



# Remote Learning Policy

---

<b>1. Aims</b>	<b>2</b>
<b>2. Roles and responsibilities</b>	<b>2</b>
<b>3. Who to Who to contact</b>	<b>5</b>
<b>4. Data protection</b>	<b>5</b>
<b>5. Safeguarding</b>	<b>5</b>
<b>6. Monitoring arrangements</b>	<b>6</b>
<b>7. Links with other policies</b>	<b>6</b>

## 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

Pupils who are eligible for Remote Learning include:

- Whole year groups who are sent home by School/ PHE for self isolation
- Groups/individual pupils who are sent home by school/PHE for self-isolation
- Any pupil identified by NHS as requiring to shield due to ongoing pandemic
- Any pupil who has tested positive and is self isolating but feels able to complete the tasks set.
- Any pupils self-isolating due to an evidenced positive case in their household (primary contact).

Pupils who are not eligible for Remote learning include:

- Pupils who are generally unwell and absent due to illness
- Pupils whose absence is not authorised by school/LA policy.
- Pupils who are self-isolating without notification from school/PHE/NHS.

## 2.1 Teachers

When providing remote learning, teachers must be available between 8.35AM and 3.20PM, as per directed time.

Staff unable to work for any reason during this time, for example due to sickness or caring for a dependent, should report this using the normal absence procedure, contacting HT/their line manager.

When providing remote learning, teachers are responsible for:

- Setting work
  - Work is set for the classes for which teachers are responsible on the school timetable. Some subjects leaders may assign one member of staff to provide work for an entire year group – this will be agreed through faculty leaders and line management systems.
  - The work provided should match the provision expected during the school day in terms of curriculum content and length - double lessons will be resourced appropriately.
  - This work must be set by 8.30am on the day the lesson is due to take place. Each assignment must have an allocated deadline, set for the day the lesson is due to take place.
  - Work set will be explicitly differentiated to meet the needs of the pupils in that class, following the needs of EHCPs and learner profiles. This is in the same way as a classroom lesson.
  - Work will be set through Google Classroom, using Google apps (docs/slides/sheets), and in the Google Classroom groups established by ICT admin.
    - Some faculties may direct students to third party providers, these will have been checked thoroughly by faculty leaders and the work submitted to them will be subject to the same scrutiny as the Google Classroom work. An example of this is the Oak Academy online learning programme.
  - Resources uploaded to Google Classroom will be adapted for online learning.
  - There will be a variety of tasks set, including:
    - Worksheets/open documents for typing.
    - Video/Audio files demonstrating/explaining concepts (Screencastify/Google Meet can be used to do this) These video/audio clips are uploaded to Google Classroom.
    - Teachers will not live stream lessons.
  - Ensure pupils with limited access to devices can still complete the work set. This will be agreed beforehand and bespoke measures put in place for each pupil if needed.
- Providing feedback on work:
  - In the event of school closure, Staff will be available during the scheduled lesson times to respond to pupil queries that are submitted online.
  - Completed work will be available on Google Classroom, or agreed third party providers. Those pupils without computer access can drop off completed work to the school office where it will be quarantined for 72 hours before feedback takes place. This will be clearly marked and returned in the same folder it was delivered in.
  - Teachers will not respond to individual emails sent by pupils; the private comment function on Google Classroom will be the method of communication where staff can clarify instructions to pupils; these comments will be responded to within 48 hours of the lesson.
  - Pupils will receive feedback via Google Classroom, predominantly using one page feedback techniques in English, science and foundation subjects. Maths feedback will be via My maths and Hegarty maths. Pupil's work will also be acknowledged by their class teacher when uploaded to google classroom.
  - Pupils who have not completed online learning will be identified by teaching staff to the Attendance/Behaviour officer via email.
  - Exemplar documents for one page feedback proformas can be found in the appendix below.

- o The in school feedback policy dictates the regularity of feedback to be provided - once every two weeks in core subjects, twice a half term for two hour subjects and once per half term in foundation subjects taught one hour a week.
- Keeping in touch with pupils and the parents/carers of pupils who aren't in school.
  - o Attendance/Behaviour officer is responsible for maintaining contact with families away from school, liaising with Heads of Year and SLT.
  - o Where pupils are not submitting work regularly, teachers will report this using the PCL, logging the number of incidents of missed work.
  - o In the event of a school closure parental contact will be made once every half term. This will be primarily by the form tutor, assisted by key staff, directed by SLT.
- Attending virtual meetings with staff
  - o Follow safeguarding procedures laid out in Safer Working Practice document shared alongside this policy.
  - o Staff should be dressed in line with staff handbook protocols.
  - o Wherever possible, backgrounds should be blank and clear, free from background noise. There should be no other individuals in line of sight/hearing as far as possible.

