



Sending every young person into the world able and qualified

Remote Learning Policy

Approved by:

Date:

Last reviewed on:

Next review due by:

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

Every child is expected to attend school from September 1st 2020. In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- A continuous, dry cough
- A high temperature above 37.8°C
- A loss of, or change to, their sense of smell or taste
- Have had access to a test and this has returned a positive result for Covid-19

This policy is intended to outline expectations for self-isolation/quarantine, class bubble or partial school closure, rather than individual cases. Individual pupils who are isolating due to health issues (based on government advice) and choose not to return to school in September will be supported on a case by case basis.

Remote learning for pupils

We will provide appropriate remote learning for pupils who are not able to attend school. In the following points, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents.

The governors and senior leadership team at Wallingford School are fully aware that these are exceptional times and would like to make it clear that the completion of work is not compulsory and that this document seeks to inform and guide families and not impose expectations. Each family is unique and because of this should approach home learning in way which suits their individual needs. We realise that the circumstances that might cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- parents may be trying to work from home so access to technology as a family may be limited
- parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation
- teachers may be trying to manage their home situation and the learning of their own children
- systems may not always function as they should

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between normal working hours.

If they 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 are responsible for:

For an individual or small group of pupils in self-isolation or quarantine:

- Planning lessons that are relevant to the curriculum focus for that year group
- Endeavouring to supply resources to support tasks for home learners
- Ensuring support for pupils and families will meet the government's "high quality" provision; Wallingford School will primarily use Satchel as a learning platform
- Ensuring that the work shared will align as closely as possible with in-school provision and be shared via Satchel detailing the website/resource links to be used

In the case of Class or Year "bubble" closure:

- Teaching will move to Microsoft Teams and the aim is to provide daily teaching as close to the school day experienced in school
- The day will follow this suggested timetable which includes regular breaks, taking in to account the challenges for both staff and pupil in managing remote learning at different age groups; there is flexibility with these timings depending on the year group and the weekly timetable will be shared on Satchel
- Every effort will be made to ascertain which families may require paper packs or the loan of a laptop

In all situations:

- Teachers will respond promptly, within reason, to requests for support from families at home; this should be done via email or on Teams
- Teachers shouldn't answer emails outside of working hours
- Should a staff member require support with the use of technology, it is their responsibility to seek this support in school and Senior Leaders will ensure that support is given promptly

Remote teaching for staff who are self-isolating:

Teaching staff are required to self-isolate if they show symptoms outlined at the start of this policy or they have been told to shield and/or have received a letter to confirm this or have been

contacted by Track and Trace. If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedures for planned absence
- In line with the government's expectations for schools, it is expected that staff get tested if they are displaying symptoms of COVID
- Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made
- Whilst self-isolating, and if able to do so, non-teaching staff will be given appropriate individual work which is in line with whole school improvement priorities; this work will be communicated by the Senior Leadership Team and will be allocated on a case-by-case basis.
- If unwell themselves, a decision will be made as to how to deliver remote learning to the class; the well-being of all staff will always be a significant consideration

Our Code of Conduct for teachers when leading remote learning

- If the situation allows it, leading remote learning should take place in school and not at home
- No 1:1 lessons should take place, groups only
- Staff must wear suitable clothing, as should anyone else in the household
- Any computers used should be in appropriate areas and where possible be against a neutral background
- Language must be professional and appropriate, including any family members in the background
- Videos may be muted by staff if other pupil in the household become unsettled or cause a disruption
- Safeguarding issues or concerns about a child's behaviour or welfare will be reported to the DSL immediately after the lesson
- Should any inappropriate behaviour or language be used by any pupil during the call, the teacher will address this at the time if appropriate; should the behaviour continue, the teacher may decide, that in order to safeguard the other pupils involved in the call, to end the participant's call

Concerns raised by teachers during remote learning should be shared in line with the school's current procedures and policies.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 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 supporting pupils who aren't in school with learning remotely:

