



Archbishop Temple
Church of England High School

Remote Policy

Policy Leader

Mrs Lindsey Dudaniec

Last Updated

February 2024

Approved by the Governing Body/Board

February 2024

Date to Review

February 2027

Name of Policy: Remote Learning Policy

Sub-Committee Responsible: Quality of Education Committee

Lead Responsibility in School: Deputy Headteacher

Source of Policy: (Please tick)

- LA:**
- Diocesan:**
- School: X**
- Other – Please specify:**

This policy supports our work as a Church school as summarised in our Vision Statement:

Purpose

Archbishop Temple Church of England High School seeks to care for young people and prepare them well for adulthood, valuing the whole person.

Mission

Through our faith in God, Father, Son and Holy Spirit, we strive to nurture each person’s ability, gifts and talents so that they can ‘have life and have it to the full’ (John 10:10) and use it in the service of God and other people.

1. Rationale and Aims

In the event of a school closure, Archbishop Temple 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, or longer-term illness, assuming students are able to complete school work at home. It may also be used to deliver planned revision sessions to Year 11 after school.

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.

This policy will be under regular review and may be revised as and when necessary in light of further experience of remote learning and the circumstances around its necessity. For example, 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.

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Ensure continuity in the delivery of the planned curriculum for all pupils
- 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

In the first instance all class teachers are responsible for setting appropriate work each week for all the students they teach if they are fit and able to. Beyond this, Heads of Subjects and curriculum leaders are responsible to oversee and ensure that the work set by department colleagues is in line with the curriculum plans which have been submitted. Curriculum Leaders are also responsible for ensuring that the work set is varied to suit all types of learners and appropriately pitched for each ability group with scaffolded opportunities to support less able or SEND pupils and to stretch the most able.

Curriculum Leaders will be responsible for monitoring pupil engagement across their subjects and liaise with parents of disaffected pupils and report serious concerns to Heads of Year, who in turn will liaise with the Curriculum and Pastoral Deputies where all strategies employed to address issues remain unresolved.

Curriculum Leaders, in line with their subject specific policy for ARR, Marking and Feedback, and through the established Monitoring Week procedures will oversee that regular, quality feedback and marking is undertaken. This will be done via the most appropriate means, and might include Firefly or a subject-specific web-based application. Feedback ought to support pupils in staying motivated and informed of their progress.

2.1 Teachers

When providing remote learning during the school day, teachers must be available between 8:30 – 3pm.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this to line managers

When providing remote learning, teachers are responsible for:

- Setting work:
 - For all timetabled classes.
 - Work needs to be set via Firefly by 8:30 am each morning.
 - Work should be in line with the department's curriculum plan for the appropriate stage of the year
- Providing feedback on work:
 - Ensure there are opportunities for self-marking tests/quizzes to provide immediate feedback once a week.
 - Personalised written feedback to motivate, guide and encourage pupils should be provided on Firefly at least once per fortnight.
 - If completed work is over one week overdue feedback should reflect this and is down to the discretion of the teacher whether a detailed written response is appropriate.
- Keeping in touch with pupils who are not in school and their parents:
 - Contact should only be made via Firefly & school email accounts in the first instance if pupils are not engaging or have experienced difficulties.

- Use of Teams to deliver “Live On-Line lessons” is encouraged providing these are scheduled in line with the school timetable.
- Heads of Year to be kept informed if a phone call/email to parents is then deemed necessary.
- Correspondence with parents and pupils should only be made during usual school hours or at a reasonable time and be appropriate in language and considerate of circumstances.
- Any complaints or concerns raised by parents and pupils should be reported to line-managers and/or recorded on Classcharts and dealt with promptly – for safeguarding concerns, refer immediately to the DSO.
- Send reminders on Firefly when work is overdue. Pupils who fail to complete work should be reported each week on Classcharts for Heads of Year to oversee.

➤ Attending virtual meetings with staff, parents and pupils:

- Follow the school’s usual dress code.
- Avoid areas with background noise and ensure the camera is set on a neutral/appropriate virtual background.

Curriculum Leaders and Line Managers should ensure that the workload is shared accordingly to ensure that all teachers have equal responsibilities and are able to manage their workloads. For instance, if teachers are needed to work in school, other colleagues could take on different responsibilities to ensure fairness and transparency.

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. For shorter closures, for example, teachers may set work on firefly for submission in person once the school has reopened.

For longer closures, teachers would make more use of live sessions and electronic assessment. The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure, and based on our experience.

2.2 SENCO & Teaching Assistants

- Considering whether any aspects of the subject curriculum might need to be adapted to accommodate remote learning for SEND pupils.
- Providing appropriate support and provision for SEND pupils and managing the Teaching Assistant Team.
- Monitoring the remote work set for SEND pupils and level of engagement
- Alerting teachers to resources they can use to teach their subject remotely

2.3 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 regular meetings with teachers and subject leaders, reviewing work set or requesting feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.4 IT Manager

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they are 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

2.5 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although 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 teaching assistants
- Alert teachers if they are 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 cannot complete work
- Seek help from the school if they need it by contacting staff via: info@archbishoptemple.com
- Be respectful when making any complaints or concerns known to staff

2.6 Governors:

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. Data protection

3.1 Accessing personal data

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

- Access the resources from their Onedrive
- Staff should use school laptops or iPad if possible, to access the data –rather than personal devices
- All staff members should ensure sensitive documents including personal data are all password-protected.

3.2 Processing personal data

Staff members may need to collect and/or share personal data such as pupils' contact details. However, staff are reminded to collect and/or share as little personal data as possible online.

3.3 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)
- 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