Remote learning policy

King Edward VI Community College

Approved by:	Standards Committee	Date: February 2022
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Contents

1. Aims and approach

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 continuous professional learning for staff in delivering the most effective remote learning they can

> Provide appropriate guidelines for data protection

1.1 Our principles and pedagogy
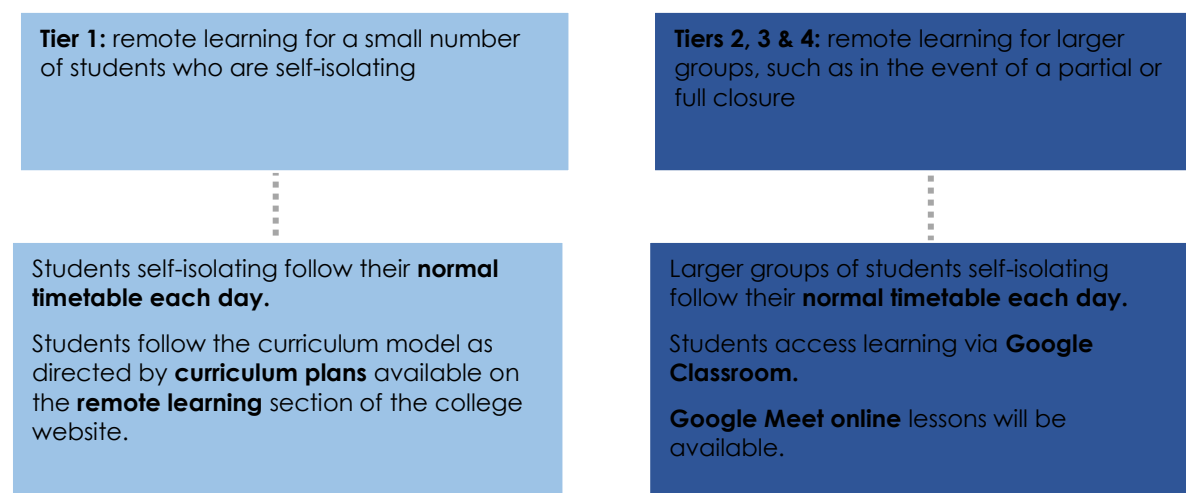
Our overarching principles for remote learning are:

- **Curricular alignment:** remote plans follow precisely the same sequence as face-to-face enactment of the curriculum.
- **High quality resources**: appropriate to remote learning i.e. easily accessible, print-based or screen-based as appropriate, providing step-by-step support, offering different types of task. This includes the use of videos and nationally produced resources such as the BBC and Oak Academy resources.
- **Feedback and assessment of learning** should remain regular, in line with normal curriculum expectations.

The key principles of remote learning follow our model for teaching and learning. The fundamentals of teaching a remote lesson are the same as teaching a classroom lesson and should follow the KEVICC pedagogy, which is aligned to Rosenshine's Principles:

Revisiting **prior learning**, giving a **clear purpose, direct instruction** through teacher **explanation** and **demonstration, guided practice** through **modelling/scaffolding, independent practice,** and **feedback**, are still fundamental to effective learning. At the same time, we recognize that remote teaching and learning present new challenges and opportunities, especially in practical subjects. We will support staff to develop and share the new skills required.

1.2 Our tiered approach

Figure 1 Remote Learning: Our Tiered Approach

Tier 1: remote learning for a small number of students who are self-isolating	**Tiers 2, 3 & 4:** remote learning for larger groups, such as in the event of a partial or full closure

Students self-isolating follow their **normal timetable each day.** Students follow the curriculum model as directed by **curriculum plans** available on the **remote learning** section of the college website.	Larger groups of students self-isolating follow their **normal timetable each day.** Students access learning via **Google Classroom.** **Google Meet online** lessons will be available.

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between the hours of a normal college day.

If teachers are unable to work for any reason during this time, for example due to sickness or caring for a dependent, teachers should report this using the normal absence procedure.

When providing remote learning in the event of a tier 2-4 lockdown, teachers are responsible for:

> Setting work:
>> o Setting up a Google Classroom for each class they teach.
>> o Uploading all work and resources to the appropriate Google Classroom, including links to Google Meets
>> o Providing appropriate and timely work for all the classes they teach that is aligned to the taught curriculum.
>> o Ensuring all timetabled lessons are hosted on Google Meet.

> Providing appropriate feedback on work, this could involve:
>> o Making answers and constructive feedback available on Google Classroom
>> o Hosting live feedback and questioning on Google Meet
>> o Providing guidance on self-marking via Google Classroom

> Monitoring student absence and non-completion of work:
>> o Using Class Charts to log any students not attending remote learning sessions as 'non attendance remote learning'
>> o Alerting pastoral leads/Heads of House to any persistent absence
>> o Alerting the DSL of any safeguarding or wellbeing concerns

- o   Alerting Heads of Faculty to any engagement issues, such as failing to complete work
- Attending virtual meetings with staff, parents and pupils:
  - o   Dress code should be as per the college policy
  - o   Locations should be neutral (e.g. avoid areas with background noise, nothing inappropriate in the background)

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between the hours of a normal college day.

