



# **Remote Learning Policy**

## **Introduction**

In light of experience and best practice, the effectiveness of this policy will be monitored annually and reviewed annually. This mechanism recognises that changes in legislation may prompt a review of the policy before the three years stipulated.

We are committed to safeguarding and promoting the welfare of children and young people, and expect all staff, partners and volunteers to share this commitment.

This policy applies to all activities undertaken by the Academy in pursuing its purpose as an educational institution whilst serving its students, community and wider stakeholder interests.

All policies are subject to Equality Impact Assessments. Equality Impact Assessments are carried out to see whether the policy has, or is likely to have, a different impact on grounds of race, gender, disability, age, religion or sexual orientation.

If you require this document in an alternative format and/or language, please contact our Executive Support Officer, Mrs Christine Connolly.

We are always keen to hear suggestions regarding Academy policies.

To make suggestions or to see further information please contact:

### **Executive Support Officer**

Telephone: 01207 507001  
Email: [dpo@ncdat.org.uk](mailto:dpo@ncdat.org.uk)

## **Footnote**

In an effort to keep costs to a minimum, a conscious decision has been made not to print out this document and it would be appreciated that you refer to the copy and relevant Appendices available on the Website/VLE.

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## 1. Aims

This policy aims to:

- ensure consistency in the school's approach to remote learning;
- set out expectations for all members of the school community with regards to remote learning;
- provide appropriate guidelines for data protection.

In order to ensure the safety and welfare of children during this period that students are engaging in home learning, the school will follow the DfE remote learning guidance:

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

Given the changes in circumstances to everyday teaching and learning practices, the following guidelines will also apply:

### **Providing a safe system**

Where the site remains open, the Academy will continue to ensure that appropriate filters and monitoring systems are in place to protect students when they are online on the school's IT systems or accessing recommended resources.

For the purposes of home learning, the primary platforms used across the Consett Academy (CA) network is Microsoft Teams and VLE/Frog.

CA has central oversight of and can monitor activity and communications through these platforms. The platforms are

restricted to CA users only and permissioned accordingly. Other platforms may be used at times for specific purposes. The online safety implications of any platform are carefully considered before use.

The Academy has technical support dedicated to maintaining a safe and operational online environment.

The Academy's Designated Safeguarding Lead (DSL) has day to day responsibility for online safety, and will maintain an active oversight of the management of home learning from a safeguarding perspective. Procedures will be kept under review and action will be taken swiftly if concerns about the use of technologies arise.

The Academy will keep in regular contact with parent/carers, updating them as appropriate with information on how the Academy is providing home learning, how they can keep their children safe online, and any new developments.

## **2. Remote Learning**

There are a wide range of formats for remote learning, at CA we will be using Microsoft Teams for live online teaching of whole classes or groups of students. Individual students that are absent from school as they are self-isolating will be able to access the resources needed through Teams. The VLE will also be used on the occasion Teams is not functioning due to any technical difficulties from the server.

## **Live lessons will be delivered by teachers in the following instances:**

- A whole class is self-isolating.
- A whole 'bubble'/year group are self-isolating.
- When a teacher is self-isolating (and in good health) and delivering live to a class in CA or a class that are self-isolating at home.
- When CA is in Tier 2, 3 or 4 levels of closure. (See Appendix 1 from Covid-19 Reopening policy).
- In the event of a National lockdown.

In order to safeguard both students and staff, live online sessions must be conducted following the protocols set out below.

### **3. Roles & Responsibilities**

#### **Leadership of Remote Learning**

**Catriona Veide** – Senior Link for Remote Learning

**Jim Green** – Lead for Remote Learning

**Kay Robb** – Lead for Remote Learning within BTEC

#### **3.1 Teachers**

Teachers must be available between 8.15 -15.00. 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. Teachers are expected to be on-line at the start of their lessons. Students and teachers will be following their normal timetable.

Teachers are responsible for:

- Planning and delivering live lessons to their timetabled classes.
- Where relevant and appropriate, planning and delivering Year Group assemblies.
- Setting work –
  - Upload work and resources to TEAMS
  - Upload lesson overview slides to TEAMS (PDF format)
- Providing feedback on work – quality piece of work every 4/6 lessons.
- Attending virtual meetings with staff, parents and students – cover details like:
  - Dress code-business/professional school attire
  - Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)
  - When delivering lessons in school, other teachers will deliver planned lessons for students at home.

### **Protocols for staff in relation to remote learning:**

- Only use Academy approved platforms; do not use social media in communicating with students.
- Reinforce online safety messages regularly in your teaching.
- Bear in mind the current circumstances and how they are affecting children and families when setting expectations of students.
- Consider online safety when sharing resources – vet websites and videos/apps/software carefully and bear in mind that the home environment will not have the same content filtering systems as at school. If introducing new apps and resources, ensure these meet GDPR requirements. Contact your line manager/digital leader/network manager for further guidance.

