



Remote Learning Policy 2020/2021

Approved by:

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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 and safeguarding young people and staff

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available during 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. Under the current guidance teachers must follow the [Together Trust reporting procedures for Coronavirus absence](#) guidance.

When providing remote learning, teachers are responsible for:

- › Setting work
 - Work is to be provided for all pupils who are fit and able to complete tasks
 - Work must be set at the appropriate levels and should reflect outcomes from both Onwards and Upwards assessment records as well as subject Curriculum Maps
 - Work is to be kept current and in keeping with the work being delivered or expected to be delivered under normal working conditions
 - The amount of work provided and the regularity of work distributed is to be determined by Curriculum Mapping
 - Working on the basis of following Curriculum Mapping work is to be sent on a two week rotation with a fortnightly review of remote timetabling, work distribution, marking and feedback
 - Teachers are to use the Ashcroft School YouTube channel as a platform for skill demonstration and content description. These can be in the format of videos, music clips, presentations or links to external content
 - Work packs and all other paper based resources are to be kept electronically in **name file** to support the delivery of paper-based resources and work packs.
 - To ensure consistency and enable pupils with limited access to devices the same opportunities to complete work, additional paper copies of all work packs and resources will be stored and a bank of work maintained within the school PPA room. Each site will have a designated person who will ensure this is kept current and relevant work is enclosed.
 - It is the responsibility of the teacher to make contact with the designated person and to provide them with the correct, current and relevant works.
- › Providing feedback on work
 - Pupils accessing the online Teams platform are to receive written and verbal feedback
 - Pupils who are in receipt of paper workbooks are to receive written feedback on outcomes in the form of WWW and EBI.
 - The expectation is for teachers to follow a fortnightly rotation.

Further guidance on the forms of written feedback can be found in the Ashcroft School Assessment and Marking policies

- › Keeping in touch with pupils who aren't in school and their parents/ carers

- Regular face-to-face contact is made as per the remote learning timetable via ‘teacher live’ sessions. These sessions are to serve a dual purpose; to act as an opportunity to provide verbal feedback on work submitted and to enable teachers/ LSAs the opportunity to check and monitor pupil, parent/ carer wellbeing
 - Teachers are to only respond to pupil and parent/ carer concerns during normal working hours unless directed to do otherwise by the Head Teacher or DSL.
 - Safeguarding concerns should be reported following the most current Coronavirus Safeguarding procedures while consulting with the relevant channels as outlined within this policy
 - Complaints from pupils, parents/ carers are to be processed following the most current complaints procedures
 - Handling behavioural issues should be done in a way that complies with our current behaviour policy, if at any point behaviours escalate thus becoming a safeguarding issue you should refer to the correct channels as outlined within this policy, aligned with the current coronavirus safeguarding policy
 - behaviours such as failing to complete work is to be documented and reported to curriculum leads, ongoing failure to engage and as such repeated failure to comply with the pupil, parent and carer responsibilities as outline within this policy need to be recorded and reported to the Pastoral Lead
- Attending virtual meetings with staff, parents and pupils
- Dress code - remember you are representing the school and the Trust. Dress must be smart.
 - Locations - if working from home avoid areas with background noise, nothing inappropriate in the background such as; family photographs

Included within the remote learning timetable ‘Teacher Live’ time has been identified. Timetable clashes have been avoided in creating this timetable. Times have been allocated within the normal teaching timetable and has been designed in such a way to avoid clashes with pre-existing teaching, minimalising the need for cover. Curriculum leads are encouraged to use the allocated time to ‘check-in’ with pupils, offering further support and guidance in the form of verbal, visual; written and oral feedback. Please refer to current Ashcroft School Assessment and Marking policies for further guidance on the format of this feedback.

Government guidance states that remote learning should be the equivalent to the core teaching pupils would receive had they be attending school. This should include but is not limited to; recorded or live direct teaching time. There should also be time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum: Key Stage 2: 4 hours a day and Key Stages 3 and 4: 5 hours a day.

