

# Remote Learning Policy

## Queen Elizabeth Grammar School Penrith



**Approved by Governors' Education and Standards Committee:**

**Chair of Governors: T Boving Foster**

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**Headteacher: P Buckland**

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**Date: 26<sup>th</sup> November 2020**

***Review Date: November 2021***

## 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 due to isolation.
- Minimise the disruption to students' education and the delivery of the curriculum.
- Ensure provision is in place so that all students have access to high quality learning resources.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection and safeguarding.

## 2. Rationale

In the event of a school closure, the school is committed to providing continuity of education to its students and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of students and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term student absence.

Remote learning may also be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, assuming students are able to complete schoolwork at home. Another relevant instance would be if, following an infectious disease outbreak, students are self-isolating at home but are not suffering with relevant symptoms. There is no obligation for the school to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take students on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their daughters from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

## 3. Roles and responsibilities

### 3.1 Academic staff

When providing remote learning, teachers must be available between 8.30am – 1.20pm and 2.10pm – 4pm

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. All absences should be reported to Cover Supervisor by 8am by email or Edulink. Where possible work should be set. If the member of staff is unable to set work, the HOD or their link manager will be responsible for ensuring that work is set.

When providing remote learning, teachers are responsible for:

- Setting work for all lessons using Edulink.

All work must:

- Cover the time that would have been spent in the lesson plus any relevant homework.
- Detail clearly what is expected and how it will be delivered e.g. via zoom, teams etc
- State how work should be submitted by students.
- Follow the expectations of the implementation table on Appendix A, which will be reviewed monthly during any use of it to ensure it is effective.

- Be set by the start time of the lesson on the timetable. Note if it is to use a live delivery method the details for this must be uploaded to Edulink at least 24 hours before the session.
  - HODs should work with their teams to ensure consistency across all aspects of work being set to ensure all classes have as consistent experience as possible and that SOW are being followed. HODs are responsible for setting the work if the teacher is ill or requiring an absence (this should be co-ordinated through the Cover Supervisor).
- Feedback should be given to students regularly in all year groups. Feedback should be given to each student at least weekly. Where appropriate this may be in the form of feedback to the whole class or groups in the class. It would not be expected that teachers provide feedback on all individual pieces of work.
  - Teachers should follow up on students who do not engage in learning. This could be either by not submitting work or not participating in live lessons without prior contact to identify issues. In the first instance contact should be made with parent and student through Edulink/email to identify issues. If lack of contact continues the Tutor should be kept informed in case there are wider issue across other subjects.
  - Regularly check emails and Edulink during working hours. There is no expectation for teachers to respond to emails outside of the hours defined above for teachers working hours, though some may choose to change their working pattern (timetable constraints allowing) due to the challenges faced by any closure situation.
  - All communication should only be through the school platforms e.g. email, Edulink or Teams and never from a personal email account. This also applies when contacting students, they should only be contacted through their school email address not a personal account.
  - There will be occasions during a full closure that staff are not able to deliver live lessons online as per the implementation schedule as they are at school supporting hub provision. In this case teachers will set work that can be completed at home without live teacher support.
  - All teachers are required to attend virtual staff meetings and parent evenings as directed by the headteacher, governors or a member of the senior leadership team.
  - If staff do not have reliable broadband at home they will be provided with a safe space in school to work where possible.
  - Follow the protocols for online video conferencing, including considering appropriate clothing and background setting.

The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both students and teachers to participate in remote learning, owing to widespread illness, for example.

### **3.2 Form Tutors**

- During a full closure, or year group closure Form tutors should contact their form at least once a week. Where possible they should run a weekly form session on zoom.
- Where a single pupil is isolated for two or more weeks the tutor should make email/Edulink contact with the student to check their well-being.
- Form tutors should monitor communication from other staff regarding students work and, when necessary, escalate to HOY for support.

