



DUKE'S

ALDRIDGE ACADEMY

POLICY	
Title	Remote Learning Policy
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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 Academy community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Principles, research, context and scenarios

What is remote learning?

Remote learning is where the student and the educator, or information source, are not physically present in a traditional classroom environment. Information is relayed through technology, such as discussion boards, video conferencing, and online assessments. Remote Learning can occur synchronously with real-time peer-to-peer interaction and collaboration, or asynchronously, with self-paced learning activities that take place independently of the instructor.

Remote learning refers to educational activities that have a variety of formats and methods, most of which take place online. There are a number of online options available for communicating with students, collecting assignments, and distributing education material.

The EEF's (Education Endowment Fund's) rapid evidence assessment, examines the existing research (from 60 systematic reviews and meta-analyses) for approaches that schools could use, or are already using, to support the learning of students while schools are closed due to Covid-19.

When implementing strategies to support students' remote learning, or supporting parents to do this, key things to consider include:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged students
- Peer interactions can provide motivation and improve learning outcomes
- Supporting students to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and students

Scenarios which may lead to remote learning or teaching:

Remote learning is...

1. Confirmed case of COVID-19, close contacts have to isolate for 14 days
2. Staff self-isolation due to family member (staff member well and able to teach remotely)
3. 1 year group bubble sent home (2 confirmed cases or outbreak) (staff in school)
4. Multiple year group bubbles sent home (staff in school)
5. Rota model- year group in or out (staff in school)
6. Most students learning at home- exam groups 11 in school
7. Whole school closure (staff and students) (key workers/vulnerable students in school)

3. Roles and responsibilities

All staff within the Academy have a role to play in ensuring that students continue to learn whilst at home, are safeguarded and supported. This includes close liaison and communication with parents, students and continuing to adhere to the safeguarding and attendance policies.

3.1 Teachers

It is envisaged that the majority of teachers will remain in school to teach students either in classes or remotely unless:

- the government reinstates a full lockdown
- the teacher is self-isolating due to a family member needing to self-isolate
- the teacher has to take care of their own child due to another school or bubble closure

In order for students and staff to be prepared for any scenario all work for each class will be uploaded via Show My Homework and Google Classroom.

Our main platforms is Google Classroom and Show My Homework:

- to teach live content/upload resources, **Century Tech (English, Maths and Science KS3 and 4)**

Subject areas might use other technology and platforms for learning:

- English: Accelerated Reader, Show My Homework, Google Classroom, Google Forms, Century tech and BBC Bitesize
- Maths: Century tech, MyMaths and BBC Bitesize
- Science: Century Tech, Oak National Academy, Seneca learning and BBC bitesize
- Humanities: Century Tech
- MFL: Teachit Language, Youtube, Active Learn, Linguascope, Quizlet, Memrise, Kahoot and Oak National Academy
- Expressive Arts: You tube, Jamboard
- PE:
- Technology: Google for research purposes
- Careers and Work Related Learning: ucas.com, <https://www.careerpilot.org.uk/>

When providing remote learning, teachers must:

- be available to teach and to deliver content between 8.30 a.m. and 3.10 p.m. Teachers on the Leadership spine should be expect to be available as they normally would for meetings.
- If teachers 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

When providing remote learning, teachers are responsible for:

- Providing work, learning and covering the curriculum

Teachers need to provide work and lessons via Show My Homework/Google Classroom in the event of the scenarios in point 2:

- Teachers will follow the normal school timetable
- Lesson will follow the normal timetable and teachers will ideally prepare to teach live through Google Classroom
- Teachers should take a register at the start of a session
- Work, resources should be uploaded to Show My Homework and details for parents on Show My Homework (see guides)
- Teachers should coordinate with their HoF/HoD to ensure consistency across the year/subject and make sure students with limited access to devices can still complete work
- Live lessons may not last for the full lesson – work may be set for students to complete on their own for the remainder of the lesson, as in lessons
- The work set should follow the curriculum being taught and the current scheme of work. This does not necessarily mean the same PowerPoint and resources that would have been used physically in the classroom. Tasks should be accessible for students working remotely.
- SEND students who should receive support included in the lesson and to attend as per timetable to offer support
- The teacher will set homework as normal on Show My Homework
- The teacher will provide homework instructions on Show My Homework
- Submission of student work to the teacher will be through Show My Homework
- Cover supervisors deliver cover lessons using work set by teacher in case of teacher absence

