REMOTE LEARNING POLICY

FEBRUARY 2021

UPDATED ON	11/2/21
AGREED BY LEADERSHIP TEAM	12/2/21
RATIFIED BY GOVERNING BODY	TBC
DUE FOR REVIEW	TBC

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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

During any such period, the School will make sure that education is provided remotely so no-one need fall behind. This policy summarises the provision of remote learning for pupils in this position, so that there are consistent and well-understood expectations of the level of support that will be provided for all concerned.

- All teaching staff set up on Google Classroom

- All pupils set up on Google Classroom and added to subject classes

- Year Teams to set up Year Group Classrooms to ensure daily engagement

- Staff training delivered (resources and guides available on https://drive.google.com/drive/u/0/folders/0ABKF3bEfi6jgUk9PVA and T: Drive/COVID-19 Prep)

- Audit of staff and pupils regarding IT access completed (available on https://drive.google.com/drive/u/0/folders/0ABKF3bEfi6jgUk9PVA & T:Drive/COVID-19 Prep)

- Work packs prepared for students with limited access to IT

- Contingency provision for pupils with limited access addressed by deployment of IT equipment.

Remote Pastoral Care

In the event that RVHS is required to provide a remote education for its pupils, it will be important for us to maintain a pastoral presence. This will be essential in monitoring the wellbeing of the pupils and maintaining some form of community whilst the pupils are removed from one another. It will also be important as a means of dealing with any issues which may emerge during the period of School closure.

- o Year Team Classrooms have already been set up for all year groups.

- o Heads and Assistant Heads of Year will contact all pupils within their Year Group daily with a welcome message (via Assignment in Google Classroom). Pupils must respond to this message by 08:45-9:00. If this has not occurred, Year Teams will gather non-engagers and communicate this via the Attendance Officer. The Attendance Officer will send a Sims InTouch message to parents/carers, informing them that they have not logged into their remote learning. There will be a text template that can be used to facilitate this. Furthermore, there will be registers taken for each subject and attendance and engagement will be monitored (as they would normally be in the case of normal school life).

- o If daily engagement continues to be an issue, further pastoral intervention will take place in the form of text/email, then follow up calls. Year Teams and Attendance Officer will continue to attempt to make contact via telephone/text message/email to ensure the well-being of the student and encourage engagement. The calls should be shared between the Year teams and the Attendance Officer.

- o Teams may also contact the family using the emergency contact numbers they have been provided – even if these are extended family members or family friends.

- o Where we are aware there are younger/older children in the family, attempt to make contact with professionals working with those children (primary schools, health visitors etc)

- o Teams will contact the family via letter requesting they urgently contact staff (if this lack of contact persists). This letter has been drafted and shared with Year Teams. This will be followed up with home visits where necessary, using CPOMS to record concerns.

2.1 Teachers

When providing remote learning, teachers must be available during 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 providing remote learning, teachers are responsible for:

> Delivering live lessons:

- o Live lesson links are shared with pupils to attend. This is administered through Google Meet (for live lessons) and Google Classroom for resources.

- o Work is set according to the learning journeys.

- o Pupils are given specific timeframes, within which they must complete the work (bearing in mind potential technical restraints that may exist in the home).

- o Live recordings of lesson segments will be available to students who are unable to attend live lessons.

> Providing feedback on work:

- o Feedback is given within usual time frames

- o Feedback is given via a mixture of self marking tests, formative in lesson assessment and also specific marked key pieces via Google Docs.

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

- o Correspondence will be answered within the usual 48 hour timeframe during remote learning, as it is during regular school times.

- o Complaints or concerns shared by parents and pupils should be discussed with the Head of Department in the first instance, with the respective SLT link available if required.– for any safeguarding concerns, refer to the section below
- o Behavioural issues should be recorded on ClassCharts.
- Attending virtual meetings with staff, parents and pupils:
    - o Parents evenings are conducted on school cloud. Further information on this is available on: https://www.reddish.stockport.sch.uk/page/?title=Online+Parents+Evening&pid=484

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during normal school hours.

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

- Supporting pupils who aren't in school with learning remotely:
- Attending virtual meetings with teachers, parents and pupils
- Supporting vulnerable pupils in school who are attending the on-site provision.