### **3.3 Heads of Year (HOY)**

- During a full closure or year group closure Heads of Year should identify any students who will be in need of regular contact due to vulnerability and/or disadvantage. The HOY will then liaise with Assistant Head Pastoral to allocate these students to HOY, SLT and pastoral support team who will phone or email them weekly to check on wellbeing and how they are coping with the work.

### **3.4 SENDCO**

- The SENDCO is responsible for the students on the SEND register during a partial or full closure. Where it is possible to offer additional support through the SEND team remotely this should continue. Where this is not practical, the SENDCO should deploy their resources as appropriate. Weekly contact with students on the SEND register should be maintained – Liaise with HOY to ensure there is not overlap.

### **3.5 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 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 appropriately.
- Monitoring the remote work set by teachers in their subject through regular communication with the team, Edulink and feedback.
- Setting work for members of their subject team who are absent or have been identified as unable to work through reports to the Cover Supervisor.

### **3.6 Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning, through communication with subject leaders, teachers, parents and students, use of Edulink to sample tasks set and feedback given.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Regular review of the systems in place to support learning.
- Communication to all staff throughout any closure or partial closure.

### **3.7 Designated safeguarding lead**

The Designated safeguarding lead is Allen Martin.

The Deputy Designated safeguarding leads are: Elaine Mawson and Paul Buckland.

Please see the Child Protection and Safeguarding Policy and Procedures: COVID-19 addendum for details of our expectations of the DSL and child protection during remote learning scenarios.

### **3.8 IT support staff**

IT support staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff with any technical issues they're experiencing accessing the required systems.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer or safeguarding concerns.

### **3.9 Pupils and parents**

Staff can expect pupils learning remotely to:

- Check Edulink each lesson for their work.
- Complete work to the deadline set by teachers.
- Take an active part in any live lessons as appropriate (these will be at the same time as timetabled lessons)
- Ensure that their behaviour follows the school expectations on line as well as in email, Edulink and other online forums as required.
- Seek help if they need it.
- Alert teachers if they're not able to complete work or do not understand
- Follow protocols for online learning, including the video conferencing protocols detailed in Appendix B, considering appropriate clothing and background setting.
- Use their school email, Edulink or other school platform such as teams to contact staff – they should never use a personal email account.

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.

### **3.10 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.

## **4. Communication**

Edulink and school email will be the main communication method during a closure or partial closure and should be used by all staff, students and parents.

Where appropriate video conferencing will be used for staff meetings, CPD and communication. E.g. Teams, Zoom.

## 5. 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 HOD or Deputy Headteacher.
- Issues with behaviour – talk to the relevant HOD or Assistant Headteachers Pastoral or Teaching and Learning.
- Issues with IT – Contact IT support
- Issues with their own workload or wellbeing – talk to line manager
- Concerns about data protection – talk to the data protection officer (Jayne Scott)
- Concerns about safeguarding – talk to the DSL (Allen Martin or Deputies Elaine Mawson and Paul Buckland)

## 6. Data protection

### 6.1 Accessing personal data

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

- Access data on Edulink or remote desktop where appropriate for reasons to carry out their role.
- Ensure no personal data should be stored on personal devices.

### 6.2 Processing personal data

Staff members may need to collect and/or share personal data such as contact details including email and phone numbers 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.

### 6.3 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 school devices among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

## 7. Safeguarding

In the event of a school closure, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between staff and students. A copy can be found on the school website under 'about us' then 'Curriculum information and policy documents'. Please note that in this 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. Please also see the Child Protection and Safeguarding Policy Procedures: COVID-19 addendum for details of our safeguarding procedures specifically in the current situation.

## 8. Monitoring arrangements

This policy will be reviewed annually, as a minimum but may be reviewed sooner as appropriate. At every review, it will be approved by Education and Standards Committee. The implementation plan will detail the expectations for different scenarios that may be encountered and will be reviewed at least monthly when in use.

## 9. Legal framework and links with other policies

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- The reporting of injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data protection Act 2018
- The coronavirus act 2020

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2020) 'Keeping Children safe in Education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing Education'

This policy is linked to our:

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

Along with our protocols for staff and students on using remote learning, including video conferencing.

