

SEAHAM HIGH SCHOOL



Remote Learning Policy

Review Date	Cycle	Reviewer	Adopted	Committee
February 2021	Annually	D Spence	February 2021	Curriculum & Pastoral
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1. Aims

This Remote Learning Policy aims to:

- Ensure consistency in the approach to remote learning for students where it is not possible for them to receive in person education due to:
 - School closures or restrictions on attendance, where school access for students is restricted
 - Individual cases where a student is unable to attend school but is able to learn
- 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 Teachers

When providing remote learning, teachers must be available to students between 8.35am-3.15pm. If teachers are unable to work for any reason during this time, for example due to sickness they should report this using the normal absence procedure and inform **Mrs Higgins** and their **Subject Leader** of any cover work requirements.

Virtual teaching will require staff to continue to work to deliver high quality lessons from home. Where this is not possible, for example, where there is a dependent in the household, teachers should apply through the normal means for a leave of absence. Teachers should be aware of their status as key workers and their right to a position for their dependents to attend education provision in their own school and/or college should this be required.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Providing appropriate work for all classes they are responsible for ensuring that they are following Subject policies and Schemes of Work
 - Delivering live lessons via Google Meet embedded in Google Classroom
 - Follow the amended timings of the school day
 - Providing resources for students via Google Classroom and modelling to students how to access appropriately
 - All resources for support are located here:
https://drive.google.com/drive/folders/1Q-bM6bBqzbJTmF_EmaM1zFVMZy0i03Z7?usp=sharing
 - Provide paper copies of work to the relevant year achievement leader for coordinating sending this home.
- Setting cover work:
 - Inform school in the usual way
 - If able, inform Subject Leader and Mrs Higgins of cover work using the school cover form. Where possible this should be done by 3pm the day prior to cover lessons taking place.

- If not able, inform Subject Leader so appropriate cover work can be put in place
- If able, post to class streams to inform students that there will be no live lesson for that period so students are not expecting live learning to take place. Where possible this should take place the morning of the cover lessons.
 - If not able, inform Mrs Higgins so a post can be made on staff behalf to Google Classroom.
- Providing feedback on work:
 - Accessing completed student work via Google Classroom and providing relevant feedback in-line with Subject Marking Policy
 - Use of inline comments and private comments on student work within a reasonable time frame to ensure students have the opportunity to improve.
 - Liaise with year achievement leaders and year managers where students are not engaging with work via ClassCharts
- Keeping in touch with students who aren't in school and their parents:
 - Use of Google Classroom comments for individual contact with students
 - Use of school email systems to liaise with students where necessary
 - Avoid use of school email systems outside of school working hours to support staff and student mental well-being
 - Report any safeguarding concerns via CPOMS and/or email DSL
 - Refer any complaints to direct line manager
- Attending virtual meetings with staff, parents and students:
 - When delivering live lessons staff should be dressed appropriately (Smart casual) and remember that they are representing the school
 - Deliver lessons in a suitable location conducive to learning - quiet and with nothing inappropriate in the background
 - Attend live lessons and staff meetings punctually and with purpose

2.2 LSA/Technicians/Student Guidance

When assisting with key worker provision staff should be available between 8am-3.20pm (Staff will be expected to use the time before students arrive to set up workspace etc., and after to ensure that work areas are left tidy).

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. Staff might also be required to make welfare calls to vulnerable students or students who aren't attending or engaging with work. When assisting with key worker provision they should:

- Support students who are in school with learning remotely
 - Accessing live lessons via Google Classroom
 - Supporting students with completion of work
 - Inform relevant staff of any concerns with students via the usual channels
 - Take their breaks on a rota so that students are supervised at all times
 - Provide any additional interventions for EHCP students as directed by the SENCO

- Attending virtual meetings/phone calls with teachers, parents and students
 - When attending meetings staff should be dressed appropriately (Smart casual) and remember that they are representing the school
 - If necessary, partake in lessons in a suitable location conducive to learning - quiet and with nothing inappropriate in the background
 - Attend live lessons and staff meetings punctually and with purpose

2.3 Subject Leaders

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

2.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – David Spence to maintain lead on this supported by the SLT
- Monitoring the effectiveness of remote learning through:
 - Regular accountability meetings with Subject Leader links
 - Staff/Student/Parent Voice
- Monitoring the security of remote learning systems, including data protection (LAD) and safeguarding considerations (WHI)

2.5 Designated safeguarding lead

The DSL is Lynn Whitehead (WHI@seahamhighschool.com). The DSL is responsible for Safeguarding as laid out in the Child Protection Policy.

2.6 IT staff

IT staff are responsible for:

- Providing devices to students as requested, and available, following Government guidelines on priority being given to FSM students who have no device available at home.
- Fixing issues with Google Workspace
- Helping staff and parents with any technical issues

- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection office (LAD)

2.7 Students and parents

Staff can expect students learning remotely to:

- Be contactable during the school day via school email – although consider they may not always be in front of a device the entire time
- Arrive on time to Google Meet lessons following their school timetable and the school day
- Complete work to the deadline set by teachers to the best of their ability
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work via email

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

2.8 Governing Body

The Governing Body 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

2.9 Year Achievement Leaders

- The Year Achievement Leaders are responsible for:
- Leading the tutor team attached to their year group and giving guidance around the programme completed in Personal Development time
- Acting as a first point of contact on academic matters for students, parents and carers
- Monitoring the engagement of students and making appropriate interventions where necessary
- Coordinating the distribution of resources needed for the purpose of virtual or home learning
- Liaising with parents/carers where an academic concern is identified
- Supporting students through weekly remote assemblies
- Ensuring that students maintain a sense of community whilst working from home by virtually driving the year group ethos and vision

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues accessing remote teaching systems - talk to David Spence
- Issues in setting work – talk to the relevant subject lead
- Issues with meeting needs - talk to SENCO or Deputy SENCO
- Issues with behaviour – talk to the Year Manager or the Student Guidance team
- Issues with non-attendance - talk to Year Manager
- Issues with a lack of engagement - talk to Year Achievement Leader
- Issues with IT – talk to IT support staff
- Issues with workload or wellbeing – talk to line manager or SLT link member of staff
- Concerns about data protection – talk to David Langlands
- Concerns about safeguarding – talk to the DSL - Lynn Whitehead or a Deputy DSL in her absence
- Concerns about children accessing in school provision- talk to Chris Harbron

4. Data protection

4.1 Accessing personal data

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

- Use Google Drive wherever possible to access and store personal data
- Use remote desktop provision where possible to access personal data.
- Use a personal device to access the data
 - If a staff member does not have access to a personal device, they should make Assistant Headteacher (Remote Learning) aware as soon as possible
- Ensure any device used to access personal data follows **4.3: Keeping devices secure**

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses or academic achievement data 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
- 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

4.4 Student devices

Where a device has been provided to students to use they should ensure that the device remains secure at all times. This includes, but is not limited to:

- Only using the device for its intended purpose as outlined in the home school agreement
- Report any damage to the device to school as soon as possible to arrange inspection and repair

5. Safeguarding

In event of a school closure, the primary responsibility for the pastoral care of a learner rests with their parents / carers. However, tutors (under the guidance of the Senior Leadership Team) should check in regularly to monitor both academic progress and general wellbeing. Tutors will be expected to pass on feedback to the Senior Leadership Team, particularly if there are concerns or a lack of communication.

In the event of a school closure, students, parents, carers and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between students and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

6. Links with other policies

This policy is linked to our:

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