Where the timetable states ‘Teacher Live’ time this is to be utilised as face-to-face teaching and learning for both remote and in-school pupils. Pupils are to be provided with high-quality remote learning echoing that of the classroom. Alternative sessions are to be provided to suit the varying needs of pupils at the appropriate levels where possible and where necessary. E.g. set, identifiable times for functional skills pupils aside from that of the GCSE and vice versa.

Where a timetable states a subject without the stated ‘Teacher Live’ status this is an opportunity for teacher/ tutors to set assignments, provided individualised, pupil specific assessment. Teachers/ tutors are to remain online and contactable during these times.

2.2 Nurture Group Leads and 1:1 Learning Support Assistants

When providing remote learning, group leads and 1:1 learning support assistants must be available during 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. Under the current guidance teachers must follow the [Together Trust reporting procedures for Coronavirus absence](#) guidance.

In order to meet both government guidance and the individual need of the pupils, as per the SEND offer of both the school and the Local Authority; When delivering remote learning, group leads and 1:1 LSAs are responsible for:

- › Support Pastoral Lead with regular contact through face-to-face home visits and telephone calls
- › Making contact with parents/ carers via the Teams platform between the hours of 9:00 through to 9:30 inviting pupil to engage in an online session. This session is to include, but is not exclusive to a teaching session relating to the work set, a welfare check and feedback on any work set
- › Schedule and attend two 'Teacher Live' sessions per week
- › Monitor an report non-attendance in the usual manner, reporting to Pastoral Lead

Group Leads working within the Nurture provision and LSAs working within 1:1 access to education team are working with young people whom have varying levels of need and thus an established routine is vital to their personal, social, emotional development. As a consequence, In line with the pre-planned, well-sequenced curriculum, group leads and 1:1 LSAs are to supervise the access to online live videos lesson in lieu of school video content. These do not necessarily need to be of recorded teaching staff. Nurture group leads and access 1:1 LSA's are encouraged to utilise live video lessons provided by the [Oak National Academy](#) as well as those shared by the [BBC](#).

2.3 Learning Support Assistants

When assisting with remote learning, learning support assistants must be available within 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. Coronavirus (Covid-19) related absence is to be reported using the current [Together Trust reporting procedures for Coronavirus absence](#) guidance.

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

- › Supporting pupils who aren't in school with learning remotely by delivery/ postal of learning packs
- › Attending virtual meetings with teachers, parents/ carers and pupils where necessary via teams platform
- › Supporting Pastoral Lead with regular contact through face-to-face home visits and telephone calls

2.4 Curriculum Leads

Alongside their teaching responsibilities, subject leads 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
- › Working with other curriculum leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set at an appropriate distance away from each other
- › Monitoring the remote work set by teachers in their subject - through regular meetings with teachers, following scheduled teachers meetings across the various sites as set by the Teaching and Learning Hub

- › Alerting teachers to resources they can use to teach their subject remotely

2.5 Pastoral Leads

- › Liaise with teachers and learning support assistants to track and monitor pupil contact, assessment and wellbeing
- › To co-ordinate and support the delivery of therapies for SEND pupils as per SEND offer - both internal and external following advice and policy outlined by the external agencies including but not exclusive to; SALT, OT, YOS and CAMHS
- › Support the offer of internally accessed therapies and their delivery to remote pupils such as; play therapy and literacy/ intensive reading support

2.6 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- › Co-ordinating the remote learning approach across the school - working in conjunction with Teaching and Learning Hub; Assessment and Exams
- › Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- › Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.7 Designated safeguarding lead

The DSL is responsible for:

- › Monitoring and ensuring accurate procedures are followed in line with more current Coronavirus safeguarding polices are being withheld
- › The delivery of training to ensure all staff are kept current in their knowledge and ability in maintaining and upholding correct safeguarding procedures
- › Carryout and monitor welfare checks for both pupils, parent and carers
- › Create, monitor and update individual risk assessments
- › Update, amend and uphold child protection policy, including coronavirus child protection policy
- › Maintain direct links with vulnerable and at risk pupils, parents and carers linking to individual Covid-19 risk assessments working in conjunction with Stockpot Local Authority policy, individual LA and MSPRU policy

