Remote Learning Policy

Cherry Tree Learning Centre

Part of the Skylark Partnership Trust

Approved by:	Jan Robinson	**Date:** 13.10.21
Last reviewed on:	October 2021	
Next review due by:	October 2022 or sooner if required due to changing picture	

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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

2. Roles and responsibilities

Cherry Tree Learning Centre has a three-phase plan in developing blended learning throughout the setting. The school is now on Phase 3 (figure 1). While the majority of students and staff will be at school, if there are times where well members need to be at home, learning can continue. A number of teaching staff have a lead role in developing online learning, while all teachers and support staff have a role to play. Please note that roles will continue to develop in line with guidance and changes in local or national circumstances. Additional information will be added here as appropriate.

Figure 1: Remote Learning Plan at CTLC

Blended Learning Development: Expectations

Phase 3
- All teaching staff are using Google Classroom to set work for students who are not able to attend school and are well enough to complete work. Learning Support Assistants support these students to access the work and communicate with them throughout the lesson

- Both formal and informal training continues. Staff can book a time with either RR (centre) or GP (home tuition) to support delivery at the current expectation

- Online learning support materials are audited and additional resources are purchased where necessary (GP)

- Behind the scenes development on Cherry Tree G Suite with Skylark (RR and Trust)

While school in session

Students who are unable to attend school sessions but are deemed medically well enough should continue their learning through blended learning. This may be students who are self isolating, or students who have a consultant's letter to say they are only able to attend the school site part time. School will provide a device where required. Home tutors should set work for their additional remote learning sessions using one of these approaches

Tier 1: Students lacking confidence/awaiting training

- GP/RR to call to support the student in setting up
- Use Google Classroom to post and receive work, supported by GP/RR
- If there is still difficulty, a paper pack will be delivered home to complete

Tier 2: Gaining confidence, expanding knowledge

- Set work for absent students in line with class activities
- Use Google Classroom to set and receive work. Use features of Classroom to communicate with student during your lesson, including through video and/or audio

Staff are required to work from home if they are unable to attend school sessions but are deemed medically well enough. School continues, but in a virtual environment. A member of staff will be physically in the lesson to support learning, but teachers are able to use Google Classroom to be a specialist in the classroom. Home tutor timetables will remain the same as they are now, but face to face lessons will be done on line rather than at the centre

Tier 2: Gaining confidence, expanding knowledge

- Teachers use the Google Classroom to set work and ensure students in the lesson have access to a Chromebook so they can use all the features of the Google Classroom
- Teachers liaise with the cover supervisor in advance and use Google Meets projected on the board/device to give teaching instruction

Tier 3: Confident and want to explore

* Staff and students to read and sign safety protocol before taking part

2.1 Teachers

When providing remote learning, teachers must be available between 9am and 3:15pm.

If you're unable to work for any reason during this time, for example due to sickness or caring for a dependent, you should report this using the normal absence procedure. When providing remote learning, teachers are responsible for:

Setting work:

- o Work will be set for individual lessons, through Google Classroom, and in line with individual timetables
- o When school is in session, work should be set alongside those learning in the classroom. If the whole class is working at home, sessions will be an hour long, and work set will reflect this
- o Work should be scheduled for the specific time laid out on the timetable so that it is only made available for this time period
- o Teaching assistants/organised cover are also timetabled for each lesson and you should ensure those assigned have a clear understanding of the work set and their role within the lesson

> Providing feedback on work

- o Provide written feedback on work handed in through the Google Classroom, and verbal feedback through the chat feature of the Classroom
- o Ensure activities are built in to the curriculum, where more formal assessment can take place. Packages such as SAM Learning and MyMaths support in giving instant feedback to the student

> Monitoring attendance

- o Report reasons for absence obtained on attendance log
- o To report attendance concerns to attendance officer and receive feedback to follow up where required

> Keeping in touch with pupils who aren't in school and their parents

- o Weekly welfare calls to parents will continue to place at the beginning of each week, with the attendance officer calling at the end of each week
- o Emails, phone calls and video calls should take place in line with the measures outlined in the online learning risk assessment
- o Any complaints or concerned shared by parents should be referred on to C Rowley or V Howard
- o Any safeguarding concerns should be discussed with a DSL and recorded on MyConcern immediately

> Attending virtual meetings with staff, parents and pupils

- o Protocol for virtual meetings and live lessons should be adhered to at all times. Staff should sign the agreement and follow procedures outlined in the online learning risk assessment

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9am and 3:15pm

If you'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 the teacher to ensure that pupils who aren't in school and learning remotely are able to access work and are given the opportunity to ask for help, and receive help, while learning from home. With instruction from the teacher,

> o   Support named students who may have additional needs

> o   Feedback any concerns to teacher

> Monitoring attendance

> o   Report reasons for absence obtained on attendance log

> o   To report attendance concerns to attendance officer and receive feedback to follow up where required

> Attending virtual meetings with staff, parents and pupils

> o   Protocol for virtual meetings and live lessons should be adhered to at all times. Staff should sign the agreement and follow procedures outlined in the online learning risk assessment

2.3 Deputy Head teacher – Ceri Rowley & Home tuition lead – Rachel Kulyk

Alongside school responsibilities, the Deputy Head teacher is responsible for:

> Supporting Remote Learning Lead in 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

> Monitoring the remote work set by teachers in their subject –regular meetings with teachers to ensure appropriate support is in place. Reviewing work set in classrooms and response by students

> Supporting parents and students with any concerns that may arise

> Alerting teachers to resources they can use to teach their subject remotely

2.4 Remote Learning Lead – Gareth Preston

Alongside any teaching responsibilities, the Remote Learning Lead is responsible for:

> Co-ordinating the remote learning approach across the school

> Supporting subject leads in considering whether any aspects of the subject curriculum need to change to accommodate remote learning

> Monitoring the effectiveness of remote learning – auditing use of online packages and gaining feedback from staff and pupils of their effectiveness. Reviewing resources and adapting appropriately

2.5 Designated safeguarding lead – Victoria Howard, and Deputy DSLs,- Ceri Rowley, Rachel Kulyk, Tess Olive

The DSLs are responsible for:

> Maintaining school safeguarding protocol is upheld throughout

> Continuing to support those children who have a social worker or family support worker, attending meetings and completing agreed actions

> Monitoring concerns raised through MyConcern and ensuring appropriate actions are taken

> Maintaining contact with parents and families with vulnerable children

> Maintain and monitor the 'Health and Well Being' Classroom, where students are able to seek support and share concerns

2.6 Attendance Support – Julie Malpass

> Teacher/TA will report attendance to attendance support through email, including any pertinent information

> Follow up with families, report back via contact log. Share any concerns with CR, or DSLs and record on MyConcern

> Carry out weekly safe and well calls

> Keep an absence log for any period of time all students are working from home

> If school is in session, monitor those on part time timetables or self-isolating – contact families relating to absence online and follow in-school procedures

2.7 IT staff – Rachael Richardson

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

> Assisting pupils and parents with accessing the internet or devices

> Designated time to allow staff to book additional support and training where needed

> With support of the Trust, ensuring that all staff and students have access to appropriate equipment and training to be able to use it effectively

2.8 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 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 – through weekly support calls, email or the well-being support classroom

> Follow the health and safety instructions shared in order to keep their child safe while accessing online learning resources

2.9 Governing board

The governing board is responsible for:

Insert details, such as:

> 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, you can contact:

> Issues in availability to set work or finding resources – talk to subject lead/Ceri Rowley

> Issues with knowing how to differentiate on line - talk to subject lead and SENCO

> Issues with behaviour – talk to Ceri Rowley

> Issues with IT – talk to Rachael Richardson/Gareth Preston

> Issues with their own workload or wellbeing – talk to your line manager/Ceri Rowley/Victoria Howard

> Concerns about data protection – Victoria Howard

> Concerns about attendance - talk to Julie Malpass / Manjula Dean

> Concerns about safeguarding – talk to Victoria Howard/Ceri Rowley/Tess Olive/Rachel Kulyk

4. Data protection

4.1 Accessing personal data

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

Explain:

> access the data through Integris or the Google Drive, which is on a secure, password protected cloud service accessed through RM Unify

> Staff should use devices that have been provided by the school and have the correct software/protection installed. In extreme circumstances where home devices have to be used, staff must log on to the schools' secure network through CC4 only, and must not save any data to their personal hard drive or an external device

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.

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)

> Staff should use devices that have been provided by the school and have the correct software/protection installed. In extreme circumstances where home devices have to be used, staff must log on to the schools' secure network through CC4 only, and must not save any data to their personal hard drive or an external device

> Making sure the device is locked when moving away from it. Also ensure the device locks if left inactive for a period of time

> The device should not be shared among family or friends

> Antivirus and anti-spyware software must be installed

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

Throughout the year, the school will continue to minimise risk and protect data by:

- Conducting a data protection impact assessment to identify and minimize risks
- Ensure that any service providers sufficient guarantees it is GDPR-compliant and make this information available on request
- Ensure any contract agreed to is GDPR-compliant
- If the service holds personal data on international servers, check whether you can make this international transfer
- Regularly updating privacy notices to reflect current data sharing with the service
- Sharing only the personal data that the service needs to work

5. Safeguarding

The school's safeguarding policy is regularly updated in line local and national guidance. The Child Protection and Safeguarding Policy can be found in the local reports section of MyConcern and on the schools' website. All staff are expected to read and sign in agreement at each new update.

6. Monitoring arrangements

This policy will be reviewed regularly as the situation changes, and at least annually. At every review, it will be approved by the schools 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

> Lone working policy

> Home learning policy

> ICT and internet acceptable use policy

> Online safety policy

> Online learning risk assessment