



Remote Learning Policy

Reviewed by: Board

Date of Policy: September 2021

To be reviewed: September 2022

1. Aims

To set out expectations for all members of the school community with regards to remote learning

To ensure consistency in the approach to remote learning for students who are not currently attending school due to self-isolation, shielding or government guidance regarding school closure

To provide appropriate guidelines for data protection

2. Rationale

In the event of a school closure, the Trust is committed to providing continuity of education to its students and will do so through a process of remote learning.

Remote learning would apply in the following situations if:

- the school is closed for an extended period of time and where a high proportion of students and staff are able to work as normal from home.
- students are self-isolating at home following an infectious disease outbreak and are not suffering with relevant symptoms.
- students have a short period of absence, but are able to work at home to some extent such as exclusion from school, or longer-term illness, assuming students are able to complete school work at home.

There is no obligation for the school to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take students on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to 'absent their children' against official guidance, in the event of an outbreak of infectious disease.

3. Remote learning definition

Remote learning is defined as high quality online and offline resources that are linked to the school curriculum expectations and completed at home. Online resources are accessed through the internet and require an internet connection and suitable ICT gadget such as a PC, laptop, tablet or mobile phone. Offline resources are paper based and accessed via postal delivery or printed.

The primary platforms the school will use to deliver online continuity of education are:

FROG access for all subjects except maths, using the URL:

<https://frog.cockburnjohncharles.org/> or <https://frog.cockburnschool.org/> Hegarty is the primary platform for maths.

The Trust will produce half termly home learning paper packs for offline resources for students who do not have suitable online access inline with Government Guidance updated on October 20th 2020

"In developing these contingency plans, we expect schools to:

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

- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access”

3. Roles and responsibilities

All stakeholders have a responsibility to support the process of remote learning in the event of school closures or working from home.

3.1 Students

3.1.1 Remote learning for individual students

Students who are able to work from home will complete home learning in the event of agreed absence with the school, in the event of school closures for specific bubbles, self-isolation/shielding or Government Guidance.

Students will be coded X on class registers by the attendance team.

The school will set work for X coded students to complete. Work can be set by either teaching and/or support staff.

If there are any issues with the completion of work, parents/carers or students should liaise the relevant head of year or subject leader via the subject, year group emails or by phone. Though every case will have its own specifics, a rough guideline for the frequency of communication between school and students would be once per week.

3.1.2 Remote learning in the event of extended school closure

In the event of an extended school closure, the school will provide continuity of education in the following ways:

- a) Set work for students to complete through FROG and provide paper-based work packs.
- b) Provide regular direct instruction through FROG or other platforms so that students have clear instruction and explanation or clear instruction and explanation on paper-based work packs.
- c) Provide assessment of specific assignments that are submitted electronically by students through FROG and feedback is provided by teaching staff.

3.2 Teachers

3.2.1 When providing remote learning, teachers must be available in line with the operation of the normal school day.

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.

Subject areas will provide work broadly in in line with student classes and timetables. Tasks will be adapted for home learning and will be set in accordance with existing schemes of work.

Remote learning will require students and teachers to take an adapted approach to working through content so coverage is as close as possible to in-school teaching, but will not be in the same depth as in the classroom. The nature of tasks set should allow students to learn independently, without the specific support of an adult at home.

3.2.2 When providing remote learning, teachers are responsible for:

- Setting work for their own classes via FROG. *The school may have capacity to provide support for teachers with setting work via FROG by utilising support staff or staff working from home*
- Setting work via any additional learning platforms (for example Hegarty, Educake, GCSE Pod) should have links available via the school website for easy access for students.

- Match the amount of work set with students' regular timetable
- Work should be set the day before students require it as far as possible
- Provide feedback for their own classes via FROG
- Contact students/ parents/ carers (via email/ phone) where students fail to complete work
- Safeguard any concerns using the school's policy
- Follow safer working practice guidance including the April 2020 Covid addendum

3.2.3 Setting of online and offline work may take the form of:

- Working through subject-specific presentations including recorded ppts or worksheets provided by the subject area
- Reading and making notes on new material from a common subject area textbook or electronic resource
- Watching a relevant video resource and making notes on it
- Completing a listening exercise (e.g. in languages)
- Written responses to prompt questions, essay plans etc.
- Completion of practice questions or past papers, particularly for those in examination years
- Working through relevant exercises offered by external providers (e.g. Educake, Hegarty Maths, GCSEpod)

3.3 Subject Leads/ Faculty Leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Consider whether any aspects of the subject curriculum need adapting to accommodate remote learning online and offline resourcing
- Plan a programme that is of equivalent length to the core teaching students would receive in school
- Working with teachers teaching their subject remotely to make sure all work set is appropriate, meaningful for the subject.
- Monitoring the remote work set by teachers in their subject through regular virtual meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely
- Provide offline 'printable' resources for each year group for students without access to ICT either wifi and/or suitable ICT gadget to complete work on

3.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Ensure high quality training is delivered for staff delivering remote learning
- Monitor the quality of assignments so that students have meaningful and ambitious work each day in a number of different subjects
- Monitor the remote learning programme so that it is of equivalent length to the core teaching students would receive in school
- Monitor the level of engagement in remote learning including number of paper packs issued for offline provision and number of students accessing remote learning online
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

3.5 Teaching assistants

When assisting with remote learning, teaching assistants must be available in line with their normal working hours.

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:

- Support teachers with the setting work for students via FROG following training and guidance.
- Supporting the production of Home Learning packs.
- Modifying resources for specific student needs.
- Liaise with the SENDCO and teaching staff to discuss provision through virtual meetings
- Make phone calls home and send well-being emails to support students
- Attending virtual meetings with teachers, parents and students
- Follow safer working practice guidance including the April 2020 Covid addendum
- Safeguard any concerns using the school's policy

3.6 Designated safeguarding lead

The DSL is responsible for:

- Maintaining the schools Safeguarding policy
- Monitoring and responding to CPOMS
- Liaising with CSG team to support home contact and wellbeing calls

3.7 IT staff

IT staff are responsible for:

- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Fixing issues with systems used to set and collect work
- Supporting staff and parents/carers with any technical issues they're experiencing
- Assisting students and parents with accessing the internet or devices

3.8 Students and Parents/Carers

Staff can expect students learning remotely to:

- Be contactable during the hours of the school day, although students may not always be in front of a device during the hours of the school day
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants via FROG, email or phone
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it via communication sign posted on the website
- Be respectful when making any complaints or concerns known to staff

3.9 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

4. Data protection

4.1 Accessing personal data

- When accessing student data for remote learning purposes, all staff members will:
- Access the data via FROG platform or remote desk top access.
- Use school devices provided such as laptops where ever possible.
- If staff their own personal devices:
- You must not connect personal computer equipment to school computer equipment without prior approval from IT Support staff, if suing USB memory sticks they must be encrypted.
- If you keep files on a personal storage device (such as an encrypted USB memory stick), you must ensure that other computers you connect this storage device to (such as your own computers at home) have an up-to-date anti-virus system running to protect against the spread of harmful software onto the school computer system.
- Use school devices provided such as laptops or use their own personal devices; adhering to the Trust's acceptable usage policy and safer working practice guidance April 2020 Covid addendum in both cases.

4.2 Processing personal data

All personal data will be processed in line with the Trust's privacy notice.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure and should refer to the guidance set out in the UK GDPR policy, a summary version can be accessed in the staff planner. 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. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy including the coronavirus addendum to this policy
- Essential T&L Guide

- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy
- Safer working practice guidance including the April 2020 Covid addendum.