



DUKE'S

ALDRIDGE ACADEMY

POLICY	
Title	ONLINE LEARNING POLICY
Date Revised and Agreed	June 2023

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Reviewed by	Vice Principal – Curriculum & Learning
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1. Aims

This policy is to ensure the ongoing education of students under unusual circumstances. This policy will future-proof against closures that could happen at any time: due to school closure from illness, epidemic, extreme weather, power-loss, etc. It also covers the ongoing education of pupils who cannot be in school but are able to continue with their education when the school remains fully open.

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)

We would expect that many of the steps below should already be in place for most staff. We would expect that there will be future benefits to putting these plans into place. Duke's Academy will be proactive in ensuring that:

- Staff have access to Google Meet for Classes, and that these are set up
- Students within classes have access to the relevant Google Meet
- Students will receive Google Meet refresher sessions (and specific Google Meet instruction).
- Staff are familiar with the main functions of Google Meets
- Staff have the ability to host a Google Meet Meeting (video and/or audio) with their classes either from their classrooms or from home
- Parents and pupils are made aware in advance of the arrangements in place for the continuity of education

3. Roles and responsibilities

Teachers

In as far as is possible we will attempt to replicate the timetable that students follow through the course of a normal school day.

When providing remote learning, teachers must be available between 08:20 and 1600.

This may occur whilst the teacher is in school or at home in self-isolation, unless unable to provide learning.

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.

We are mindful of the challenges of operating in an unfamiliar environment in that:

- Online learning operates on a very different dynamic.
- Some subjects and activities do not lend themselves well to remote learning.

Staff should ensure that they:

- Have received appropriate training.
- That their computer-based teaching resources are available outside of school if they are unable to log into Remote Access.
- That they have access to key resources not available online at home e.g. key textbooks.
- That they have access to a suitable device for home use and if this is not the case then staff should alert the principal or their line manager .

When providing remote learning, teachers are responsible for:

- Setting work
 - Work should be set for the classes they teach.
 - The amount of work set should be equivalent to learning time.
 - The work should be available as of 8am on the Monday of each week.
 - The work is to be due in for no later than Sunday at 12pm.
 - All work needs to be uploaded to Bromcom. Adequate training will be given to all teachers, but in the Head of Faculty is responsible for setting work if teachers are unable to.
 - The Head of Faculty is responsible for coordinating with department leads and teachers in making sure work set is following schools learning policy and supporting students who are unable to access remote learning.
 - The Head of Faculty is responsible for setting cover work if the teacher is unable to set work remotely.

Providing feedback on work

- Teachers can give feedback in variety of methods that best suit the teacher and the student and should be in-line with the schools marking policy.

- Feedback can be shared via e-mail on BROMCOM as well as during online lessons.

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

- Teachers should aim to respond to emails from students within 24 hours and from parents within 48 hours. Teachers are not required to answer emails outside of working hours.
- Tutors should make contact with their tutor group through planned online registration sessions.
- Teachers will teach their classes in-line with their teaching timetable using Google Meet.
- Any complaints or concerns shared by students or parents should be handled in the appropriate manner and passed to line managers if further concerns are raised. – For any safeguarding concerns, refer teachers to the section below.
- Any behavioural issues should be dealt with following the schools behaviour policy.

Attending virtual lessons and meetings with staff, parents and pupils

- The schools policy on dress code should be followed.
- Make sure the location is quite and nothing inappropriate is in the background.
- Students must make sure that their camera is turned off.

Heads of Faculty and Heads of Department

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 consistently.
- 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.
- Quality assurance of work set for independent learning tasks.
- Quality assurance of quality of online teaching in live lessons.
- 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.