- SEN pupils who are usually supported by the TA
- The support provided will be discussed with the class teacher and SENCO

Our Code of Conduct for teaching assistants when supporting remote learning

- If the situation allows it, leading remote learning should take place in school and not at home
- 1:1 lessons should only take place after discussion with the class teacher and SENCO and agreement from the SLT and parents; additional safeguarding procedures will be put in place including an additional member of staff being present
- Staff must wear suitable clothing, as should anyone else in the household
- Any computers used should be in appropriate areas and where possible be against a neutral background
- Language must be professional and appropriate, including any family members in the background
- Videos may be muted by staff if other pupil in the household become unsettled or cause a disruption
- Safeguarding issues or concerns about a child's behaviour or welfare will be reported to the DSL immediately after the lesson
- Should any inappropriate behaviour or language be used by any pupil during the call, the teaching assistant will address this at the time if appropriate; should the behaviour continue, the teaching assistant may decide, that in order to safeguard the other pupils involved in the call, to end the participant's call

2.3 SENCO

Alongside their responsibility for SEN provision across the school, our SENCO is responsible for:

- Considering whether any aspects of the curriculum need to change to accommodate remote learning for SEN pupil
- Working with teachers teaching remotely to make sure all work set is appropriate for SEN pupil.
- Monitoring the remote work set by teachers for their SEN pupil by meeting virtually with the teacher/TA/SLT.
- Alerting teachers to resources they can use to teach their SEN pupil remotely

2.4 Assistant Headteacher: Headteacher – Teaching and Learning

Alongside any teaching responsibilities, the Assistant Headteacher is responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning –through regular meetings with teachers and SENCO, reviewing work set or reaching out for feedback from pupils and parents
- Supporting the Headteacher to monitor the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated Safeguarding Lead

At Wallingford School our Governing Body takes seriously its responsibility under Section 11 of the Children Act and duties under “Working Together to Safeguard Children 2019” to safeguard and promote the welfare of children; to work together with other agencies to ensure adequate arrangements exist within our setting to identify and support those children who are suffering harm or are likely to suffer harm.

2.6 IT support team

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 teachers with supporting pupils and parents with accessing the internet or devices

2.7 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

Staff can expect parents with pupils 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
- Be respectful when making any complaints or concerns known to staff

Code of Conduct for pupil and parents when engaging in remote learning

- The use of Microsoft Teams as a platform means that our lessons can only be activated via the class channel or with the appropriate permissions
- An adult should be present in the house with the child/ren at all times
- The child/ren must always be in daytime clothes (no pyjamas)
- The video function is expected to be active unless a conversation has taken place prior to the lesson
- The mute function will be activated as pupils join the lesson

2.8 Governing board

The Governing Body 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:

Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

- Issues in setting work – talk firstly to your CCo or CTL, then the Assistant Headteacher Tommy Lee or SENCO, Cat McWhinnie, if pupil is on the SEN register
- Issues with behaviour – talk to the Assistant Headteacher, James Keeling or SENCO, Cat McWhinnie, if pupil is on the SEN register
- Issues with IT – talk to our ICT Support Team
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer, Lynne Harrison
- Concerns about safeguarding – talk to the DSL, James Keeling.

4. Data protection

4.1 Accessing personal data

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

- Use SIMS

- Use school devices or classroom desktop rather than their own personal devices

4.2 Processing personal data

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

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

At Wallingford School our Governing Body takes seriously its responsibility under Section 11 of the Children Act and duties under “Working Together to Safeguard Children 2019” to safeguard and promote the welfare of children, to work together with other agencies to ensure adequate arrangements exist within our setting to identify and support those children who are suffering harm or are likely to suffer harm.

6. Monitoring arrangements

This policy will be reviewed every short term by the Headteacher. At every review, it will be approved by the Full Governing Body.

7. Links with other policies

This policy is linked to our:

- Behaviour for Learning and Anti-Bullying policy
- Child protection and safeguarding policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy