.
- Review length of stay and consider whether reintegration to hub or school is appropriate. If necessary, refer to panel with a view for change of provision.

## **2.6 IT Support**

IT staff are responsible for:

Review and develop how-to tutorials for teachers, students, and parents

Continually monitor the needs of teachers, students, and parents and troubleshoot their challenges, as needed

Be available remotely to provide on-demand tech support help for staff or parents

Assisting pupils and parents with accessing the internet or devices

Fixing issues with systems used to set and collect work

Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

## **2.7 Teaching assistants**

When assisting with remote learning, teaching assistants must be available during the allocated sessions

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 assisting with remote learning, teaching assistants are responsible for:

Supporting pupils who are not in school with learning remotely:

- Supporting pupils in breakout rooms with activities set by the teacher
- Making phone contact to advise with issues using platforms

Attending virtual meetings with teachers, parents, and pupils:

- Dress code guidelines for Hub work will be expected to be adhered to.
- Locations, virtual meetings with staff, parents and pupils can be conducted at a hub or at home. However, it is important that the location has as little background noise as possible and nothing inappropriate is visible.

## 2.8 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 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 – Review work set on Google classroom and maintain communications with the teacher to ensure work being set is appropriate to the needs of the learners.
- Alerting teachers to resources they can use to teach their subject remotely

## 2.9 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

Co-ordinating the remote learning approach across the service – specifically the AHT for Offsite Education.

Monitoring the effectiveness of remote learning – KHS, CW and the STCs.

Monitoring the security of remote learning systems, including data protection and safeguarding considerations PH/SR overseen by MG.

## 2.10 Designated safeguarding lead

The DSL is responsible for all aspects of Safeguarding, including the use of online systems and the following is an excerpt from the KHNES CP addendum rated to online learning (July 2020):

<b>11.2 Outside school</b>
Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy/code of conduct/IT acceptable use policies.
Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.
We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.
<b>11.3 Working with parents and carers</b>
We will make sure parents and carers:
› Are aware of the potential risks to children online and the importance of staying safe online
› Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
› Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
› Know where else they can go for support to keep their children safe online

## 2.11 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are 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 cannot complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

A more comprehensive set of expectations are set out in the contract signed by the parent and young person when signing up for the remote learning programme

## **2.12 Management Committee**

The Management Committee 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 – contact the relevant subject lead or SENCO
- Issues with behaviour – contact the relevant Learning Mentor
- Issues with IT – contact AI or PH
- Issues with their own workload or wellbeing – contact their line manager
- Concerns about data protection – contact the data protection officer RP
- Concerns about safeguarding – contact the DSL

## **4. Data protection**

### **4.1 Accessing personal data**

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

- Only access what is needed.
- Only have permission to access it.
- Access should be from the remote drive.
- Endeavour to access it from a work laptop or computer where possible.

### **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.

### **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
- The device should not be left unsupervised for example in a car
- 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 Safeguarding policy for KHNES (and addendum for July 2020) can be found at:

## **6. Monitoring arrangements**

This policy will be reviewed annually by AHT of Offsite Education. At every review, it will be approved by Executive Committee and signposted to the Management Committee.

Students attendance and engagement will be monitored and reported.

Quality of education will be monitored in the termly QAs unless other concerns are raised.

## **7. Links with other policies**

This policy is linked to our:

- › Behaviour policy
- › Child protection policy and July 2020 Addendum for Covid 19 circumstances.
- › Data protection policy and privacy notices
- › Home-school agreement
- › ICT and internet acceptable use policy
- › Online safety policy