Senior leaders and SENDCo

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning; using staff meetings and giving professional development time.
- Quality assurance of provision provided across faculties, subjects.
- Quality assure the quality of teaching and learning.
- Ensuring staff have access to a suitable device in their classroom or, in the event of closure, that staff have suitable at home and if not, supply them with a device during the closure period.
- Ensuring students have access to a suitable device in the event of closure, and if not look to supply them with one especially if disadvantaged student during the closure period.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated Safeguarding Lead

The DSL Ms B James and the Deputies DSL 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 SENDCo 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

Please refer to the schools safeguarding policy.

IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Ensuring all students have signed the Acceptable User Policy (AUP).
- Helping staff and parents 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 pupils and parents with accessing the internet or devices.

Pupils and parents

Staff can expect pupils learning remotely to:

- Join into all on-line lessons through Google Meets
- 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.
- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff.

Local Governing Committee

The Local Governing Committee 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 reasons.

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 SENDCO.
- Issues with relevant training for online teaching – Assistant Principal for Curriculum and learning
- Issues with behaviour – talk to the relevant Achievement Co-ordinator.
- Issues with IT – log a call to IT.

- Issues with their own workload or wellbeing – talk to their line manager, Principal, well-being line, wellbeing team.
- Concerns about data protection – talk to the data protection officer.
- Concerns about safeguarding – talk to the DSL.

4. Data Protection

Accessing personal data

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

- Make sure they know how they can access the data, such as on a server in your IT network
- Know which devices they should use to access the data e.g. school provided laptop or iPad. Staff should not be using their personal devices

Processing personal data

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

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
- 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.
- Keeping operating systems up to date – always install the latest updates.

SAFEGUARDING

Please refer to all safeguarding policies.

Remote learning: safeguarding pupils and staff

Take these steps to build safeguarding into your remote learning set-up over digital education platforms. As always, any Child Protection and Safeguarding concerns should be reported to the DSL and logged onto CPOMS.

Teachers:

- Please do not accept any request to admit into lessons from students. Those with an invite and a school email will be able to gain entry without requesting to do so.
- Only use school channels to communicate
- Sit against a neutral background
- Avoid teaching from a bedroom (if that's not possible, use a neutral background)
- Dress as you would for school!
- Double check that any other tabs they have open in browser would be appropriate for a child to see, if sharing their screen
- Use professional language
- Make a recording so there's something to go back to later on if you need to.

To record in Google Meet:

In the meeting, click 'More' (the 3 dots) > 'Record meeting'

Wait for the recording to start

When you finish, click 'More' > 'Stop recording'

Click 'Stop recording' again to confirm

Wait for the recording file to be generated and saved to the Meet Recordings folder.

The meeting organiser and the person who started the recording will also get an email with the recording link

(You'll need to be using the computer version of Meet to record.)

Students:

- Students will follow the online learning timetable and log in at the times allocated for each lesson as on their timetable. They must be punctual.
- Students will access their online lessons using their school emails only.
- Staff will deliver online lessons as per the timetable, which will be published on the school website.
- Dialogue between teachers and students will be professional and courteous at all times.
- Students must be ready for learning. In any communication students must comment and respond politely and professionally. They must type/write as if they were speaking to their teacher directly- with impeccable manners at all times.
- The chat facility should not be used in any way as a conversation tool with other students in the class.
- Students should only use the chat messaging system
 - to say 'hello' and check in with teachers
 - to ask teacher questions about the work/lesson
 - as requested by the teacher as part of the learning session (e.g. for questioning or dialogue about the lesson and the learning)

- Students should undertake each and every task, feedback instruction or question set by the teacher.
- Students must meet deadlines set by the teacher. Where there are issues or concerns, students should ask for help well before the expected deadline.
- Students must complete any homework set by the teacher to the best of their ability.
- Students' work must be their own.

LINKS WITH OTHER POLICIES

This policy is linked to our:

- Behaviour policy
- Curriculum policy
- Safeguarding policies
- Data protection policies
- Teaching and Learning policies
- E-Safety Policy

POLICY REVIEW

This policy will be reviewed and updated to match the Trust Policy. In addition, it will be reviewed bi-annually initially to incorporate the development of systems and procedures.