- If concerned about online safety/resources, check with IT support/digital leader.
- Ensure that passwords and secure information – such as log-ins for SIMS/CPOMS – are kept confidential.
- Adhere to copyright and GDPR guidelines.
- Continue to look out for signs that a child may be at risk – which may differ from typical triggers in a school environment. Report any concerns to the DSL without delay in the usual way.
- Do not provide students or parents with personal contact details – email, home or mobile numbers, details of web-based identities etc.
- Do not arrange to meet students or ask them to deliver work to your home.
- Remain professional and objective in all email and other forms of correspondence.

**In relation to live online teaching:**

- Keep a record/log of live online lessons – date and time, attendance, what was covered, any incidents. Any serious incidents should be reported in the usual manner depending on the nature of the issue.
- Maintain professional conduct during live streaming – dress appropriately, consider your surroundings (background, other household members who may come into view etc.) and blur if necessary, and remember that your microphone may be on.
- Maintain the same boundaries and insist on the same standard of behaviour as in a school setting. Make specific protocols clear at the outset, e.g. muting of microphones at appropriate times and use of the chat function.
- 1:1 teaching and guidance are an important part of school provision for some students and this should be maintained as far as possible during remote learning. 1:1 sessions that would have been



in place in school in normal circumstances (e.g. pastoral/counselling meetings, SEN support, certain A' level subject groups) may continue online, at the Executive Principal's (EP)'s discretion. The EP must be advised in advance of all such arrangements. All 1:1 teaching sessions must be recorded. Support and pastoral 1:1 sessions must be recorded unless the student is unhappy about this, in which case it is acceptable for detailed notes to be kept instead.

### **3.2 Teaching Assistants**

Teaching assistants must be available between 8.00-16.00. 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.

Teaching assistants are responsible for:

Supporting students with learning remotely:

- Which students they'll need to support will be directed by SENCO.
- How they should provide support-Will be determined by student need.

Attending virtual meetings with teachers, parents and students – cover details like:

- Dress code-business/professional school attire.
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background).

- When delivering lessons in school, other teachers will deliver planned lessons for students at home.

### **3.3 Subject Leaders**

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Working with teachers teaching their subject to make sure work set is appropriate and consistent.
- Working with other subject leads and senior leaders to make sure work set across subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other.
- Monitoring the work set by teachers in their team.
- Alerting teachers to resources they can use to teach their subject.

### **3.4 Senior Leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from students and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

### **3.5 Designated Safeguarding Lead (DSL)**

The DSL is responsible for: [Keeping Children Safe in Education within Safeguarding Policy.](#)

### **3.6 Students and parents/carers**

Staff can expect students to:

- Be contactable during the required times.
- 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 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.

#### **Protocols for students in relation to remote learning:**

- Always log on through your CA account and use your CA email for school business.
- Do not make recordings, take screenshots/screengrabs or photographs, or store footage of teachers or other students.

- Be aware that some live online sessions may be recorded by the teacher.
- Dress appropriately for online lessons.
- Ensure that you have a safe and appropriate place to participate from. Blur your background if necessary.
- Follow the school rules for conduct during online lessons as if you were in school.
- Do not undermine in any way the technology used to offer video lessons.
- If you have concerns about online safety, or if you feel you are being bullied, talk to someone you trust.

### **Protocols for parents in relation to remote learning:**

- It is the responsibility of parents to ensure that students are monitored in their use of technology for remote learning as they would ordinarily do when their children are using technology at home. Monitoring screen time is particularly important in the current circumstances.
- While students are working from home they are connected to their home broadband so their traffic doesn't go through the CA firewall – parents will therefore need to ensure that age-appropriate filtering or safe search is enabled at home. Information on setting this up can be found at <https://www.saferinternet.org.uk/advice-centre/parents-andcarers/parental-controls-offered-your-home-internet-provider> and here: <https://www.internetmatters.org/parental-controls/>.
- Communication during online learning is between student and teacher: parents should communicate with school/staff in the usual manner, via school email or telephone during a period of remote learning.

- Any parent wishing to supplement the school's remote learning with support from online companies or individual tutors should be mindful of the importance of using reputable organisations or individuals who can provide evidence that they are safe and can be trusted to have access to children – further information can be found in the sources of support below.
- Social media, networking apps and gaming platforms are particularly popular at the moment. Parents are advised to be mindful of age restrictions and to oversee their child's social media activity.
- The Academy will update parents regularly of online safety matters. Parents are requested to heed the school's advice and contact the school if they have concerns or encounter risk online.

