



North Cestrian School

# Remote Learning Policy

# 1. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning (including that which takes place via blended learning)
- Set out expectations for all members of the school community with regards to remote learning

In these regards we have utilised and guided staff concerning

<https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education>

## The expectations:

- Pupils receive meaningful and ambitious assignments each day in different subjects. Remote tasks are as challenging as tasks set in school and the level of work is pitched correctly.
- Teachers teach a planned and well-sequenced curriculum to pupils learning remotely which is: As similar to the usual curriculum and wider school day as possible.
- Teachers adapt their pedagogy to suit the unique challenges of remote learning, such as shorter pupil attention spans.
- Teachers support pupils to work independently by giving explicit clarity of instructions, tasks, adaptations to the accessibility for learners and self-regulation strategies.
- Pupils have regular opportunities for peer interactions while learning at home via lesson structured to utilise questioning and building on answers (occurs via controlled camera and microphone use and chat functions). Pupils also have opportunities in weekly form periods (which also act as a safe and well check).
- Pupils are encouraged to take regular breaks from on-screen learning, and teachers set off-screen work that develops other skills (e.g. handwriting). Every lesson includes a period of off-screen independent application.
- All pupils are at least contacted weekly in regard of being 'safe and well'. All vulnerable pupils are regularly contacted to update on session attendance and regarding whether the take-up of an in-school place is more appropriate for progress and wellbeing.
- Parents of pupils with SEND are reassured and confident supporting their child's remote learning via regular communication with the Learning Support Team. Parents know who they can ask for help or talk to if things aren't working.
- Pupils with SEND receive the same level of support which, as far as reasonably possible, is that which they would receive in the classroom.
- Pupil and staff workload is protected by shortening lessons, collapsing time (briefings, form period) and sharing resources. In school supervision is rota and where possible the priority for staff with a lower requirement to teach live lessons.
- Safeguarding is maintained at all times.

## 2. Roles and responsibilities

When providing remote learning, all staff must be available between 8.30am and 3.30pm (or ten minutes before and after their contracted/timetabled hours).

If a member of staff is 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. The normal procedure asks, where possible, for details of the 'cover' work, and in times of remote learning the delivery of resources via Class Charts is, where the staff member decides it is feasible, best practice.

### 2.1 Teachers and Learning Support Assistants

When providing remote learning, teachers are responsible for:

- Following the on-site risk assessment.
- Proactively follow the latest published rota. Staff may alter their live lesson due to also being required for bubble supervision by shortening the live delivery, providing Class Charts resources or indeed delivering live.
- The timely provision of lesson resources (live/Class Charts) in line with the published timetables of teachers and pupils. If any lesson or part of the lesson requires use of the camera and site of the person that the usual dress code applies.
- To provide the live lesson unless otherwise advised due to Bubble Supervision (or other circumstances authorised by SLT).
- To ensure live lessons are only accessed by pupils in the particular class and only via the pupil's school email account/O365.
- Ensure the NCS Microsoft Teams code of conduct is followed. Including any sensitive information or images to be potentially shown via any camera or heard by any microphone, in either the teacher's or pupil's work place/home is 'blurred' in advance.
- To ensure the register of pupils attending the live lesson is complete. It is important to check that there are no unexpected guests. Staff will follow the behaviour management guidance. If it is a Class Charts lesson then retrospectively complete the register following evidence of having accessed the resource/handed work in.
- To improve the access to learning for SEN pupils as advised.
- Specifically for LSAs: carry out the requirement to assist SEN/EHCP pupils as advised by the SENCO and in line with the agreed practices for the pupil and in line with the Risk Assessment. Assist teachers in improving the access to learning for SEN/EHCP pupils.
- To assess progress and feedback to pupils in line with the advised system.
- Safeguarding issues are to be reported to the DSL. Any complaints from pupils, parents or staff to be relayed to the Headmaster.
- Following the behaviour management system and contact parents as advised.
- Regular reminders of the open channels of communication for all staff regarding their wellbeing, time management, skills and training and technology issues.

## **2.2 Subject leads**

Leadership of their curriculum area and staff members as per the job description and agreed remote learning procedures. Sensitive requirements by the HOF during remote learning is to considering whether any aspects of the subject curriculum need to change to accommodate staff needs, remote learning, quality assure lesson delivery and ensure that pupils' progress is assessed and feedback.

## **2.3 Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitor staff well being
- Monitoring the effectiveness of remote learning
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Responsible for maintaining all useful school functions and the calendar (inc. necessary modifications) requirements.

## **2.4 Form Tutors, PP Champion, HOYs and Attendance Officer**

- Carry out usual duties including the safe and well check system as advised.
- We will ensure that as far as reasonably possible that every pupil will be able access remote education from home. When this is not possible we will endeavor to provide a suitable alternative.

## **2.5 Positive Focus Team and PP Champion**

- Operate to mitigate the impacts of lockdown(s) affected pupils via the published plans and policies.

**2.6 All other roles in the school remain the same. (i.e. delivered as per job descriptions both in-school and to remote learners) and where necessary reasonably adjusted by SLT to meet the circumstances.**

## **2.7 Pupils and parents**

Staff can expect pupils learning remotely to:

- Be proactively organised to follow their published timetable. Teachers will mostly deliver lessons live via Microsoft Teams and pupils must be logged on to and aware of updates and resources delivery/hand in via Class Charts.
- Pupils' NCS school email accounts (email and Teams) are strictly the only forms of contact in regard of timetabled lessons.
- Follow the NCS Microsoft Teams protocols.
- Follow all Cestrian Way behaviour expectations.

- Complete work to the deadline set by teachers. Alert teachers if they're not able to complete work.
- Seek help if they need it, from teachers or teaching assistants.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work. Emailing [office@northcestrian.co.uk](mailto:office@northcestrian.co.uk) (for illness), [covid@northcestrian.co.uk](mailto:covid@northcestrian.co.uk) (for covid related issues/absence) and form tutors and teachers (concerning work/pastoral related issues), HOYK (concerning any concerning regarding use of technology, safeguarding or complaints)
- Parents can continue to use the Concerns and Complaints Policy on the school's web site

## 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. Data protection

### 3.1 Accessing personal data

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

- Follow the usual GDPR and management information system.
- Must ensure that only the school laptop is used out of school and that it not a shared device. No sensitive information should be copied on screen or downloaded. (i.e. kept on the management information system / O365)
- Staff are reminded to collect and/or share as little personal data as possible online and only data that is relevant to the purpose of teaching/welfare of the child. E.g. avoid storing pupils' contact details on personal devices.

### 3.2 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
- The device must be locked if unattended
- Keeping operating systems up to date – always install the latest updates

<b>Approved by:</b>	Mr L. R. Bergin	<b>Date:</b> 20 January 2021
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<b>Last reviewed on:</b>	20 January 2021
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<b>Next review due by:</b>	19 January 2022
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