

Grimsdyke School

Remote teaching and learning policy



Approved by:	Full Governing Body	Date: 29.09.2020
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Contents

1. Aims	2
2. Provision of remote education	3
3. Roles and responsibilities	2
4. Who to contact.....	6
5. Data protection	7
6. Safeguarding	7
7. Monitoring arrangements.....	7
8. Links with other policies.....	8

1. Aims

This remote teaching and learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school for an agreed reason such as self-isolation, illness or their well-being as well as for any periods of school closure.
- Set out expectations for all members of the school community with regards to remote learning.
- Be consistent with our approach to teaching and learning for students who are on site.
- Provide appropriate guidelines for data protection.

2. Provision of remote education for pupils

The school will provide remote education for pupils in the following circumstances:

- Where there is a full or partial closure of the school which leads to a suspension of onsite provision.
- Where parent requests remote education provision for a student is absent from school for more than three days for a medical reason and it is appropriate for them to engage with study at home or in hospital. Where a student is being supported by a hospital education service, Grimsdyke School will liaise to ensure that curriculum coverage is in line with that taking place by the student's peer group onsite.
- Where parent informs the school that a student is required to self-isolate at home in order to reduce the risk of community transmission of infection or illness.
- Where a student is not able to follow the safety or behaviour expectations on site that ensure the health and safety of others.
- Where a student is subject to a fixed term exclusion period as per the school exclusion policy. Where a student needs a considerable period of respite then the school may delegate responsibility for this educational provision to an appropriate offsite provider, e.g. The Helix but will maintain oversight and will monitor this provision.
- Where the Head Teacher has agreed with a family that it is appropriate for a student to receive remote education for a period of time.

The school will not provide remote education for students:

- Who have been taken out of school for an unauthorised period of absence, for example to go on holiday or go overseas to visit relatives.
- Where medical advice indicates that it would not be in the child's best interest for a period of time.
- Who are absent for less than three days due to routine childhood illness such as colds, diarrhoea or vomiting.
- Who have been permanently excluded from the school. The local authority will then have responsibility to ensure educational provision is made for the student.

3. Roles and responsibilities

3.1 Teachers

Provision as a result of individual student absence or closure of pod, bubble or whole school for a period of up to 2 school weeks (10 school days):

Year groups will prepare a pack for students who are going to need remote education for periods of up to 10 working days. These packs will:

- Include a suggested timetable.
- Address end of year expectations for English and Maths as well as curriculum subject knowledge from the year group long-term plan. One topic will be chosen as the focus for the pack and cross-curricular links will be made where appropriate.
- Links to video lessons for English and Maths expectations from the Oak Academy and BBC provision.
- A guidance sheet for parents.
- Appropriate resources and activity sheets to support the plan.
- Information about how to access the plan and use DB Primary to gain access to support and feedback.

Students and families will have the option to submit work via DB Primary for feedback or bring their work into school on their return for teachers to mark and give the student appropriate feedback. DB Primary will be used to provide access to supporting resources. Families with difficulty accessing material will be provided with paper copies.

These packs will be emailed to individuals as required or made available via the school website and/or DB Primary if required for pod, bubble or whole school use.

Provision for pod, bubble or whole school closure after a period of 14 days:

In these circumstances the staff involved will also be required to be absent from school and working from home.

When providing remote education, teachers must be available for one hour a day online via the DB Primary virtual learning platform. Families will be notified when this hour is so that students can email or request support with their learning in real time. Teachers will also be expected to be available for contact by the school during normal working hours, i.e. 8.30am to 3.45pm.

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.

When providing remote education during an extended period of group absence, teachers working as part of their year group team are responsible for:

Setting work –

- Staff will work in year group teams to provide work appropriate for all the students in their year group.
- Task will include appropriate differentiation to allow all students accessibility. Where a student with special educational needs requires specialist or individual provision, teachers will liaise with the Inclusion Manager to ensure this is put in place.
- There will be tasks set within each recommended video lesson (from the Oak Academy or other online provider) that the students should complete. Additionally, each week students will be set 3 English and 3 maths tasks which should be 'handed in' along with between 3 and 5 tasks relating to the wider curriculum, i.e. between 9 and 11 tasks per week.

This provision will begin in week 3 of any period of group closure. The plans for each week along with information and resources will be available for parents via the school website on a Friday by 6pm ready for the following week.

- As far as possible students will be asked to upload their work to the DB Primary virtual learning platform by the end of each week so that staff can review it and provide feedback. Where this is not possible, parents should inform the school so that appropriate measures can be put in place through the provision of support to access IT or paper versions of the materials for students.
- Class teachers will monitor the work relating to their students in their class unless the year group designates this task otherwise for example with one staff member reviewing all students work on a particular task or subject.
- Teachers are responsible for making initial contact with families that are not engaging with home study. Issues that are identified which cannot be addressed by them will be passed on to a member of SLT. Where no response is received, staff will ask a member of SLT to contact the family.

Providing feedback on work:

- In the main staff will receive work from pupils electronically. As far as possible they will be encouraged to use the DB Primary task and mark books to track and respond to work. Work may be emailed to the year group email address where this has been agreed in advance.
- Staff are expected to respond to work submitted via the DB Primary mark book. Feedback should be in line with the school marking policy in that one English and one maths task per week will receive 'deep marking' and detailed feedback.
- Staff will be asked to respond to work by the end of the week following the due date.
- Where students are using paper versions of the programme, staff will review and respond to the work when it is returned to school.