## Appendix A – Remote learning implementation plan

Please note either Zoom or Teams can be used. Where 'Zoom' is mentioned below, Teams remains an option.

Individual Student(s) Absent from Class. Most students and the teacher are in school as normal.	Whole Year Group Absent from School. Bubble sent home to isolate.	Teacher Self-Isolating, Students in School	Students Split on Rotation. Half a class in at once, half at home.	Total School Closure
<p>Work set via Edulink to replace the missed lesson. Other platforms can be used but there should be a record of the work on Edulink.</p>	<p><b>Is the teacher in school?</b></p> <p><b>Yes</b> – Follow procedure in this column.</p> <p><b>No</b> – Follow procedure for Total school Closure for lessons where students are at home. For classes who are in school, follow the 'teacher self-isolating' guide.</p>	<p><b>Are you unwell (not fit to be in school under normal circumstances)?</b></p> <p><b>No</b> – Continue down this column and follow the guidance below.</p> <p><b>Yes</b> – Please follow the normal procedure for setting work when staff are ill.</p>	<p><b>Is the teacher in school?</b></p> <p><b>Yes</b> – Follow procedure in this column.</p> <p><b>No</b> – Follow procedure for <b>Total School Closure</b> for lessons where students are at home. For classes who are in school, follow the 'teacher self-isolating' guide.</p>	<p>Where possible staff should try to have contact with their groups via Zoom at the timetabled periods.</p> <p><i>Please refer to Remote Learning Document for ideas and protocols.</i></p> <p>The starting point for 'live teaching' would be....            KS3 – At least one Zoom lesson per week.            KS4 – At least one Zoom session per week.            KS5 – As many Zoom sessions as possible/appropriate.</p> <p>Zoom invites can be sent via Edulink.</p> <p>Other work can be set and distributed via Edulink.</p> <p>The expectation should be to continue teaching your own classes and follow the appropriate SOW.</p>
	<p>Lessons should be delivered via Zoom from regular classrooms for the affected groups.</p> <p>Where students are unable to join the class via Zoom, replacement work should be set via Edulink as soon as is practical.</p> <p><i>Please refer to Remote Learning Document for ideas and protocols.</i></p>	<p>Where possible staff should try to have contact with their groups via Zoom at the timetabled periods. The general expectation would be...</p> <p><b>KS3</b> – At least one Zoom lesson per week.  <b>KS4</b> – At least one Zoom session per week.  <b>KS5</b> – As many Zoom sessions as possible/appropriate.</p> <p>Zoom invites can be sent via Edulink.</p> <p><i>Please refer to Remote Learning Document for ideas and protocols.</i></p>	<p>Teach those present in your classroom as you would normally.</p> <p>Work will need to be issued to those at home via Edulink.</p> <p>Further guidance on this scenario will be issued as required.</p> <p><i>Please refer to Remote Learning Document for ideas and protocols.</i></p>	

### **Online Conferencing Etiquette & Guidelines**

Video meetings provide us with a great opportunity to enrich pupils' learning and ensure their continued progress while we are all confined to our homes. To be effective and to ensure a valuable experience for everybody, there are a few key guidelines that we ask all participants to observe.

#### **Before the lesson or meeting**

You will need to download the zoom.us app or visit the website and register an account. Please do this well in advance of the time you need to use zoom and ensure that you regularly check for updates.

Alternatively, you can use Microsoft Teams through your school account.

Please use your school email address to make a Zoom account, even if you have a private account that you have used in the past.

You will need to set up a meeting on zoom and ensure that you activate the waiting room function and set a password – this should change for each session and not be generic – using the automatic generation of the link will allow you to do this when scheduling.

In Teams you can launch a meeting for a specific team at the appropriate time.

Please ensure that the name you give yourself is your title and surname, e.g. Dr Mawson. The students must list their name as first name and surname, if they use any other name you cannot admit them to the lesson. Should you recognise the name of the student but they need to change the form, you may choose to admit them, then ask them to immediately click on the three dots to rename their profile.