## 2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their normal contracted hours.

If unable to work for any reason during this time, for example due to sickness or caring for a dependent, support staff should report this using the normal absence procedure - contacting HT/their line manager.

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

- Supporting pupils who aren't in school using remote learning
  - o Teaching assistants will be responsible for checking the work submitted by those pupils for whom they are designated as key workers.
  - o This support can be in the form of private comments on Google Classroom assignments; liaising with class teachers to differentiate work where appropriate; and contacting home in the event of a school closure
  - o In the event of a school closure Teaching Assistants will make home contact with the pupils for whom they are designated key workers.
- Attending virtual meetings with teachers, parents and pupils:
  - o Staff should be dressed in line with staff handbook protocols.
  - o Wherever possible, backgrounds should be blank and clear, free from background noise. There should be no other individuals in line of sight/hearing as far as possible.

## 2.3 Faculty leaders

Alongside their teaching responsibilities, subject leaders 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

- In the case of pupils who complete allocated tasks faster at home than in school, Oak Academy lessons will be allocated to provide additional provision to the Google Classroom tasks set. This can be a separate block of work that aligns with the school curriculum already on offer.
- Monitoring the remote work set by teachers in their subject, including:
  - Alerting teachers to resources they can use to teach their subject remotely
  - Coordinating with other teachers, including those teaching in school, to ensure consistency across the year/subject
  - Ensure pupils with limited access to devices can still complete the work set

## 2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school - DHT
- Monitoring the effectiveness of remote learning by
  - Regularly checking with faculty Leaders that work set is appropriate
  - Regularly checking with heads of year that pupils are completing work set
  - Providing support for leaders to address these barriers where they arise.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## 2.5 Designated safeguarding lead

The DSL is responsible for:

- Updating the Safeguarding Policy to ensure remote learning is clearly covered
- Training staff on the safeguarding policy and advising staff how to operate remote learning in a secure manner.
- Liaising with external agencies where necessary

## 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

## 2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to their timetable/deadlines set by teachers - tasks should be completed within 48 hours of the deadline wherever possible.
- Seek help if they need it, from teachers or teaching assistants, using the private message function on Google Classroom.
- Alert teachers if they're not able to complete work.
  - Safeguarding support - [safeandsound@mbms.org.uk](mailto:safeandsound@mbms.org.uk)

Staff can expect parents with children learning remotely to:

- Where applicable, identify their child as self-isolating due to positive coronavirus tests or symptoms.
- Make the school aware if their child is sick or otherwise can't complete work
  - Absence line - 0191 349 9538 (option 2)
  - Email - [info@mbms.org.uk](mailto:info@mbms.org.uk)
- Seek help from the school if they need it
  - IT support - [support@mbms.org.uk](mailto:support@mbms.org.uk)
  - Pastoral support - [info@mbms.org.uk](mailto:info@mbms.org.uk)
- Be respectful when making any complaints or concerns known to staff

## 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:

- Issues in setting work – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to the relevant head of year
- Issues with IT – talk to IT staff ([admin@mbms.org.uk](mailto:admin@mbms.org.uk))
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer (LN)
- Concerns about safeguarding – talk to the DSL (JI)

## 4. Data protection

### 4.1 Accessing personal data

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

- Use their mbms.org.uk account to access Google Classroom
- Use school devices as far as possible to set work and provide feedback.
- Personal devices are used at their risk.

### 4.2 Processing personal data

Staff members may need to collect and/or share personal data such 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
- 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

## 5. Safeguarding

There is explicit guidance on remote learning in the safeguarding policy. This is available on Google Drive and in the school staff room.

Staff are advised that they should:

- Only communicate with pupils using the private comment function on Google Classroom
- Not respond to any personal email sent directly to them by a pupil.
- Ensure all video/audio content uploaded is appropriate

More general guidance on safeguarding, specifically relating to online/virtual teaching, is found on section 24a of [Guidance for safer working practice for those working with children and young people in education settings](#)

## 6. Monitoring arrangements

This policy will be reviewed annually by Deputy Headteacher. At every review, it will be approved by Governing Body.

## 7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy