Remote Learning Policy

Lealands
High School

Remote Learning Policy

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1. Introduction

Lealands High School policies are designed to support the school ethos, aims and vision. Lealands is a positive learning community which is fully inclusive to ensure equality of opportunity for all.

Our aims are outlined in our Home School Agreement.

Our aims:

Excellence in everything we do	Everyone has responsibility	Respect for all
● Everyone achieves success and makes excellent progress	● To prepare young people for life and a positive future	● Everyone is valued for their contribution
● We all continually improve what we do and work hard	● To ensure that school is a safe place	● All are cared for and supported so that needs are met
● We care about being the best we can be and getting the best out of those around us	● To help and support others to grow and succeed	● We recognise and celebrate the talents, gifts and uniqueness of every individual

In order to achieve these aims students, parents and the school need to work in partnership.

Our vision is to be:

*Everyone **achieves excellence**, demonstrates **respect** for all and takes **responsibility** for their own actions, while helping others to be successful.*

We strive to achieve this vision in all that we do and staff, students, parents, governors, other school stakeholders and partners are all an important part of making this happen.

2. Aims

This remote learning policy for staff aims to:

- Ensure continuity of learning and curriculum for students as much as is reasonably possible during periods of absence from school due to government requirements, school closure periods or known periods of absence.
- Ensure consistency in the approach to remote learning for students who are required due to government requirements to be absent from school). (Please see appendix 1)
- Set out expectations for all members of the school community with regards to remote learning and the three operating levels.
- Provide appropriate guidelines for data protection and safeguarding for all three operating levels.

3. Roles and responsibilities

The Headteacher has overall responsibility for the School's remote learning policy. The implementation of the remote learning policy will be delegated to the School's Senior and Middle leadership teams.

3.1 Teachers

When providing remote learning (green operating level) teachers operate under their normal working terms and conditions. When providing remote learning (amber and red operating level), teachers will remain in school as directed. Should teachers be sent home to isolate or work from home during extensive closure, they must be available between 8.30am – 4.00pm on their normal working days. If the school is closed to most students, some (vulnerable students and those with SEN/D) will still attend and staff will be required in school to provide for their continued education. A rota may be established for attendance at school during the red operating level.

If teaching staff 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.

(Please see appendix 2)

When providing remote learning, teachers are responsible for:

- **Setting work for students: (green operating level)**
    - Must upload their daily lesson/s and supporting materials to the appropriate google classroom/s for any student/s to continue with their normal timetable and extended learning tasks. These students will be identifiable from the class register. (X code used) There is no expectation for staff to upload their daily lesson for any students who are off due to general illness or unauthorised absences, however, these students should either complete work provided in the Google Classroom or be supported to catch up on their return to school.
    - The work provided must be in-line with the work students are completing in school so that they are not disadvantaged and are able to keep up with all aspects of their curriculum.
    - The amount of work uploaded must reflect the length of the lesson that day.
    - The lesson must be uploaded in the form of a powerpoint/google slides presentation or PDF document providing explanation, details of activities and clarity of expectation for work to be completed and submitted. Staff may choose to provide a 'loom' or video recorded presentation.
    - The lesson must be uploaded at least 1 hour prior to the lesson commencing within school.
    - The lesson must be uploaded to the appropriate google classroom, however, students can be directed to third party sites to complete the work, access resources. For example, Sparx maths, Seneca, Youtube and Oak Academy.
    - Where students or parents indicate that no access is available to digital devices the teacher must liaise with the Assistant Head Teacher (Disadvantaged Students) to ensure that appropriate resources are made available for the student.
    - All remote learning will be provided online. Staff must consider accessibility to the content at all times. Staff must not expect students or parents to print any materials at home.
    - Work should be marked in-line with the School's marking policy and staff are encouraged to utilise features in Google Classroom and other programmes that provide instant feedback and self-marking.

When providing remote learning, teachers are responsible for:

- **Setting work for students: (amber and red operating levels)**
    - Must upload their daily lesson/s and supporting materials to the appropriate google classroom/s for any student/s, having to be taught remotely due to a partial or full school closure.
    - The amount of work uploaded must reflect the length of the lesson that day.
    - The work provided should be in-line with the current curriculum plan so that no learning time is lost.
    - The lesson must be uploaded in the form of a narrated powerpoint presentation (minimum expectation) or loom presentations/video presentation. Live lessons through google meets can be provided and should be considered where appropriate. Students who are able to see and hear their teacher are likely to gain the most from the lessons provided. Lessons should follow the format listed:
        1. Do Now or a review of prior learning
        2. An explicit instruction phase
        3. C.U.R.E activity to check understanding
        4. Practice phase following the explicit instruction phase
        5. Phases 2, 3 and 4 repeated throughout the lesson if needed.
        6. Journey quiz or journey checkpoint in line with school policy and departmental curriculum plans
    - The lesson must be uploaded at least 1 hour prior to the lesson commencing on the student's timetable or a revised amber/red operating timetable, unless it is being delivered live.
    - Where students or parents indicate that no access is available to digital devices the teacher must liaise with the Assistant Head Teacher (Disadvantaged students) to ensure that appropriate resources are made available for the student.
    - Remote learning will only take place online.
    - C.U.R.E activities should be checked on the day of the lesson and subsequent planning should take into account the feedback received from the student/s.
    - Work should be marked in-line with the schools marking policy.
    - Students who ask questions or seek additional information about their lesson via google classroom, must be responded to by their class teacher ASAP and at least within 24 hours.

When providing remote learning, teachers are responsible for:

- **Providing feedback: (green operating level)**
    - Work should be marked in-line with the School's marking policy.
- **Providing feedback: (amber and red operating levels)**
    - Work should be marked in-line with the School's marking policy.
    - C.U.R.E activities should be checked on the day of the lesson, but there is no expectation that individual feedback is provided. Staff might wish to provide feedback for C.U.R.E activities and if provided this must be through the google classroom at either an individual level, class or bubble level.
    - If students do not complete the work set, this should be recorded on Epraise for each lesson and piece of extended learning in line with the school policy.

- Students who complete the work set to a good standard should be rewarded with a STEP on Epraise.

When providing remote learning, teachers are responsible for:

- **Maintaining contact with students: (green operating level)**
    - Contact any students once per week by using the email facility within google classroom. (minimum expectation).
    - Continue to issue STEP points and demerits in line with the School's policy.
- **Maintaining contact with students: (amber and red operating levels)**
    - Contact any student/s or classes in line with the school guidance at the time.
    - Continue to issue STEP points and demerits in line with the School's policy.
    -

When providing remote learning, teachers are responsible for:

- **General expectations all operating levels:**
    - Ensuring that remote learning is made available on any student's first full day of absence.
    - Ensuring that parents/carers are contacted where necessary – poor online behaviour or repeated lack of work to an acceptable standard.
    - Ensure that work posted within the google classroom is clearly labelled as classwork or extended learning.
    - Ensuring that any safeguarding concerns are reported in line with the school policy
    - Ensuring that they have appropriate ICT resources needed with them at all times
    - Ensuring that the departmental schemes of learning are followed
    - That the dress code and staff code of conduct is adhered to when delivering any loom presentations, live lessons or attending any virtual meetings.
    - Ensuring that Extended learning is still set and monitored in-line with the published schedules and policy throughout all three operating levels.
    - Ensure that access is made available to all google classrooms for appropriate LSA's, Directors of Subjects and Senior Leaders.
    - Use of the staff google classroom, where all exemplar materials will be posted for the creation of remote learning resources.
    - When operating at amber or red level, the pastoral team will liaise with the relevant teaching staff to ensure the pastoral programme is delivered.

3.2 Learning support assistants

When providing remote learning (green operating level) learning support assistants operate under their normal working terms and conditions. When providing remote learning (amber and red operating level), learning support assistants will remain in school as directed. Should learning support assistants be sent home to work from home during school closures, they must be available between 8.30am – 3.30/4.00pm on their normal working days. If the school is closed to most students, some (vulnerable students and those with SEN/D) will still attend and staff will be required in school to provide for their continued education. A rota may be established for attendance at school during the red operating level.

If learning support assistants 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.

- The lesson must be uploaded at least 1 hour prior to the lesson commencing on the student's timetable or a revised amber/red operating timetable, unless it is being delivered live.

3.3 Directors of Subjects

Alongside their teaching responsibilities, subject leads are responsible for:

- Ensuring that remote learning is made available on any student's first full day of known absence.
- Ensuring that all teaching staff within their department are following the expectations as outlined in 2.1. Ensuring that the curriculum being offered is of the highest quality, adjusting the curriculum to take into account the potential effect of the different operating levels.
- Set appropriate work for classes that are without a class teacher due to absence.
- Regular monitoring of the departments google classrooms and the quality of the remote learning lessons. Through:
    1. Thursday morning department meetings
    2. Virtual learning walks (visits to each Google Classroom every week)
    3. Discussions with individual teachers and staff members
    4. Monitoring of any formative or summative tests
    5. Contact with students or parents
    6. Feedback from any whole school surveys or parental feedback.