Parents must have completed the permission form on Parentmail to be allowed to participate. You cannot allow them into the session if they have not got parental permission. Information will be shared regarding who has permission across each year group.

Students should have their usual learning resources expected for each subject.

You will need to make sure that everything on your desktop is closed down apart from resources you are going to use and the zoom app or website. It is essential that you do not have emails or other personal items open on the desktop to avoid accidentally sharing them when sharing documents/PowerPoint's etc.

The ideal space to sit in is a quiet area where there will be no interruptions or background noise, that is close to your router, this space should not be identifiable on screen as a bedroom.

Please make sure your background is appropriate, and that you are happy with what is on display.

You must wear appropriate clothing (no nightwear or clothing that would be considered too revealing to wear to school). You should be dressed appropriately for school.

You may want to share your screen using a PowerPoint or similar, this is fine.

Aim to join a few minutes before the meeting/lesson start time to ensure you are ready when the students start to join the session.

### **During the lesson or meeting**

Please record the session (this will happen automatically in Teams). This is to ensure that students who are not able to access the session are able to hear what happened and to safeguard you. The recording then needs to be saved to the central store on One Drive which was set up by IT support where students will be able to access them but they will be locked to prevent downloading. **Sessions recorded via Teams can be shared directly through this platform with the team members.**

**If using ZOOM, there is no need to lock the session after 10 minutes. You must however use a password and the 'waiting room' function.**

Initially students will be held in a Zoom waiting room until you admit them to the lesson. Check in the participants list to see who is waiting to be admitted. Only admit students who you know the name of. If you are in any way unsure please do not admit the student, and should you admit someone that turns out to be the wrong person please ensure you click on them to remove them from the lesson immediately.

At the start of the session, mute the microphones for all students. If you want to hold some kind of discussion you can unmute individually or in groups to hear them. A top tip is that to mute or unmute on a laptop you can hold the space bar – this can help to tell students when you want their participation.

Remember that you are in a lesson so remind students not to do other tasks like browsing the web, playing games, looking at their phone etc.

If students have questions whilst the teacher is talking, they can type them into the public chat panel. You may have other ways of providing students with an opportunity for questions. If so, students should follow your instructions.

Be sure to end the meeting for all when the lesson is over.

### **Acceptable Use and behaviour Reminders**

The Schools' Acceptable Use Policy still applies when in any form of communication at home.

In particular, we would like to highlight the following points relevant to video meetings:

All pupils are encouraged to look after each other, and to report any concerns about the misuse of technology, or any worrying issues to a member of the school staff.

Photography or filming equipment should not be used by pupils in a manner that may offend or cause upset.

Use by pupils of the camera function on a phone or other image recording device without permission from a member of staff is a disciplinary offence which attracts sanctions outlined in the school's behaviour policy, up to and including exclusion from school. This will be treated as such a serious offence because of the possibility of bullying as a result of such images being manipulated, for example by the possible placement of the images on the Internet, or by images being sent to other people's phones. Such actions constitute a serious breach of an individual's human rights.

Photographing and recording any member of the School's staff (teaching or support) without their expressed consent is an extremely serious offence and will incur a serious sanction. Even authorised images of staff may not be uploaded or copied to other devices or sites and must be destroyed/deleted as soon as possible after the authorised use.

Do not hold side conversations during a lesson. This means that you should not use the private chat function to talk to another student – it is ok to use this if you have something you need to say regarding the work to the teacher, but in general only the public chat should be used for questions. Equally students should not be on their mobile phones or messaging others during the session.

Do not share the link or password to anyone else.

Should the behaviour, conduct or participation of the student be inappropriate they will warn the student, then will remove them from the lesson if this does not improve.

**Information given to Parents:**

Please be aware that as teaching staff will be at a distance they are not able to be responsible for the safety of the students during the session. For this reason, we ask that where possible there is another responsible person in situ with the student during the session in case an emergency should occur.