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

- Class teachers are expected to post one video message per week on their class DB Primary page to keep in contact with students, aid motivation and support their well-being.
- Year group staff will respond to messages from students via DB Primary on forums or via email usually within 48 hours.
- Year group staff will respond to messages from parents via the year group email within 24 hours as per the usual school policy.
- Staff are not expected to respond to emails outside of normal working hours, that is 8.30 to 3.45pm.
- Where a message from a parent constitutes a complaint or significant concern class teachers should forward this to a member of SLT. Where the nature of the concern addresses safeguarding, refer to the specific safeguarding section below.
- Where a student is not behaving appropriately online, for example in messages to peers, staff should deal with this following the school behaviour and computing policies. Significant issues of this kind should be escalated to a member of SLT. If the behaviour presents a safeguarding concern, please refer to the safeguarding section below.

Attending virtual meetings with staff, parents and pupils:

- Online meetings with appropriate external professionals, e.g. doctor, educational psychologist, speech therapist may be arranged at that professional's request via an online platform with appropriate safeguarding and confidentiality protocols provided SLT approval has been given.
- Staff are expected to follow the school dress code in online meetings with parents and other professionals.
- Staff are expected to attend these meetings from an appropriate location where there is minimal background interference or interruption.

In situations where there is to be a blended provision of onsite and remote education, staff responsibilities will be shared between those staff members working in different locations with due regard to appropriate work load and the work-life balance responsibilities of the school.

3.2 Teaching assistants

During a period of absence from school or school closure leading to the provision of remote education, teaching assistants must be available for contact by the school during their contracted 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 assisting with remote education, teaching assistants are responsible for:

Supporting pupils who aren't in school with learning remotely through tasks such as:

- Responding to students in DB Primary forums.
- Responding to student email.
- Regularly contacting a student they support one to one electronically.
- Managing the response to an agreed task through the DB Primary mark book

Attending virtual meetings with other school staff:

- Online meetings may be arranged via Zoom.
- Staff are expected to follow the school dress code in any online meetings with parents and other professionals.
- Staff are expected to attend these meetings from an appropriate location where there is minimal background interference or interruption.

In situations where there is to be a blended provision of onsite and remote education, staff responsibilities will be shared between those staff members working in different locations with due regard to appropriate work load and the work-life balance responsibilities of the school.

3.3 Inclusion Manager/ SENCO

When individual or groups of students are required to engage with remote education the Inclusion Manager will:

- Complete risk assessments for students with EHCPs (Education, Health and Care Plans) not attending school, safeguarding concerns or otherwise considered vulnerable.
- Support year groups in the provision of suitable remote education tasks for students who need personalised provision.
- Liaise with families who may have issues accessing remote education to ensure students are able to engage with school provision.
- In the case of extended periods of school closure, contact families of all students on the SEN register at the end of each half term that they are absent from school.
- Manage liaison with and access to the support needed from other agencies, e.g. speech therapy, CAMHS (Child and Adolescent Mental Health Service), etc.

3.4 Senior leaders

When individual or groups of students are required to engage with remote education senior leaders are responsible for:

- Co-ordinating the remote education approach across the school – the Deputy Head will be responsible for collating and posting the remote education programme weekly onto the school website in the event of whole school or year group closure.
- Monitoring the effectiveness of remote learning – for example through regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

3.5 Designated safeguarding lead

The DSL is responsible for implementing the school safeguarding policy and ensuring that reported concerns and existing cases are appropriately managed. This applies whether the students are being educated on or offsite whilst they are on roll.

3.6 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day and to respond to a message within 48 hours if using electronic communication.
- 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.
- Monitor their child's use of online communication and ensure the school computing agreement is adhered to.

3.7 Governing Body

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure that standards and attainment at the school remain as high quality as possible.
- Monitoring the school's work to ensure that due regard is given to staff and student well-being as well as educational provision.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

4. Who to contact

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

- Issues in setting work – talk to the relevant subject lead/team or Inclusion Manager/SENCO.
- Issues with behaviour – talk to the relevant head of phase, year or member of SLT.

- Issues with IT – talk to computing team who will refer to Beebug of appropriate.
- Issues with their own workload or wellbeing – talk to their year group or phase leader.
- Concerns about data protection – talk to a member of SLT or the School Office Manager.
- Concerns about safeguarding – talk to the DSL.

5. Data protection

5.1 Accessing personal data

When accessing personal data for remote education and support purposes, all staff members will:

- Use their school laptop to access and store any personal data or information required.
- Use remote access to the school server and shared drives for school tasks.
- Where personal data for students is provided to staff for example parent email addresses, staff will maintain the confidentiality of this information.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such email addresses as part of the remote education provision. 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.

5.3 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).
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device among family or friends.
- Reporting any issues with the antivirus and anti-spyware software on school devices.
- Keeping operating systems up to date – always install the latest updates.

6. Safeguarding

The school safeguarding policy will still be applied during any period of school closure or whilst individual or groups of students are being provided with remote education.

The Designated Safeguarding Lead will be the Head Teacher and the Deputy Head or Assistant Head should be contacted in this role if the Head Teacher is not available.

Staff and parents are made aware of the Harrow Golden Number and this should be called if there are immediate concerns that a student is at risk and no-one from school can be contacted.

7. Monitoring arrangements

This policy will be reviewed termly for academic year 2020-2021 and annually thereafter by the Pastoral Committee of the Governing Body. At every review, it will then be submitted for approval at the next full governing body meeting.

8. Links with other policies and documents:

This policy is linked to our:

- Behaviour policy
- Safeguarding policy
- Teaching and Learning policy
- Special educational needs policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Staff Handbook