3.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Assistant Head Teacher Teaching and Learning: Overall co-ordination and implementation of the remote learning policy.
- Assistant Head Teacher Disadvantaged Students: Co-ordination of access to digital devices and engagement of disadvantaged students and student voice.
- Assistant Head Teacher Curriculum: Co-ordination and implementation of remote learning curriculum.
- Assistant Head Teacher Assessment and reporting: Co-ordination of parental contact, reporting and oversight of KS4.
- Assistant Head Teacher SENCo: Co-ordination and monitoring of SEN/D students and oversight of KS3.
- Deputy Head Teacher: Co-ordination of pastoral aspects of remote learning policy and safeguarding.
- School Business Manager: Co-ordination of remote learning staffing and the monitoring of remote learning systems, including data protection.

3.5 Designated safeguarding lead

The DSL is responsible for:

- Ensuring that all school staff are adhering to the School's safeguarding polices.

3.6 IT staff

IT staff are responsible for:

- Ensuring that all systems associated with the implementation of the remote learning policy are working effectively.
- Supporting staff with any technical issues that may impede the implementation of the remote learning policy.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

3.7 Students and parents

Staff can expect students learning remotely to:

- Engage with the work set within the google classroom on a daily basis in line with their curriculum.
- Endeavour to complete all work set by the published deadlines, and where this might not be possible, to contact their subject teachers to inform them.
- Seek help if they need it through the effective use of the google classroom.
- Adhere to the School's behaviour policy at all times during any remote learning.
- Follow any guidelines for the effective participation in live lessons or pastoral activities.

Staff can expect parents with children learning remotely to:

- Ensure that their child engages with the work set within the google classroom on a daily basis in line with their curriculum.
- Seek help if they need it through the effective use of the School's communication systems.
- Ensure that their child adheres to the School's behaviour policy.
- Ensure that their child follows any guidelines for the effective participation in live lessons or pastoral activities.
- Engage with the School and their child's remote learning on a daily basis.
- Make the school aware if their child is ill and unable to complete their remote learning.

3.8 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

4. Who to contact

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

- The Headteacher: Overall responsibility for remote learning policy.
- Assistant Head Teacher Teaching and Learning: Responsibility for the implementation of the remote learning policy.
- School Business manager: Sickness and absence.
- SLT Departmental link: Any general concerns about remote learning.

5. Data protection

5.1 Accessing personal data

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

- Ensure that all data is accessed and used in line with the School's data protection policy.
- Staff must ensure that only devices provided by the school are used for remote learning activities. No personal devices are to be used for remote learning activities.

5.2 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
- Keeping operating systems up to date – always install the latest updates

6. Safeguarding

All staff members must take appropriate steps to ensure they are following the schools safeguarding policy (Please refer to policy and addendum) and procedures.

7. Monitoring arrangements

This policy will be reviewed termly by the senior leadership team. After every review, it will be approved by the Governors policy committee.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- Safeguarding policy and appendix 8

Appendix 1 School Operating Levels

For continuity of learning and curriculum for students the school operates a three level remote learning policy.

Green level. Individual students undertake remote learning due to government requirements or known absence

These are outlined in Table 1 below and for the basis for the schools Green operating level.

Table 1

Possible Scenario
Due to Government requirements to isolate from school. Individual students.
Student suspended for a fixed period from school.
Any other known absence apart from sickness.

Amber & Red level: Majority of students undertake remote learning due to government requirements or school closure period.

These are outlined in Table 2 below and for the basis for the schools Amber and Red operating level.

Table 2

Possible Scenario
Due to Government requirements to isolate from school. Groups of students.
Partial school closure
Due to Government requirements to isolate from school. All students.
Government requirement for whole school closure
Whole school closure (Weather or damage to school building)

In these circumstances staff will be informed of the operating level and the school will switch to a full remote learning provision.

Remote learning policy

N.B. A live teaching element is defined as an interaction by the assigned class teacher with students through a pre-arranged google meet for all or part of a lesson.

N.B. A lesson is defined as any 1 hour or consecutive 2-hour period.