If teaching assistants are unable to work for any reason during this time, for example due to sickness or caring for a dependent, teachers should report this using the normal absence procedure.

When assisting with remote learning in the event of a tier 2-4 lockdown, teaching assistants will be directed by the SENCO. Responsibilities may include:

- o   Support will be for those pupils with acute SEND needs.
- o   Support will be tailored for each student, may involve checking in with pupils, providing differentiated support, support for parents etc. as directed by the SENCO.
- o   Support for key worker provision.
- Attending virtual meetings with staff, parents and pupils:
  - o   Dress code should be as per the college policy
  - o   Locations should be neutral (e.g. avoid areas with background noise, nothing inappropriate in the background)

2.3 Heads of Faculty

Alongside their teaching responsibilities in the event of a tier 2-4 lockdown, subject leaders 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 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 in the event of a tier 2-4 lockdown, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – led by the Assistant Principal for Teaching & Learning
- 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 Heads of House

In the event of a tier 2-4 lockdown, Heads of House are responsible for:

> Monitoring the attendance to remote learning through Class Charts and liaising with teachers/Heads of Faculty.

> Communicating with parents and carers regarding any specific pastoral concerns, including attendance, engagement and wellbeing

> Escalating any safeguarding concerns to the DSL

2.6 SENCO

In the event of a tier 2-4 lockdown, the SENCO is responsible for:

> Coordinating support for students with SEND in enable inclusive access to a remote curriculum

> Supporting and directing the support of teaching assistants and the wider SEND team.

> Communicating with parents and carers regarding any specific SEND concerns

2.7 Designated safeguarding lead

In the event of a tier 2-4 lockdown, the DSL is responsible for:

> Identifying the most vulnerable children in school in unison with the Heads of House and attendance officer

> Updating and managing access to child protection files, where necessary

> Liaising with safeguarding partners, including the local authority and children's social workers, to carry out statutory requirements assessments.

2.8 IT and admin staff

In the event of a tier 2-4 lockdown, IT and admin 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 accessing remote learning sites and platforms

> 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, where appropriate and within reason

> Admin staff are responsible for updating the remote learning section of the website and directing all troubleshooting issues to relevant parties

2.9 Pupils and parents

In the event of a tier 2-4 lockdown, staff can expect pupils learning remotely to:

> Be contactable during the school day as per their college timetable

- Attend all remote Google Meet lesson as per their college timetable
- 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 or attend

Staff can expect parents with children learning remotely to:

- Support pupils to get online, attend lessons on time, and complete work set by teachers
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

2.10 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/Head of Faculty
- Issues with behaviour – talk to the relevant Head of House or senior leader
- Issues with IT – email helpdesk
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

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

- Access all online portals including Google Apps, via our secure RM Unify service
- Use college laptops to host remote learning, rather than their own personal devices

4.2 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

All staff members will take appropriate steps to ensure the safety and wellbeing of pupils. This includes, but is not limited to:

- > Access all online portals including Google Apps, via our secure RM Unify service
- > Considering your own dress and locations during online meetings. A neutral background with nothing too personal to the staff member, no controversial pictures etc.
- > If something happens during the meeting that concerns you, or raises an alarm, please follow the college safeguarding protocols by contacting our DSL.

Read alongside our full safeguarding policy.

6. Monitoring arrangements

This policy will be reviewed annually by the Assistant Principal for Teaching & Learning. At every review, it will be approved by the Standards Committee.

7. Continuous Professional Learning

The college will committee to providing all staff members with effective and up-to-date professional learning to enable effective delivery of remote learning. This includes, but is not limited to:

- > College handbooks and how to guides for accessing all Google Apps
- > Best practice remote learning demo lessons across a range of college subjects
- > Relevant meetings, briefings and whole staff opportunities to share best practice

8. BTEC Blended Learning Addendum

To mitigate the impact of tier 1-4 lockdown (see section 1.2), the BTEC Quality Nominee will ensure:

- > The delivery of mandatory/core units/components are prioritised over the delivery of optional units.
- > Appropriate Pearson subject 'sector guides' are disseminated through lead internal verifiers (LIVs) to all assessors to build into sector level contingency planning.
- > As outlined in section 2.1, all BTEC classes and registered students assigned Google Classroom and Drive online portfolios.
- > As outlined in section 2.1, all taught BTEC components to be facilitated by assessors via Google Meet.
- > The format of internal assessments for BTEC qualifications continue to be flexible, in line with sector assessment guidance.
- > If pupils/groups of pupils required to self-isolate, as a centre assessors will follow one of these two courses of action:

1. Learners can complete assignment work at home providing assessors are satisfied as to the authenticity of the work completed outside of the centre. If it is found that some or all the evidence is not authentic, assessors will take appropriate action, invoking our centre malpractice policy as required.

2. Learners can be granted an extension if they are unable to complete work due to self-isolating. The extension must be approved by the LIV and documented on the assessment record.

> As centre verification policy dictates, LIVs must plan to download and retain any digital assessment evidence for a minimum of twelve weeks after certificates are received at the centre.

9. Links with other policies

This policy is linked to our:

> Behaviour policy

> Child protection policy

> Data protection policy and privacy notices

> Home-school agreement

> ICT and internet acceptable use policy

> Online safety policy