



# PHILIP MORANT

## SCHOOL & COLLEGE

# Remote Learning Policy

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| <b>Last reviewed on:</b>   | February 2024           | <b>Approved by:</b> LGC February 2024 |
| <b>Next review due by:</b> | February 2026           | <b>Version:</b> 5                     |
| <b>Review frequency</b>    | Bi-annually             |                                       |

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## 1. Aims

This remote learning policy is informed by the non-statutory guidance for schools: Providing remote education published January 2023.

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school due to a full or partial closure; or for individual cases where a pupil is unable to attend school but is able to learn.
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

If the school is closed work is provided on remote learning Google Classrooms. This is accessed by using their normal Google login and password. In the most part work broadly follows work being taught in school using resources such as Oak Academy. Students can also access the work being set for all students by their class teachers.

In the event of a full or partial closure the school will provide a structured timetable of lessons covering their full curriculum and the details of this will follow the closure notification letter.

### 1.1 Use of remote learning for individual students

For individual students, it will only be used after it has been established that the pupil is, or will be, absent from school. In such cases, remote education can have the benefit of allowing absent pupils to keep on track with their education and stay connected to their teachers and peers. This may include short term infectious illnesses, pupils preparing for or recovering from injuries where attendance might inhibit recovery. In some exceptional cases, these circumstances might also include pupils whose attendance has been affected by a special educational need or disability (SEND) or a mental health issue. In these circumstances, and after the pupil's absence from school has been established, schools should consider providing pupils with remote education on a case-by-case basis. The school will liaise with the local authority if it is clear that the child will be away from school for 15 school days or more during the school year, whether consecutive or cumulative.

The school recognises that remote education will only be used as a last resort when the alternative would be no education.

The school will work closely with pupils, parents and carers to remove any barriers to attendance to ensure that remote learning is a short term solution. The nature of the provision will be explained to

pupils, parents and carers at the point of delivery. It will include work set on google classroom, access to external resources with input from staff to check students' understanding and progress.

## 2. Roles and responsibilities

### 2.1 Teachers

In the event of a partial or full closure, when providing remote learning, teachers must be available between the normal school day.

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.

Depending on the nature of the closure will determine the nature of the remote learning.

When providing remote learning, teachers are responsible for:

- Setting work
  - lessons should be in line with the planned curriculum.
  - students should complete the same level of work as they would have achieved at school
  - work should be set at 8 am on the day for completion by 8pm.
  - work should be set on Google classroom
  - work set should be in line with other students in the year group
- Providing feedback on work
  - students will complete a 'progress check' with feedback.
  - Feedback will be provided by Google classroom
- Keeping in touch with pupils who aren't in school and their parents
  - students will complete a learning log for sustained periods of closure
  - all feedback by teachers will be through google classroom
  - safeguarding concerns should be raised with the DSL/DDSL through our red card system

Research shows that it is important for students to experience a range of 'active' forms of teaching and learning, such as online conversations between teachers and pupils, which have a positive association with pupil engagement. (Nuffield Foundation, July 2020.) The school will ensure that over a sequence of lessons, students will experience 'active' sessions as well as explicit guidance on how they can manage their own learning and work independently, including feedback on work. The school will not be providing live, video lessons.

The school will endeavour to schedule lessons, particularly Core at different times for different year groups to accommodate families where children may share a device. Where the teacher has provided a recorded explanation, these will be available in Google Classroom.

### 2.2 Teaching assistants

In the event of a partial or full closure, when assisting with remote learning, teaching assistants must be available between the normal school day.

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

- o students with special and additional needs
- o How they should provide support

## 2.3 Subject 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 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
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers 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 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

## 2.5 Designated safeguarding lead

The DSL is responsible for ensuring appropriate safeguarding protocols are in place for remote working.

## 2.6 IT staff

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 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
- 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

- 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 – talk to the relevant subject lead or SENCO, Ms Gaze
- Issues with behaviour – talk to the relevant head of year
- Issues with IT – contact the IT Help Desk
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer, Mr Barker.
- Concerns about safeguarding – talk to the DSL, Mrs Neill

## 4. Data protection

### 4.1 Accessing personal data

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

- Use their school device rather than their own personal devices

### 4.2 Processing personal data

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

Please refer to the School's Safeguarding Policy and Addendum by following the link below.

[The Philip Morant School and College Policies & Reports](#)

## 6. Monitoring arrangements

This policy will be reviewed bi-annually. At every review, it will be approved by the LGC or Chair of Governors.

## 7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy