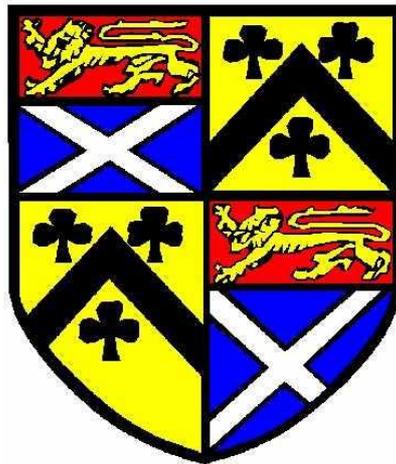


Secondary Remote Learning Policy

The Rochester Grammar School



This policy was adopted on	September 2020
The policy is to be reviewed on	July 2021

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1. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning should a school/year group/class go into lockdown so that students across TSAT schools experience the same high quality offer
- 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

During times when the school is unable to be open, or when a group of students is unable to access the school building, teaching staff are required to continue their role but in a different way. Teachers and teaching assistants will be asked to provide online learning and follow procedures to ensure that students still get access to education. It is expected that the switch to online learning will be immediate meaning the next working day.

All teaching, site, office and pastoral staff will be required to continue work where possible in adapted ways.

Trust schools commit to the following principles:

- Vulnerable families will be phoned weekly. This will be based on clear criteria that constitutes what defines the term 'vulnerable'. Each school will identify who the selected families are that need this provision.
- The platform staff and students use during lockdown will be the same platform for normal home learning. This ensures that staff, students, and parents are safe, knowledgeable and skilled in using the technology. The platform schools use is MS Teams for Education.
- The quality of homework will be given sufficient focus during normal school operations to provide confidence in leaders, teachers and students being able to switch effectively, and immediately, to remote learning.
- School leaders are committed to ensuring that teachers design remote learning thoughtfully drawing on the 7 principles for effective teaching and learning and on wider guidance.

2.1 Teachers

- When providing remote learning, teachers must be available between 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. If a member of staff is required to provide online work or feedback then this will be delegated to a suitable person who can fulfil this role.
- Teachers are expected to provide a combination of synchronous and asynchronous learning as in a blended learning experience.

- Synchronous- Students engage in course activities at a specific date/time requiring that everyone is online at the same time.
- Asynchronous – Students engage in activities at any time, contributing at their own pace.
- Students will then follow their normal timetable- teachers will ensure that each teaching session is a combination of live support and tasks for students to complete independently – uploading their work back into their student folders. Teachers may choose to set the activities and then go off-line whilst students complete them; coming back on-line to summarise the outcomes from the session.
- Providing feedback on work:
 - Teachers are expected to assess and feedback on work in line with school and departmental policies
 - Teachers are expected to maintain the tracking of student progress through the digital tools provided for this purpose
- Form tutors are expected to register their students each morning and provide a space for students to talk. This can also be used to provide feedback to students on the quality of their interaction with the digital environment, offering praise and encouragement, as well as for students to know that their effort and engagement is being monitored.
- The needs of vulnerable learners will be met through training and deployment of accessibility tools.
- Special Education Needs Assistants and SENCOS may be asked to support the provision of work for specific children and to join live support sessions to offer breakout group support.
- Keeping in touch with pupils who aren't in school and their parents
 - Teachers will answer emails and requests from parents during school hours. The amount of time it takes for a teacher to get back to a parent regarding a concern must be within 48 hours.
 - If a student isn't completing set work online, the teacher will notify parents with offers of support, such as from a pastoral member of staff. If the issue is arising solely from lack of effort, this will be logged as an academic progress concern.
- Attending virtual meetings with staff, parents and pupils:
 - Teachers will take part in a weekly department Teams meeting to ensure that the curriculum is being implemented effectively and to assess impact on students' progress.
 - In any video/conference/live event, all teaching staff will wear appropriate clothing for the occasion.
 - Filming/videos will take place in quiet locations with no background noise, or anything inappropriate in the background. MS Teams 'backgrounds' feature can be used to support this.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 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:

- Children who need additional support
- Children who need additional challenge
- They will be expected to attend virtual meetings with teachers, parents and pupils wearing appropriate clothing and managing the background/noise within their own homes.
- They may be asked to host 'break out' sessions during live events where they are providing intervention on a small group basis. For students age 13+, this can be on a 1:1 basis. This should be recorded and consent sought at the start of the session to make the recording – with the consent giving also recorded. The video must be stored securely in MS Stream and not shared.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Ensuring that their subject is being taught effectively and the curriculum coverage, pace and depth is secure.
- Working with teachers to make sure that the needs of vulnerable learners are being met.
- Monitoring the quality of remote learning set by teachers in their subject, student engagement and progress with meeting assignments deadlines.
- Monitoring the academic progress of students and being able to report effectively on this and identify interventions.
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school to ensure everyone is able to use digital tools with confidence.
- Monitoring the effectiveness of remote learning –conducting regular meetings with teachers and subject leaders, reviewing the learning set and providing overviews of academic progress.
- Ensuring data protection and safeguarding considerations and policies are implemented.

2.5 Designated safeguarding lead

The DSL is responsible for:

- Responding to any concerns/queries that is brought to their attention through safeguard
- Communicating with the Local Authority Safeguarding Team to ensure multi-agencies have all relevant information
- Ensuring staff remain trained in all areas such as FGM/Missing in Education/PREVENT.
- Conducting and sometimes leading Early help meetings virtually
- Supporting families who have requested support or who are identified by teaching staff.

2.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- 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

2.7 Pupils 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 deadlines 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 appropriately online. To support this leaders will:
 - Make staff aware of the DigiSafe guidance (see Appendix)
 - Provide training for children on digital citizenship and how to operate in a live environment e.g. using the hands up function
 - Make sure teachers have been trained on how to manage a live support session and the tools available to manage behaviour online
 - Ask staff to issue a short reminder of expectations each time a live support session is delivered and/or check children's understanding of appropriate behaviour
 - Amend their behaviour for learning policies to include a section on online behaviour and make sure that consequences are referred to and that staff, children and parents understand what they are.

Staff can expect parents with students 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 – 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
- Ensure that their child behaves appropriately online and support the school if consequences for poor behaviour need to be given

2.8 Governing board

The governing board is responsible for:

Monitoring the school's approach to providing remote learning to ensure the quality of education.

- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons
- Ratifying changes to the behaviour for learning policy to take account of online learning

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 subject leader
- Issues with behaviour – talk to the form tutor
- Issues with IT – report this to IT helpdesk by emailing helpdesk@thinking-technology.com
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the deputy data protection officer Kelly Denton
- 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:

- Use the secure email system for TSAT and ensure laptops/devices are password protected.
- Use school devices where possible when working from home. If this is not possible, use a secure computer which cannot be accessed or seen by anyone else. All apps must be accessed via a password and not remain open when unattended

- Not download personal data to personal device

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as part of surveys and Microsoft forms 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 9 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 is locked if left inactive for a period of time and when member of staff moves away from device
- Not sharing the device among family or friends with any application/programme or document open or accessible without a password
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest update

Due to internet filtering not being secure at present, loan devices cannot be issued to children.

5. Safeguarding

Please refer to the safeguarding Policy (revised July 2020)

6. Monitoring arrangements

This policy will be reviewed yearly by Headteachers of each school. At every review, it will be approved by the Executive Headteacher.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Teaching and learning policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- Information Security Policy
- ICT Acceptable Use Policy
- Online safety policy
- Homework policy
- Parent/Carer Conduct Policy