Providing feedback on work:

- Feedback to students can be given via Google Classroom messaging and verbally during live lessons
- Student work can be uploaded to Show My Homework, emailed to subject teachers or phone calls. Teacher feedback can be provided in the same way.
- Teacher will provide feedback as they normally would for key pieces: end of topic tests, homework and key pieces

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

- Teacher will make contact as normal mainly via e-mail or phone calls if a child is not engaging in lessons and will work with their subject lead and Achievement Coordinator to support learning
- Teachers are not expected to answer e-mails and communications from parents after school hours
- Any complaints or concerns shared by parents and students should aim to be resolved by the class teacher in the first instance but communicated to the Head of Faculty/subject lead
- For any safeguarding concerns, refer to the section below
- Teachers should make the Achievement Coordinator for the year group aware of any behavioural issues or failure to complete during remote learning
- Technicians and other support staff will be directed to complete work and suitable task as directed by their line managers.

If teachers are teaching from home or attending virtual meetings with staff, parents and students from home– teachers will be:

- Professionally dressed
- In a suitably professional location, avoiding personal backgrounds and locations with background noise Locations
- If teachers are working in school and delivering remote lessons to students who are isolating as a full class or individual isolating students, the Academy will aim to live stream lessons as far as possible.

3.2 SENCO

The SENCO has responsibility for students with SEN needs and disabilities. The SENCO will:

- continue to coordinate and monitor the learning and progress of all students on the SEN register if they are remote learning.
- Arrange weekly contact for students with EHCPs and IPRA's to monitor progress and ensure work is accessible.
- Continue to advise and support all teaching staff with the remote learning of students on the SEN register
- Continue to work with parents and students on the SEN register
- Coordinate the work of TAs to support students on the SEN register

3.3 Teaching assistants

When assisting with remote learning, teaching assistants must be available for their 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 students who aren't in school with learning remotely – cover details like:
 - Supporting students as designated by the SENCO
 - Making weekly contact home via phone or Google Classroom to monitor progress and accessibility of work
 - Producing differentiated resources for students as designated by the SENCO.
- Attending virtual meetings with teachers, parents and students –
 - If working from home teaching assistants should be dressed appropriately as for work
 - Work in a suitable location at home (e.g. avoid areas with background noise, nothing inappropriate in the background)

3.4 Subject leads

Each Head of Faculty has a subject leads within their faculty. The Head of Faculty and subject leads are responsible for the coordination, monitoring and quality of remote learning provided from their subject or faculty.

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 – 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
- Tracking engagement of students with remote learning and working with pastoral managers and SLT to ensure students are completing and engaging with the curriculum
- Ensuring resources can be accessed by students without Technology

3.5 Achievement Coordinators and SSP Teams

Achievement Coordinators and SSP Teams will:

- Attend all TAF, CAF, CP and CIN meetings remotely where needed
- Make contact daily/weekly where relevant with children that are vulnerable within their year group
- Meet with SLT line manager weekly
- Give reports to Assistant Principal - Pastoral weekly on the well-being of students and provide them with a contact list
- Contact the parents of students that do not regularly engage in online learning
- Contact the parents of students who use any of the platforms inappropriately
- Give advice remotely to students who struggle to use learning platforms
- Liaise with the DSL/Deputy DSL if they have a concern about the well-being of a child
- Continue to use CPOMs with any concerns that they may have for a student
- Refer students to Kooth, Elcas and the school counsellor where necessary
- Hold weekly 'drop ins' where students can feedback to them remotely about their learning
- Contact, at least weekly, any AP providers for students in their year group, checking on attendance and engagement

