

Remote Learning Policy

St George's School: A Church of England Academy.

DIGNITY **HOPE**
COMMUNITY
WISDOM
HUMILITY
KINDNESS



| | | |
|----------------------------|------------|-------------------------|
| Approved by: | [GWK] | Date: [Sep 2020] |
| Last reviewed on: | [Sep 2022] | |
| Next review due by: | [Sep 2023] | |

Contents

| | |
|-------------------------------|----|
| 1. Aims | 3 |
| 2. Use of remote learning | 4 |
| 3. Roles and responsibilities | 5 |
| 4. Who to contact | 8 |
| 5. Data protection | 9 |
| 6. Common Questions | 10 |

1. Aims

In order for our Christian vision to come to fruition, all pupils need to have access to learning. This information is intended to provide clarity and transparency to all members of our school community so that teachers, pupils, parents and carers know what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to stay at home.

This policy is also aimed to provide support to all of our families during situations that may prove challenging so that no child gets left behind. Our remote learning policy upholds our Christian vision, ensuring all members of St George's are aspirational, positively impact upon each other and society so that we can contribute to a world inspired by St Paul's words in Romans 12:10

'be devoted to one another in love. Honour one another above yourselves.'

This remote learning policy 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
- Set out the expectations for pastoral support during remote learning
- Provide guidelines for our vulnerable pupils or those with additional needs
- Establish links of communication so that all members of the community are fully supported.

2. Use of remote learning

All pupils should attend school, in line with our attendance policy.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when we decide that opening our school is either:
 - Not possible to do safely
 - Contradictory to guidance from local or central government
- Occasions when individual pupils, for a limited duration, are unable to physically attend school/lessons but are able to continue learning, for example because they have an infectious illness or a broken leg.

The remote curriculum is taught through Google Classroom.

- All pupils have access to their live lessons via Google classrooms on the first day of remote education; there may be a short delay to the start of these lessons in order for pupils and teachers to adapt lessons and log onto these devices.
- Pupils will follow the planned curriculum wherever possible and appropriate- some practical elements may need adapting.
- Curriculum booklets will be uploaded to the google classroom page and pupils can work electronically on these copies, submitting their work after each lesson
- Pupils will follow their normal timetable which will include their morning meetings, collective worship, lessons and scheduled break times.
- The timings for the school day will be emailed to parents and available on the google classroom.
- Register will be taken and attendance will be recorded and monitored by our attendance team.

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available between 8.20 and 15.30 in line with a normal school day. If the whole school is on remote learning, electives and period 6 revision sessions will be suspended so that teachers have the capacity to adapt lesson plans for an online platform.

If teachers are 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 should:

- Provide pupils with access to remote education as soon as reasonably practicable
- Follow the scheduled curriculum where appropriate making any necessary adjustments in accordance with their line managers
- Make reasonable adjustments for pupils with SEND to access remote education.
- Upload all curriculum booklets so that pupils can continue their work from home.
- When teaching live lessons, continue to embed the SG5- preparation, modelling, questioning, feedback and culture- so that all pupils have access to high quality teaching.

They are also responsible for:

- upholding professional standards and standards of behaviour
- ensuring all pupils in their classes have access to the Google Classroom and updating registers.
- Uploading all necessary resources- eg curriculum booklets and support frames
- Providing clear instructions to pupils about where to complete work and how to submit.
- Providing feedback on work through individual comments, voice notes, whole class
- Completing weekly tracker sheets so that PSW can communicate weekly with parents on behaviour, attendance, effort and attainment.

3.2 Teaching assistants

Teaching assistance plays a vital role in supporting our most vulnerable pupils and those with additional needs. When assisting with remote learning, teaching assistants must be available in school between their normal contracted hours unless they have been instructed to shield.

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 are in school but accessing their education remotely.
- Attending virtual meetings with teachers, parents and pupils

3.3 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
- 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
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely
- Ensure vulnerable pupils and those with additional needs are supported and able to access the curriculum. SENCO is responsible for identifying those pupils who may need to access remote learning from school with support from a TA.

3.4 Senior leaders

Alongside any teaching responsibilities, it is the deputy head teachers responsibility to make sure staff continue to be trained and confident in its use.

They should continue to overcome barriers to digital access where possible for pupils by, for example:

- Distributing school-owned laptops accompanied by a user agreement or contract
- Securing appropriate internet connectivity solutions – such as dongles – where possible
- Providing printed resources, such as curriculum booklets, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern
- Co-ordinating the remote learning approach across the school
- Coordinate the approach to daily collective worship.
- Monitoring the effectiveness of remote learning
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

3.5 Pastoral Workers

Lead by the DSL, pastoral workers are responsible for ensuring the safety of all pupils through:

- monitoring of attendance and daily attendance calls
- monitoring of behaviour and rewards through class charts and weekly behaviour calls.
- coordinating a communication structure so that all parents and pupils have at least one weekly communication with school.
- creating a timetable so that all vulnerable children have daily contact and invited into school to access remote learning if this is deemed in their best interests
- coordinate free school meals for need families.

3.6 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

3.7 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
- Act in accordance with normal behaviour rules / conduct rules of the school (and any specific online behaviour rules where applicable)

Staff can expect parents with children learning remotely to:

- Engage with the school and support their children's learning and to establish a routine that reflects the normal school day as far as reasonably possible
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

3.8 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains of as high a quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

4. Who to contact

If members of the community have any questions or concerns about remote learning, they should contact the following:

homelearning@cidari.co.uk

All correspondence is monitored daily and requests are then passed to the appropriate department/staff member.

5. Data protection

5.1 Accessing personal data

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

- Access data via our secure shared drives using Cidari emails only.
- Staff should work from school devices only – such as laptops or phones.
- Phone Calls to parents should go through pastoral channels only.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as school email addresses 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, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

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. Common Questions

1. What if my child does not have digital or online access at home. How will you support them?

We invested heavily in the purchase of additional devices and have a number of chrome books available for loan. Parents or carers need to contact the school to request a chrome book if your child has not already been identified.

We will also work with families to ensure they have sufficient internet connection.

Please contact school directly or email remoteteaching@cidari.co.uk

2. How will my child be taught remotely?

The vast majority of our remote learning will be taught through live teaching via google classrooms.

There may be some independent assignments or pre-recorded teaching and support will be provided throughout these tasks.

3. What are your expectations for my child's engagement and the support we should provide at home?

We expect pupils to attend their full timetable including morning meetings, lessons, collective worship and tutor time.

We expect work and homework to be completed as normal.

We expect pupils to be actively engaged as normal.

We expect parents to support you by maintaining your child's normal routines, ensuring they are appropriately dressed and have a quiet space so that they can engage with lessons.

4. How will you assess my child's work and progress and how will I be informed if there are any concerns?

Feedback can take many forms and may not always mean extensive written comments for individual pupils. For example, whole-class feedback and quizzes marked automatically via digital platforms can be prompt and effective ways of giving feedback.

Pupils will receive regular feedback in a variety of different ways, which may include verbal feedback within live lessons, scores from knowledge quizzes, whole class feedback sheets and individual comments.

All parents will be contacted at least once a week by your communication link. If we have a concern about attendance or engagement you will be contacted by a member of staff from the school.