### **3.7 Local Governing Body**

#### **The Local Governing Body is responsible for:**

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

## **4. Safeguarding**

#### **Reporting an issue for staff:**

Any child protection or safeguarding concern must be reported to the DSL without delay.

- Concerns about the safety of procedures, behaviours or use of technology should be referred to the DSL.

- Routine queries about the use of apps or online materials should be addressed to your line manager or IT support depending on the nature of the issue.
- UKSIC's (UK Safer Internet Centre) [Professionals Online Safety Helpline](#) is a good source of external advice.

### **Reporting an issue for students:**

- Speak to a trusted adult.
- Click the 'Online Safety Concern' link on the Firefly homepage.
- Contact Childline 0800 1111 or click CEOP <https://www.ceop.police.uk/safety-centre/>.

### **Reporting an issue for parents:**

- Contact the DSL for any safeguarding or child protection or online safety concern.
- You can also report an incident to CEOP (Child Exploitation and Online Protection) <https://www.thinkuknow.co.uk/parents/Gethelp/Reporting-an-incident/> or Report Harmful Content <https://reporthisharmfulcontent.com/>.
- Contact your child's Year Manager the usual way for routine queries about remote learning.
- See the sources of support and advice below.

## **5. Sources of support and advice**

UK Safer Internet Centre <https://www.saferinternet.org.uk/> - includes a range of activities for children of different ages;

CEOP / Thinkuknow <https://www.thinkuknow.co.uk/> - includes a range of home activity packs;

National Online Safety <https://nationalonlinesafety.com/> - Good guides for parents and staff;

Parent Info <https://parentinfo.org/> - specifically aimed at parents;

Internet Matters <https://www.internetmatters.org/> - specifically aimed at parents;

Net Aware <https://www.net-aware.org.uk/> - NSPCC's advice on online matters.

## **6. Who to contact**

If staff have any questions or concerns, they should contact the individuals below:

- Issues in setting work – talk to the relevant subject lead or SENCO.
- Issues with behaviour – talk to the relevant Achievement Leader.
- Issues with IT – talk to IT/complete an IT job request.
- Issues with their own workload or wellbeing – talk to their Line Manager in the first instance
- Concerns about data protection – talk to the Data Protection Officer
- Concerns about safeguarding – talk to the DSL

## **7. Sharing personal data**

Staff members may need to collect and/or share personal data such as such as email addresses as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

## Keeping devices secure

Talk to your Data Protection Officer for more help, and our ICT Team 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.

## 8. Monitoring arrangements

This policy will be reviewed annually. At every review, it will be approved by the Executive Leadership Team.

## 9. History of Policy Reviews

<b>Implementation Date</b>	<b>June 2020</b>
<b>1<sup>st</sup> Review Date</b>	<b>September 2020</b>
<b>2<sup>nd</sup> Review Date</b>	<b>January 2021</b>
<b>3<sup>rd</sup> Review Date</b>	



## 10. Associated Documentation

This policy and its accompanying Policy into Practice are underpinned and shaped by the relevant legislation and guidance.

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

All practitioners should read this document in conjunction with;

- Behaviour & Rewards Policy
- Keep Children Safe in Education with Safeguarding Policy  
coronavirus addendum to our child protection policy
- Data Protection Policy
- Privacy Notices
- Acceptable Use Policy
- Online safety Policy
- COVID-19 Reopening policy

## Appendix 1

From: Covid-19 Reopening policy pg 17

Should a local lockdown occur the Trust will follow the Department for Education tiered approach to local lockdowns. The initial step in a local lockdown is that face coverings should be worn by staff and students from year 7 and above, outside classrooms when moving around communal areas where social distancing cannot easily be maintained. The tiered approach is detailed below: -

- Tier 1: All students attend as normal
- Tier 2: The Trust's Academies move to rotas, with students alternating a week attending and a week at home. Whilst primary schools remain open to all
- Tier 3: The Trust's students learn from home and the academies are only open to vulnerable children, the children of key workers and selected year groups. The priority year groups will be confirmed by the Department for Education.
- Tier 4: All schools switch to remote learning, except for vulnerable children and the children of key workers and students at alternative provision and special schools.

Tiers 3 & 4, are largely in line with how the Academies operated during March 2020 through to July 2020. Moving to Tier 2, is a new approach and the following principles will be applied: -

- Although the guidance suggests a two-week rota, a one-week rota can be used and this is proposed. The Scientific Advisory Group for Emergencies (SAGE) modelling of rota systems from the summer term has shown only a limited difference in the effectiveness of breaking transmissions chains between one week and two weeks. A one-week rota, (5 days on-site, followed by 9 days at home) allows sufficient time

for symptoms to present themselves and for students to self-isolate and avoid transmitting the virus to others. Additionally, having a 1-week rota allows more regular contact with all students, and aids student welfare and safeguarding.