REMOTE LEARNING POLICY
January 2021
Roseberry Academy

Original (Jan 2021) Approved by:	Jaimie Holbrook	**Date:** 11th January 2021
Last reviewed on:	December 2021, September 2022	
Next review due by:	September 2023	

Contents

1. Aims

This remote learning policy for staff aims to:
- Ensure consistency in the approach to remote learning for our 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

2.1 Teachers

When providing remote learning, teachers must be available between 8.30am and 3.30 pm. 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-
- Providing work for pupils who are not attending school due to Covid restrictions or who are self-isolating
- Providing work that is, at a minimum, 3 hours per day
- Providing tasks in a timely manner so that pupils are able to access learning opportunities within the agreed time
- Liaising with other colleagues where appropriate to ensure that cohorts have a consistent offer
- Considering different approaches for the delivery of learning where pupils have difficulty accessing learning online such as providing printed resources, such as textbooks and workbooks
- Where live lessons are provided and there is only **one** adult present, these lessons should be recorded for safeguarding reasons

- Daily work should be uploaded onto our remote learning platform, Microsoft Teams. Feedback will also be given via Teams.
- A blog showcasing excellent work will be published at the end of every week by every teacher.

Curriculum provision-
Teachers will be expected to:
- offer a broad and balanced curriculum

- teach a planned and well-sequenced curriculum, with reference to the curriculum already planned via Cornerstones, so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations

- provide frequent, clear explanations of new content, delivered themselves or through high-quality curriculum resources or video
- consider the benefits of synchronous or asynchronous learning and make decisions as to which is most suitable for the intended learning
- adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- provide adapted learning resources for children with additional learning needs, i.e. SEND or where English is an additional language.

Members of the leadership team will be available to support any teachers when setting and accessing remote learning resources.
Academies must have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern

Providing feedback on work-

- Teachers will be expected to assess pupils' work and provide pupils with feedback. This may be provided on an individual basis, but group feedback may also be used to reduce staff workload.
- Completed work will be uploaded onto Teams by pupils / their parents (age and ability appropriate)
- Feedback will be given on Teams in individual pupil files so that feedback isn't seen by all – this may be ongoing within the day or at the end of the lesson / day
- Peer critique within the Teams page for each class will be encouraged as and when children share their work on the channel rather than uploading in their personal file

Keeping in touch with pupils who aren't in school and their parents –
- Academies are expected to keep in contact with pupils and families who are not in school at least fortnightly. This may be more frequent for particular circumstances eg safeguarding reasons, pupils who are having difficulties completing work remotely.
- Teachers will be in contact with children from their class daily via Teams. They will inform the Principal of children not accessing Teams / accessing sporadically and the Principal will contact parents of pupils who are not using Teams daily via text and phonecall. Face to face video sessions may also take place.
- The Principal / Family Mentor will make telephone contact with vulnerable children's parents weekly.
- Wherever possible, staff should not be expected to respond to communications received from parents and families beyond their normal working hours.
- Teachers should aim to resolve parental complaints promptly via email or phonecall. They should refer the parent to the Principal if the complaint is upheld following contact.
- Children failing to view, complete and upload work will be reported to the Principal, who will make contact with parents to offer support and guidance, loan of device and free network data SIM cards

Attending virtual meetings with staff, parents and pupils –
- Staff should adhere to the school's dress code

- Staff should avoid areas with background noise and ensure there is nothing inappropriate in the background. We would recommend using background 'wallpapers' when using Microsoft teams.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available within their normal hours of work.

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 assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely under the direction of the class teacher or school leadership team.
- Attending virtual meetings with teachers, parents and pupils
- Staff should adhere to the school's dress code
- Staff should avoid areas with background noise and ensure there is nothing inappropriate in the background. We would recommend using background 'wallpapers' when using Microsoft teams.

2.3 Subject leads

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
- Signposting threshold concepts to teachers where necessary so that leaders can be assured the most important knowledge has been taught
- Monitoring the remote work set by teachers in their subject by reviewing work set on Teams and the outcomes uploaded
- 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 an appropriate distance away from each other
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:
- Co-ordinating the remote learning approach across the school – Principal and Leader of Learning
- Monitoring the effectiveness of remote learning – this includes regular meetings with teachers and subject leaders, reviewing online sessions, reviewing work set and seeking feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- School leaders should publish information for pupils, parents and carers about their remote education provision on their website by 28 January 2022

2.5 Designated safeguarding lead

The DSL, Helen Channing, is responsible for following the safeguarding guidance detailed within the Enquire Learning trust Safeguarding Policy.

2.6 IT staff

IT Support are responsible for:

- Helping staff with any technical issues they're experiencing
- Helping to fix issues with systems used to set and collect work
- Helping the school where possible to advise and guide parents and pupils to get online and access systems used for remote learning

2.7 Pupils and parents

Staff can expect pupils 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 teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:
- Ensure their children engage with all learning activities set by the teacher
- 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

2.8 Trustees

The governing board is responsible for:
- Monitoring the trust's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that the trust's systems are 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 – talk to the class teacher
- Issues with behaviour – talk to the class teacher
- Issues with IT – talk to the ICT lead, Andrea Charlton, or OneIT
- Issues with their own workload or wellbeing – talk to the Principal
- Concerns about data protection – talk to the Principal
- Concerns about safeguarding – talk to the DSL, Helen Channing

4. Data protection

4.1 Accessing personal data

Data will be used in accordance to the Trust Privacy Notice.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and passwords 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

Staff should manage devices in line with the Enquire Learning trust Information Governance Policy to ensure that they remain secure.

5. Safeguarding

Staff should refer to the Enquire Learning trust Safeguarding Policy.

Staff should-
- Record live lessons if working alone. Wherever possible, another adult should be present if streaming live lessons.
- Consider what is in the background if they are recording or streaming live lessons. Wherever possible they should use background 'wallpapers' if this has to be done at home.

6. Provision of Remote Learning when teachers are absent

Wherever possible, pupils will receive remote learning from their class teacher. If the class teacher is fit to work then remote learning approaches will continue as normal.

In some cases, the class teacher will not be able to deliver remote learning. If this is the case the senior leaders will make the decision to

- Continue provision by another member of staff. For example, in 2 or 3 form intake schools, pupils may receive the same learning offer planned by other teachers in that cohort.

OR

- If this is not possible, schools should access pre-planned materials such as those from the Oak Academy. This may limit any addition to staff workload. These materials will provide well planned and well sequenced learning as a substitute for the class teacher.

Wherever possible, and in either scenario, schools should seek to maintain the acknowledgement of pupils' work and maintain contact in line with the school's procedures.

It is important to have a process in place that allows you to know what has already been taught. This will enable you to trace prior learning and provide continuity through appropriate tasks.

7. Monitoring arrangements

This policy was reviewed in January 2021 by J Holbrook and has been approved by the board of trustees.