

Remote Learning Policy 2021 (Updated)

Montgomery Academy

Approved by: SCA

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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/Supply teachers

When providing remote learning, teachers must be available between 8.30 and 3.30pm.

If they're unable to work for any reason during this time, for example due to self-isolation, sickness or caring for a dependent, they should report this using the normal absence procedure. Contact Liane Coultas on: 07909811742

When providing remote learning, teachers are responsible for:

- Setting/resourcing/checking work as directed by the CAL
 - Supporting the CAL/Subject Lead with the setting of work/assessments in line with SOW on Google Classroom
 - Any need for Loom recordings should be delegated (and QA'd) by the CAL. For any Loom/live or other interactive videos, the teacher providing this resource should ensure professional dress code and an appropriate background. Other staff may be asked to make pastoral phone calls or support with the amending and resourcing of PPTs. Staff will also be asked to give feedback to submitted work.
 - Live interactions will follow the safeguarding procedures for both staff and students
 - Ensuring CAL/Subject Lead has the relevant remote learning work by 8am on the Monday for the week it is required, or earlier
 - Providing feedback to students on the work submitted within a week of submission. This could be in the form of a typed response on GC / acknowledgement of good work / rewards on Class Charts/whole group feedback (In case of lockdown/population closure and/or staff working from home, feedback is also to be subject-specific)
 - Referring any concerns/lack of engagement to the CAL/Progress Manager
 - Referring any safeguarding concerns to the DSL
 - Deputising for the CAL (in case of infection/illness) if they have TLR/UPS3
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Supply Teachers

Supply will support the departments/school/students by following our expectations around safeguarding and school policies

Supply staff may be called upon to make phone calls home to ensure students can access work

Supply staff may be asked to carry out administrative/operational activities to support the school in providing remote learning to students

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.30am- 3.15pm.

If they're unable to work for any reason during this time, for example due to self-isolation, sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

- supporting students they regularly support in their timetabled lessons
- checking Google Classroom and contacting SEND students via telephone or email to ask if they require support with their work from home
- checking SEND students' work which is emailed to them to offer guidance and support
- Providing any relevant assistive technology (e.g reading pens)
- making wellbeing calls if they are an assigned SEND Key Worker
- attending virtual meetings with the SEND Team, teachers, parents and pupils wearing formal work wear and ensuring the work location avoids areas with background noise and nothing inappropriate in the background.

If teaching assistants will also be working in school, the SENCO will delegate responsibilities as outlined above.

2.3 CALs/Subject leads/SENCO/Progress Managers/ FCAT Core Directors

Alongside their teaching responsibilities, CALs/subject leads/SENCO/Progress Managers (where relevant to role) are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning, including sequencing of content/pace/need for re-cap and revision
- Ensuring remote learning work is uploaded to Google Classroom by 8am on the Monday for the week ahead, or earlier
- Working with teachers teaching their subject remotely to make sure the work they provide is appropriate and consistent with SOW, as closely as possible
- SENCO - ensuring work is accessible and adapted for home learning needs (assistive tech provided where necessary)
- Gauge how well students are progressing using Qs/suitable tasks (e.g SENECA/Quizziz/Kahoot/Google forms)
- Adapt and respond to students' needs (pace/difficulty/revision) based on feedback

- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent with SOW, and deadlines are being set an appropriate distance away from each other
- Teachers to provide paper-based resources for students unable to access IT facilities (to designated folders, as applicable)
- Progress Managers contacting and completing COVID-absence ('remote learning' tab) spreadsheet
- QA the remote work provided by teachers in their subject (If in lockdown via Google Meet)
- Alerting teachers to resources they can use to teach their subject remotely, provided it aligns with SOW and any FCTSA support
- Ensuring staff are providing feedback to their students on a regular basis
- Feeding back any concerns/requests to the relevant teachers/leaders
- FCAT Core Director to support with Remote learning provision for English
- Evaluate the impact on students who have been most affected and look to offer extra support

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – AMO responsible for ensuring work is set weekly to provide immediate learning should students need to self-isolate or in the case of a local/national lockdown
- Remain up to date with Government guidance and ensure school procedures are compliant
- Ensure the school's remote learning statement is on the website
- Provide updated RL policy to staff, where updates have been made
- Monitoring the effectiveness of remote learning via feedback from parents and students via CALs/Progress Managers/SENCO
- Providing appropriate CPD to staff and guidance to students / parents around GC where requested
- Forwarding student work/queries as appropriate to CALs/subject leaders
- Monitoring student engagement via feedback from CALs/Subject Leads/ SENCO/Progress Managers/Pastoral Managers and ensuring more regular contact is made with those students who are not engaging adequately
- Monitoring the security of remote learning systems, including data protection and clear safeguarding policy considerations
- Ensure the recording of pupil illness during closure in C-19 - ECU lead/evaluation/actions

2.5 Designated safeguarding lead

The DSL is responsible for:

- Responding to any safeguarding concerns raised in line with policies.
- During full lockdown, ensuring staff are alert/vigilant to safeguarding concerns and report any issues on My Concern
- Ensuring pastoral staff monitor vulnerable students in school and phone vulnerable students who remain at home (should be in school – liaise with social workers)

2.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're 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
 - FCAT IT support is to be readily available to support the Academy
 - Provision of loan devices/dongles

2.7 Admin staff

- To support with the fielding of parental phone calls and re-direct as appropriate
- To support with the paper-based resources – collation and printing/posting

2.8 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work prior to returning to school
- Use their timetable to guide how to schedule their working day/online lessons to access
- Adhere to live GMeet procedures
- Seek help if they need it, from teachers, pastoral staff or teaching assistants
- Alert teachers if they're not able to complete work or need paper-based resources
- Need some IT support

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 support e.g. around IT support/class codes/need for paper-based resources
- Be respectful when making any complaints or concerns known to staff
- Respond to audits/surveys designed to feedback positives and areas to improve for the school's RL provision

2.8 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:

- AMO re: general remote learning questions/queries/problems
- Issues in setting work – refer to CAL/Subject Lead/SENCO
- Issues with well-being/behaviour – refer to Pastoral Manger/Progress Manager
- Issues with IT – refer to IT support
- Issues with their own workload or wellbeing – talk to their line manager/then JHU/PMR
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL: My Concern should be used to report any concerns about students

4. Data protection

4.1 Accessing personal data

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

- Report any actual, possible, suspected data breaches to their Headteacher and FCAT Data Protection Officer as soon as the breach has occurred or recognised in the Personal Data Breach Procedure
- make use of the Google apps for accessing and sharing documents such as Google Drive and Google Classroom.
- use Citrix to access in-school systems, such as SIMS, that are not accessible directly.
- avoid sharing personal data via email.
- when sharing via email is necessary, personal data should not be included in the subject or body of an email, instead personal data should be shared via password protected attachment, with the password being shared separately.
- where possible only use FCAT provided devices. Staff are able to use their personal devices to work from home, however they must use a password protected user account that cannot be accessed by other members of the household and must not download or save documents containing personal or special category data to the personal device.

- If staff have any hard copy documents that contain confidential or personal data they must also ensure that they store these as securely as possible in line with the Employee Responsibilities under the trust's Data Protection Policy

4.2 Processing personal data

Staff members may need to collect and/or share personal 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 (GDPR) especially if working from home
- 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 responsibly

5. Safeguarding

Please refer to all safeguarding policies and protocol and ensure any concerns raised are forwarded to DSL.

- Please ensure you have read the updated safeguarding policy that was distributed 7/1/21

6. Monitoring arrangements

This policy will be reviewed in line with Government updates by AMO/SLT. At every review, it will be approved by SCA.

7. Links with other policies

This policy is linked to our:

- Remote Learning Contingency Plan
- Child protection policy and coronavirus addendum to our child protection policy
- Live interactions procedures
- Behaviour policy/COVID updated
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy