Remote Learning Policy
ISP School, Battle

Approved by:	The Governing Body	Date: January 2022
Last reviewed on:	January 2022, January 2023	
Next review due by:	January 2024	

Contents

_____

1. Aims

This remote learning policy for staff aims to:

> Ensure consistency in the approach to remote learning for pupils who aren't 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 Teachers

When providing remote learning, teachers must be available between 9:00-12:00 and 13:00-15:30.

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 providing remote learning, teachers are responsible for:

> Setting work such as but not limited to:

- o Maintaining the class timetable by setting work on Edmodo and Seneca. This enables children to complete work online while watching a pre-recorded video of their teacher giving them instructions.

- o Using Microsoft Teams to video teaching input or instructions.

- o The expectation of at least one differentiated Worksheet per subject reflecting what the students would have expected to complete if there were in class.

- o This work needs to be set in time for children to access it at 9:15 every day during the week.

> Providing feedback on work such as but not limited to:

- o Once a child completes a piece of work, a minimum of a comment giving relevant feedback is expected by the teacher that sets the work.

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

- o Tutor times should be arranged on Mondays, Wednesdays and Fridays via Microsoft Teams at a time that suits the tutor and the chiildren. Tutor times should always be attended by two members of staff, typically the class teacher and at least one class Progress Engagement Guide.

- o Teachers would be expected to reply to parent's/children's comments/emails between 9:00-15:00 but not outside these hours.

- For any concerns shared by parents and pupils or for any safeguarding concerns, contact Caroline Belchem (Head Teacher/Designated Safeguarding Lead).
  - o If a child is failing to complete work, then the class teacher/tutor will contact the child's parents/carers to assess the accessibility of the work and how to best engage the child. For instance, it might be more appropriate for the child to work on a long term project instead.
- Attending virtual meetings with staff, parents and pupils:
  - o During virtual meetings with staff, parents and children, teachers are expected to dress appropriately and avoid areas with background noise or inappropriate background.

2.2 Progress Engagement Guides

When assisting with remote learning, Progress Engagement Guides must be available between 9:00-3:30

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 providing remote learning, Progress Engagement Guides are responsible for:

- Mentoring sessions:
  - o Arranging a convenient time each week for each Progress Engagement Guide's allocated children to talk.
  - o Following the session, complete a mentoring sheet and save to Keywork on Behaviour Watch.

- Providing feedback on work/cover like:
  - o Once a child completes set work, a minimum of one comment giving relevant feedback is expected by the Progress Engagement Guide to celebrate the child's engagement.
- Keeping in touch with children who aren't in school and their parents:
  - o Tutor times should be arranged on Mondays, Wednesdays and Fridays via Microsoft Teams at a time that suits the tutor and the children. Tutor times should always be attended by two members of staff, typically the class teacher and at least one class Progress Engagement Guide.
  - o Progress Engagement Guides would be expected to reply to parent's/children's comments/emails between 9:00-15:00.
    - For any concerns shared by parents and children or for any safeguarding concerns, contact Caroline Belchem (Head Teacher/DSL).
  - o If a child is failing to complete work, then the class teacher may ask a Progress Engagement Guides to contact the child's parents/carers to assess the accessibility of the work and how to best engage the child.
- Attending virtual meetings with staff, parents and children:
  - o During virtual meetings with staff, parents and children, Progress Engagement Guides are expected to dress appropriately and avoid areas with background noise or inappropriate background.

Artwork by Walliams Class.

♥ 5 likes 💬 1 comment ⊘ 5 views

♥ **Liked**   💬 **Comment**

Mrs. ▮▮▮   11d
This is outstanding!!

An example of a teacher giving positive feedback to a pupil

2.3 Leadership, including SENCO

Alongside their teaching responsibilities if any, leadership is 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 adult team 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 Deputy Head Teacher

Alongside any teaching responsibilities, the Deputy Head is responsible for:

> Co-ordinating the remote learning approach across the school.

> Monitoring the effectiveness of remote learning through regular meetings with teachers, reviewing work set or reaching out for feedback from children and parents.

> Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.5 Designated safeguarding lead

The DSL is responsible for:

> Ensuring that concerns raised are actioned and followed up.

> Investigating incident involving children that do not engage with remote education

2.6 Children and parents

Staff can expect children 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 Progress Engagement Guides.

> 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.

2.7 Governing board

The governing board 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 class teacher

> Issues with behaviour – contact the class teacher

> Issues with IT – contact IT Help Desk

> Issues with their own workload or wellbeing – contact their line manager

> Concerns about data protection – contact the Head Teacher

> Concerns about safeguarding – submit a safeguarding concern via Behaviour Watch

4. Data protection

4.1 Accessing personal data

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

> Access student data, using Behaviour Watch and the Q drive via a VPN.

> Use only school laptops and iPads to access the data.

4.2 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 laptops/iPads 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)
- 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

5. Safeguarding

- Safeguarding concerns should be raised via Behaviour Watch (see Child Protection and Safeguarding Policy, which can be found at https://ispschools.org.uk)

6. Monitoring arrangements

The Head Teacher will review this policy in January 2023. At every review, the full governing board will approve it.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection and Safeguarding Policy
- Home-school agreement
- Online safety policy