2.8 IT staff

IT staff are responsible for:

- › Delivering training to all staff to ensure teachers and learning support assistants are able to access remote learning platforms as intended and to the fullest - to be supported by Learning & Development
- › Ensuring all pupils, parents/ carers have access to the Office 365 platform and Teams software including email address and passwords, this will be supported by the Together Trust and the designated Ashcroft IT Teams representatives. Email address will be disseminated to pupils and parents/ carers. Passwords are to be provided and will be monitored by designated IT support staff within the school
- › Fixing issues with systems used to set and collect work, this is strictly the systems issued by the Together Trust
- › Helping staff and parents/ carers with any technical issues they're experiencing. Staff who require technical support can contact the IT team within the trust. Pupils, parents and carers must seek advice and support from the IT support team named within the policy

- › Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

2.9 Pupils and parents

Staff can expect pupils learning remotely to:

- › Be contactable during the school day - at given times when scheduled lessons are to occur, as per the two week rolling timetable where scheduled 'teacher live' time has been allocated
- › Complete work to the deadline set by teachers
- › Seek help if they need it, from teachers or learning support assistance
- › Alert teachers if they're not able to complete work due to sickness, technical difficulties or lack of/ access to required resources

Staff can expect parents/ carers with children learning remotely to:

- › Make the school aware if their child is sick or otherwise can't complete work, this is to be monitored and recorded using current attendance practices, reporting to School Business Manager, Elizabeth Lees
- › Seek help from the school if they need it
- › Be respectful when making any complaints or concerns known to staff

2.10 Trustees and Governors

The trustees and Governors are 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 curriculum lead
- › Issues with behaviour - Pastoral Lead (Duncan Bridgwood) Assistant Head (Richard Stevens) Head Teacher (Eileen Sheerin)
- › Issues with IT - IT Teacher, Andy Jones or Deputy Head/ ICT Lead Chris Gallagher
- › Issues with their own workload or wellbeing - talk to their line manager
- › Concerns about data protection - Ashcroft School Business Manager, Liz Lees or Records, Archives and Information Manager, Liz Sykes
- › Concerns about safeguarding - DSL Head Teacher, Eileen Sheerin or DSL Assistant Head/ Pastoral Lead Duncan Bridgwood

4. Data protection

4.1 Accessing personal data

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

- › Personal email addresses held by the pupils are property of the Together Trust, these are distributed to individual pupils and can be monitored remotely by the trust

- › Passwords are to be held by a nominated IT/ Teams representative and will be stored by them, maintain GDPR protocols
- › Staff must follow GDPR guidance when accessing any data held and should never use personal devices to do so

4.2 Processing personal data

Staff members may need to collect and/or share personal data 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 and should consult with current Safeguarding and GDPR policies should they have any concerns.

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 devices locked away when not in use, following Together Trust 'clean desk' policy
- › 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

Refer to Coronavirus safeguarding policy and procedures addendum held by Ashcroft School, this can be found within the All Staff secure area. These policies have been created in conjunction with Stockport Local Authority guidance and with the current LA's and MSPRU policies in mind.

Pupils who are dual registered are to follow our safeguarding policies when on site and are to refer to their alternative provisions when accessing their site. Copies of alternative provision policies can be located in individual pupil folders within the secure office at Ashcroft School.

Ashcroft College are to follow safeguarding guidance from MSPRU while adhering to the details outlined within this remote learning policy and the Together Trust.

6. Monitoring arrangements

This policy will be reviewed in accordance to reflect the most current and up-to-date government guidance. In the instance of the local risk being 'Very High' there is to be a daily monitoring process in place.

Formal review will take place on the 4th January 2021. This will be reviewed by the Teaching and Learning Hub and approved by The Head Teacher, Eileen Sheerin, Trustees and Governors.

7. Links with other policies

This policy is linked to our:

- › Ashcroft Assessment and Marking policies
- › 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
- › Teaching and Learning; Assessment and Marking Policies