2.3 Heads of Department

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 subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent.
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers, live observations or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated Safeguarding Lead

The DSL is responsible for safeguarding and promoting the welfare of children and young people. Further information is available on the Safeguarding policy on: https://www.reddish.stockport.sch.uk/attachments/download.asp?file=1292

2.6 IT staff

IT staff are responsible for:

- Remote learning infrastructure, delivered via Google Classroom.
- Fixing issues with systems used to set and collect work
- Helping staff, pupils 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
- Ensuring that Smoothwall software is operational to monitor loaned laptops accessed off-site.
- Assisting pupils and parents with accessing the internet or devices
- Safety set up and deployment of IT kit for pupils and staff

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 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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

2.8 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

3. Who to contact

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

- Issues in setting work – contact the relevant subject lead or SENCO
- Issues with behaviour – contact the relevant Head of Year
- Issues with IT – contact Paul Hutchinson/Andy Barlow.
- Issues with their own workload or wellbeing – contact their line manager
- Concerns about data protection – contact the Data Protection Officer
- Concerns about safeguarding – contact the DSL

4. Data protection

4.1 Accessing personal data

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

- access parent contact details via Google Drive

4.2 Processing personal data

Staff members may need to collect and/or share personal data 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 only collect/share what is absolutely necessary for the task in hand.

Please ensure any personal data is stored securely and not accessible to anyone who does not have authorisation to access.

4.3 Keeping devices secure

Talk to your Data Protection Officer for more help, and your IT staff if you want to include details on how to put these measures in place.

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

> Keeping IT equipment securely stored away when not in use

5. Safeguarding

As mentioned, please read this policy in conjunction with the school safeguarding policy: https://www.reddish.stockport.sch.uk/attachments/download.asp?file=1292

6. Monitoring arrangements

This policy will be reviewed annually. At every review, it will be approved by SLT and ratified by governors.

7. Links with other policies

This policy is linked to our:

> Behaviour policy

> Safeguarding and 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

BLENDED LEARNING POLICY
DRAFT
NOVEMBER 2020

UPDATED ON	27/11/20
AGREED BY LEADERSHIP TEAM	27/11/20
RATIFIED BY GOVERNING BODY	TBC
DUE FOR REVIEW	TBC

Reddish Vale High School has reopened for all pupils in September 2020 following school closure due to the global pandemic. We are required to put plans in place in case of any further local or national lockdowns due to a breakout of COVID-19.

The aim of this policy is to consider the practical implementation of blended learning across a number of eventualities in order to ensure pupils, teachers, parents and other stakeholders are clear about expectations and responsibilities.

This policy draws on recommendations made in the NASWT report on blended learning https://www.nasuwt.org.uk/advice/in-the-classroom/remote-and-blended-learning.html

The Education Endowment Foundation (EEF) research evidence on supporting pupils to learn remotely https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supportingstudents-to-learn-remotely/

In order to ensure we are meeting the requirements set out by the government, we have put together a plan that will help ensure continuity of learning for our pupils self-isolating.

The government has set out a minimum set of expectations for remote provision, which include;

- Ensuring pupils have meaningful and ambitious work each day across a range of subjects
- Planning a programme of work that is of equivalent length to the core teaching pupils would receive in school
- Pupils have access to a planned and well-sequenced curriculum so knowledge and skills can be built incrementally with a good level or clarity about what is intended to be taught and practiced in each subject.
- Be able to gauge hopw pupils are progressing using suitable tasks
- A set of clear expectations on how often teachers will check work
- Enable teachers to adjust the pace or difficulty of what is being taught

Specific approaches for different scenarios when blended learning may be required

- Teacher is absent due to self or family member isolating whilst awaiting a COVID test result

The teacher should set work for the lesson provided they are well. They should do this through Google Classroom or Screencastify. They should continue to do this for the period of self-isolation as long as they remain well.

If the teacher is unwell, the Head of Department is responsible for setting the relevant cover work for the classes.

- Pupil absence due to family or self-isolating whilst waiting for a COVID-19 test result

Parents must inform the school their child is off due to COVID-19 related reasons and follow the government guidelines regarding self-isolation. Work is available for pupils on Google

Classroom for pupils to complete if they are well enough to do so. Paper workpacks can be sent home for pupils without access to technology.

- Long term pupil absence due to shielding or COVID related concerns regarding either themselves or a member of their family.

In this eventuality provision will be negotiated on a case by case basis, but will include an individual timetable, remote work set via Google Classroom, and weekly check ins with the year team.

- Track and trace case within a bubble

If a bubble is required to isolate then specific work will be uploaded to Google Classroom which follows what would be their normal timetabled lessons. Where possible, staff will endeavour to provide at least some form of live lessons during their period of absence if possible. However, depending on technology and teaching timetables/ resources this may not always be feasible.

- Whole school closure

In the event of a whole school closure, work will be provided for all pupils on Google Classroom. For those pupils without access to technology, paper work packs will be provided.

School will remain open to children of key worker families, and staff will come into school on a rota system.

This is a draft policy that is still to be ratified by Governors