3.6 Senior leaders

The Principal has overarching responsibility for ensuring that Senior Leaders and through them Heads of Faculty and Subjects Leads as well as pastoral staff are ensuring that the strategies in this policy are implemented and that students can learn remotely. In addition, the Principal has responsibility for:

- Ensuring that staff, parents and students adhere to the relevant policies at all times.
- Ensuring that Google Classroom adhere to the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the Academy has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and students.
- Arranging any additional training staff may require to support students during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure students' education does not suffer.

Alongside any teaching responsibilities, senior leaders are responsible for:

- Having oversight of 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 students and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

3.7 Designated Safeguarding Leads

The DSL Mr C Cameron and the Deputies DSL Ms M Duncan and Ms V Webb are responsible for:

- Ensuring that staff follow and adhere to all safeguarding procedures
- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Daily/weekly check ins with Pastoral Leaders to ensure identified vulnerable children and families
- Liaising with staff to identify any concerns and follow up with phone calls home.
- Overseeing concerns on CPOMS
- Liaising with and supporting the SENCo with EHCP children.
- Liaising with the Principal and ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect students online.
- Identifying vulnerable students who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the student is learning remotely and liaising with the Principal and other staff and organisations to make alternate arrangements for students who are at a high risk, where required.
- Identifying the level of support or intervention required while students learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable students receive the support required during the period of remote working
- Ensuring all safeguarding incidents are adequately recorded and reported.
- Ensuring that 'smoothwall alerts' are followed up on by a member of the Year SSP Team

3.8 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work i.e.
- Helping staff and parents with any technical issues they're experiencing with Google Classroom, password needs etc.
- 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 teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Behave as they would be expected to behave in a normal lesson, answering questions, paying attention and completing work set

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 – Parents are directed to the Year group web page on the Academy website where all resources and information connected to remote learning will be posted.
- Be respectful when making any complaints or concerns known to staff

- Use the appropriate means of communication i.e. **Show My Homework, or subject e-mail addresses**

3.9 Local Governing Committee

The governing board is responsible for:

- Monitoring the Academy'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 reason

4. Data protection

4.1 Accessing personal data

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

- Staff *teaching/non-teaching can access their personal & team data using secure 'credentials' to authenticate onto the Remote portal.
- The data is backed up and also a secondary backup solution using cloud backup services is implemented. A multi-factor authentication can also be setup for all staff accounts.
- Hybrid of devices will be used by staff (both personal\ and or work) provided devices to access personal data to support remote learning

4.2 Processing personal data

The data collected must be adequate, relevant and limited to what is needed. Staff are reminded to collect and/or share as little personal data as possible online and are reminded that data protection should be considered part of safeguarding.

- Staff must be aware of what data breaches are, what to look out for, and the process for reporting a breach if one occurs. This can include but is not limited to:
- an unauthorised person accessing personal data, data being lost or stolen or sending personal data to the wrong person. Please notify the school DPO if a suspected data breach occurs.

However, staff are reminded to collect and or share as little personal data as possible

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
- Avoid sharing credentials with friends\family
- Avoid 'caching' or 'storing' credentials on your personal\work device.
- Return any loaned devices back to the organisation
- Avoid using portable storage devices, all school related data should be transferred to either your OneDrive or SharePoint site if required to support remote learning, – ensure disk encryption is enabled

to avoid confidential school data being compromised if hardware is lost/stolen.

- Report immediately any virus or other malware infections.
- Terminating active network/website sessions and logging off from the network/website (i.e. not simply turning off the device once you are finished working)
- Reporting a compromise of information or loss of device to the organisation immediately.

5. Monitoring arrangements

This policy will be reviewed yearly by the Principal.

6. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding, Child protection policy and coronavirus addendum policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy