Remote Learning Policy
Queen Elizabeth Grammar School Penrith

Approved by Governors' Education and Standards Committee:

Chair of Governors: T Boving Foster

Headteacher: P Buckland

Date:

Review Date:

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 Teachers

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 CHB by 8am. 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 Microsoft Teams.
- Setting homework 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 Teams.
- 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, this should be via Teams.

- 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 CHB)

- 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, as would be the case in the classroom.

- Teachers should follow up on students who do not engage in learning either by submitting work or by joining in live lessons without contact. In the first instance this should be through Edulink, emailing the parent and student. If lack of contact continues the tutor should be kept informed in case there are wider issue across other subjects.

- Regularly check emails 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 be through the school platforms e.g. email, Edulink or Teams and not from a personal email account. This also applies when contacting students that 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 senior leadership team.

- If staff do not have reliable broadband at home they will be provided with a 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 Teams.

- 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.

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 or disadvantage. The HOY will then 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 CHB.

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 Teams 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: Rob Dawson, Vicki Smith 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 Teams each lesson for their class work. Homework will be set via Edulink.

- Complete work to the deadline set by teachers

- Take 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.

- 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 not 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.

3.9 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 (Teams) 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.

4. 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 Head.

- Issues with behaviour – talk to the relevant HOD or RD/AM

- 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)

5. Data protection

5.1 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.

5.2 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.

5.3 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

6. 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. 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.

7. Monitoring arrangements

This policy will be reviewed annually. 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.

8. 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