

Ormiston Academies Trust

# Ormiston Sandwell Community Academy

## Remote learning policy

### Policy version control

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## 1. Statement of Trust philosophy

- 1.1. All schools in Ormiston Academies Trust align to our three core purposes, which are to teach and develop our Students, while we effect change so that we can create schools where no one is disadvantaged. Our strategy for remote learning continues this.

## 2. Aims

- 2.1. This Remote Education Policy aims to:

- Ensure staff and students are kept safe whilst engaged in on-line learning sessions.
- Ensure consistency in the approach to remote learning for all Students (Inc. SEND) who aren't in school through use of quality online and offline resources and teaching videos.
- Provide clear expectations members of the school community with regards to delivery high quality interactive remote learning.
- Ensure continuous delivery of the school curriculum, so far as is possible.
- Consider continued education for staff and parents.
- Support effective communication between the school and families and support attendance.

## 3. Who is this policy applicable to?

- 3.1. Students (and their siblings if they also attend the academy) who are absent because they are awaiting test results and the household is required to self-isolate.
- 3.2. Students who are not permitted to attend school because they, or another member of their bubble who they have had close contact with, has tested positive for Covid-19.
- 3.3. Teaching and support staff.

## 4. Roles and responsibilities

### 4.1. Teachers

- 4.1.1. When providing remote learning, teachers must be available during their normal working school hours.
- 4.1.2. 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.
- 4.1.3. When providing remote learning, teachers are responsible for:
  - 4.1.3.1. Setting work for their classes which is commensurate with what they would normally set and in line with the school curriculum.

- Ensure work is ready each term (deadlines to be provided to staff) for the following term, ensuring students can be provided our Blended Learning throughout the academic year
- The overview document should be provided to the AP of Q of E via email – giving sufficient time for the guidance booklet to be created for students. Other resources should be saved to the appropriate folder on our student drive – clearly and accurately labelled. This folder is entitled Blended Learning. Inside this folder are subfolders for each subject area, year group, term and week.
- Staff should use allocated departmental time to coordinate with other staff in the development of these materials. These materials should be adapted from current SOL and lesson materials, limiting workload but also ensuring work from home reflects work in the classroom. Adaptations should also be mobile suitable and consider general limitations students may have when working from home- therefore some tasks and the layout of materials may be different from those used in class. These resources should also include some recorded PP (visual and audio or audio) which provide support and instruction for students.
- Providing 10-20 minute live clinics to their groups using Microsoft Teams. These clinics will ensure safeguarding (register/attendance) support engagement (attendance) provide support for using the blended learning materials and ensure students can have questions/queries responded to immediately

#### Partial Closure and live clinics:

- Form Tutors will establish a tutor session with their year group. This session will ensure a register is taken, expectations for the day are established and questions answered. Elements of the planned assembly/L4S topic may also be discussed.
- If any tutors are unavailable/unwell a HOH will take responsibility each day for ensuring all students have one live clinic tutor period

#### Full Closure and Live Clinics

- Form tutors will establish expectations for the day, take register and answer logistical questions.
- Staff will then follow their timetable – ensuring their classes receive an invite for a live clinic for each lesson, through Microsoft Teams
- Staff will spend 10/20 minutes ensuring students know what to do, going over key learning and answering questions via chat/hands up.

#### 4.1.3.2. Providing feedback on work:

Students will be asked to complete work and bring in completed work after their isolation time is complete. This can be sent to individual subject staff via e mail if this is more appropriate/easier for the student. Staff are expected to respond to questions and queries via academy e mail (within business hours) while a student is isolating, to enable them to complete assignments set.

Feedback on the quality of work completed will be provided after students return to the academy. This would follow the academy marking and feedback procedure.

Whole class feedback detailing common misconceptions and improvements is also part of our academy marking and feedback policy and can be provided by staff to students on their return, or via email if students are out of the academy for longer than 2 weeks concurrently. Staff should log incompleteness of blended learning assignments using SIMS.

#### 4.1.3.3. Keeping in touch with Students who aren't in school and their parents:

- All vulnerable and SEN students will have regular KIT calls from specific pastoral staff and mentors – this is organized by the pastoral team and, depending on the student, will be daily, twice weekly or weekly.
- For a 2 week isolation contact between students and staff is not expected, apart from answering any emails providing clarification and/or more detailed instructions so students can complete work set (and via live clinics.) This should always be via academy email.
- For extended period of isolation for all students (such as the first lockdown) Form tutors will make KIT calls ,as established previously.
- In partial lock down this becomes more difficult. Pastoral team will make KIT calls when staffing re allocation is sufficient to enable them time to complete these calls.
- Staff are not expected to answer emails outside of normal business/working hours. However, all staff have different work patterns that are applicable to them so this can be done if it suits you. Staff should not email students before 7am and after 9pm to try and maintain a work/life balance for both the staff member and student
- Staff should ensure they refer to established policies, such as safeguarding and GDPR when communication with students/parents, as well as the guidance in the OSCA staff handbook on appropriate and professional expectations on communication with home

4.1.4. If there is a concern around the level of engagement of a pupil or students' the parents should be contacted via phone to assess whether school intervention can assist engagement.

4.1.5. Any complaints or concerns shared by parents or students should be reported to Head of House– for any safeguarding concerns, refer immediately to the DSL.

## 4.2. Teaching assistants

4.2.1. When assisting with remote learning, teaching assistants must be available between 8:20 – 3:00

4.2.2. 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.

4.2.3. When assisting with remote learning, teaching assistants are responsible for:

4.2.3.1. Supporting Students who are not in school with learning remotely:

- Providing suitable SEN learning materials as part of blended learning resources
- Adapting blended learning materials from subject areas for SEN students
- Providing different/differentiated resources across subject areas for SEN students
- Providing adapted/differentiated instructions/support for SEN students
- Providing live clinics to offer specific support for K+/ECHP students when possible

4.2.3.2. Attending virtual meetings with teachers, parents and students.

The above needs to be fairly and evenly distributed across the SEN team, and link to areas of expertise and/or work within the academy

## 4.3. Curriculum Leaders:

4.3.1. Alongside their teaching responsibilities, curriculum leads are responsible for:

4.3.1.1. Considering whether any aspects of the subject curriculum need to change to accommodate remote learning

4.3.1.2. Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent

4.3.1.3. Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other

4.3.1.4. Monitoring the remote work set by teachers in their subject – through regular meetings with teachers and/or by reviewing work set

4.3.1.5. Alerting teachers to resources they can use to teach their subject remotely

4.3.1.6. Ensuring clinics take place for students whose teacher is sick during a full closure.

## 4.4. Senior leaders

4.4.1. Alongside any teaching responsibilities, senior leaders are responsible for:

4.4.1.1. Co-ordinating the remote learning approach across the school

4.4.1.2. Monitoring the effectiveness of remote learning – through regular meetings with teachers and curriculum leaders, reviewing work set and reaching out for feedback from Students and parents

4.4.1.3. Monitoring the security of remote learning systems, including data protection and safeguarding considerations

4.4.1.4. Ensuring publication of the remote learning approach, with supporting documents, on the academy website

## 4.5. Designated safeguarding lead

4.5.1. The DSL is responsible for:

4.5.2. Ensuring staff know how to recognise and report concerns that arise during on-line learning sessions and/or email communication

4.5.3. Ensuring staff are aware of the code of conduct, particularly in relation to the delivery of on-line learning and also appropriate communication with students/parents (see section 7 below)

## 4.6. The SENCO

4.6.1. The SENCO is responsible for:

4.6.1.1. Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all Students and that reasonable adjustments are made where required.

4.6.1.2. Ensuring that Students with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organizations to make any alternate arrangements for Students with EHC plans and IHPs

4.6.1.3. Identifying the level of support required by SEN students

4.6.1.4. Ensuring LSPs are organized to regularly and effectively contribute to OSCA's blended learning, as detailed above

4.6.1.5. To monitor the quality of work and contributions towards our Blended Learning materials made by the LSPs

## 4.7. IT staff

4.7.1. IT staff are responsible for:

4.7.1.1. Fixing issues with systems used to set and collect work

- 4.7.1.2. Helping staff and parents with any technical issues they're experiencing by providing a range of how to guides and responding to individual concerns
- 4.7.1.3. Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection lead
- 4.7.1.4. Assisting Students and parents with accessing the internet or devices by responding to individual concerns and providing how to guides

## 4.8. Students and parents

4.8.1. Staff can expect Students learning remotely to:

- 4.8.1.1. Be contactable during the school day
- 4.8.1.2. Complete work to the deadline set by teachers
- 4.8.1.3. Seek help if they need it, from teachers or teaching assistants
- 4.8.1.4. Alert teachers if they are not able to complete work before the due date

4.8.2. Staff can expect parents with children learning remotely to:

- 4.8.2.1. Make the school aware if their child is sick or otherwise cannot complete work
- 4.8.2.2. Seek help from the school if they need it
- 4.8.2.3. Be respectful when making any complaints or concerns known to staff
- 4.8.2.4. Encourage students to complete work, attend live clinics and bring work into the academy to get feedback

## 4.9. Governing body and regional directors

4.9.1. The governing body and regional directors are responsible for:

- 4.9.1.1. Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- 4.9.1.2. Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

# 5. Who to contact

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



- 5.1.1.1. Issues in individual subjects- Curriculum Leader/AP Qof E – Arif Nedjat
- 5.1.1.2. Issues with IT – IT staff
- 5.1.1.3. Issues with their own (staff) workload or wellbeing – talk to their line manager
- 5.1.1.4. Concerns about data protection – talk to the data protection lead – David Dumbell
- 5.1.1.5. Concerns about safeguarding – talk to the DSL – Gaynor Garner

## 6. Data protection

### 6.1. Accessing personal data

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

- 6.1.1.1. Be able to access data via our remote access system
- 6.1.1.2. Staff should use devices provided by the academy (laptops etc) or if using personal phones for KIT calls ensure their number is blocked by using 141

### 6.2. Processing personal data

- 6.2.1. 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.
- 6.2.2. However, staff are reminded to collect and/or share as little personal data as possible online.

### 6.3. Keeping devices secure

- 6.3.1. All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:
  - 6.3.1.1. 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)
  - 6.3.1.2. 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
  - 6.3.1.3. Making sure the device locks if left inactive for a period of time
  - 6.3.1.4. Not sharing the device among family or friends

6.3.1.5. Installing antivirus and anti-spyware software

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

## 7. Safeguarding

### 7.1. All staff members must adhere to the following guidance:

- 7.1.1. If a staff member notices pupil behaviour during a live online lesson that they believe indicates a safeguarding concern then they must log this on CPOMS. If they believe that the situation requires immediate attention they should contact the school immediately on the discovery of the concern, to be connected to the duty safeguarding personnel.
- 7.1.2. When a teacher is delivering a live online clinic and choose to have their cameras on, they must be dressed appropriately ensuring that a professional persona is kept at all times. As the camera will always be on the teacher, it is important that the setting that the lesson is recorded in is appropriate. The location should be in a professional space where personal information is not on show. It is recommended that laptop/desktop or tablet cameras are set to focus on the teacher from the shoulders up. Where possible, teachers should enable the 'blur background'.
- 7.1.3. Students will be informed that when engaging in a live online lesson they should be in a safe and open family space. They should not be alone in their bedroom. The kitchen table or family room would be an ideal place for the live online clinic to take place.
- 7.1.4. At the start of each live online clinic , the teacher should ensure that Students understand the rules and expectations. This will ensure the safeguarding of both teacher and Students. 1:1 lessons between pupil and teacher should not take place unless they meet the guidelines below. If a live online clinic has been set and only one pupil is waiting in the lobby the staff member will need to reschedule the session to a later date with more Students.

### 7.2. 1:1 Clinics

- 7.2.1. In some circumstances, 1:1 clinics are necessary and appropriate. OSCA will consider 1:1 clinics after Spring term1 only. This may be the case where Students are undertaking specialist interventions. However, teachers/Teaching assistants must adhere to the following;
- 7.2.1.1. No teacher/TA gives a 1:1 lesson without prior consent from a member of SLT.
- 7.2.1.2. Where clinic links are sent to Students, the lesson link is also sent to their line manager and a member of SLT who may access the lesson at any time.
- 7.2.1.3. A prior agreement has been made with the parent or carer around the purpose of the lesson. The parent or carer agrees to be in the room with the child as the appropriate adult.
- 7.2.1.4. At the start of the lesson, the parent or carer acknowledges their presence in the room before the lesson begins.

7.2.1.5. All lessons are recorded in 1:1 sessions and must be deleted after 30 days. A GDPR letter must be provided to parents/students before the one to one clinic takes place. See section below:

### 7.3. Recorded Clinic

- 7.3.1. If staff are recording clinics (1:1), they must ensure that they have sent the GDPR compliance letter to Students, parents and carers found in the *Teaching and Training > Remote Learning > Resources for Parents* section on OATnet.
- 7.3.2. All recorded lessons should be deleted after 30 days unless they are required for safeguarding or another legitimate reason. The reason for keeping the recording needs to be documented clearly.
- 7.3.3. Where the hosting platform provides the functionality for customised retention periods, these should be set to avoid recordings being kept for longer than 30 days

## 8. Monitoring arrangements

- 8.1. This policy will be reviewed every 12 months by the principal. At every review, it will be approved by the local governing body.

## 9. Links with other policies

9.1. This policy is linked to the:

- Behaviour for learning policy
- Child protection and safeguarding policy
- Data protection and freedom of information policy
- Pupil privacy notice and Workforce privacy notice
- Home-school agreement
- Technology acceptable use policy