

Remote learning Policy

Lawnswood School

2020/2021



Approved by: Governing Body

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I. Rationale

In the event of a school closure, the school is committed to providing continuity of education to its students and will do so through a process of remote (online) learning. Equality of access will be ensured. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of students and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term student absence. Remote learning may also be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer-term illness, assuming students are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, students are self-isolating at home but are not suffering with relevant symptoms. There is no obligation for the school to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take students on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their child from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for all pupils who aren't in school for the reasons stated in the rationale above
- 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

2.1 Teachers

When providing remote learning, teachers must be available during usual directed time as set out in the staff handbook.

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 which is outlined in the staff handbook. If staff wish to discuss any element of availability, they should do this with their line manager in the first instance and then the Headteacher if and when appropriate.

When providing remote learning, teachers are responsible for:

- Creating Showbie codes for all their classes.
- Allowing parental access upon request.
- Setting work which follows the normal teaching timetable and teach the students they would normally have at that time, or ensure that work is available in advance of the timetabled lesson time.
- Ensuring work is clearly labelled so that students can easily access it as well as managing archived work so it is clearly accessible for students.

- Using Showbie to provide a structure and link to a variety of learning resources and experiences that are available to the students when they would normally have a lesson with that teacher. Further guidance is provided in the Remote Learning Plan.
- Marking work produced by students in-line with normal working practice and sharing feedback via Showbie using normal timescales.
- Informing the Faculty Leader if they are aware that a student is not able to access online resources.
- Providing paper resources for students who are unable to access online resources.
- Informing Pastoral Teams if students are not completing work that has been set.
- Answer emails or queries from parents/carers within 24 hours.
- Pass on any concerns or complaints to their line manager to gain support as and when necessary.

The tiered approach by Lawnswood School is summarised in the table below:

Location	Tier 1	Tier 2	Tier 3 & Tier 4
In-school	As per full curriculum model above. Double periods, p1-4 4 weekly cycle Key assessment points All curriculum content covered by July 2021	50% of students in school 2 weeks in school, then 2 weeks following the Showbie alternative lessons (as per Tier 1). 8 week cycle, where fortnights are repeated to allow all students to access the same face to face and remote curriculum and to free up work load so teachers have capacity to personalise remote learning too. Lessons focus on tutorials, assessments, practicals, discussion etc	Majority of students or a whole class learning at home. Key worker/vulnerable students follow the Showbie Alternative Curriculum even when in school.
Remote Learning	Small numbers isolating at home will use Showbie to access their classes Subject areas set up Showbie so that it offers alternative lessons to those happening in class. Oak Academy/ Bitesize/ Seneca etc provides content and tasks that match what students cover in-school. Key in-class assessments uploaded, where appropriate, so that	Showbie alternative curriculum is followed for the two weeks at home. Teaching staff add some small daily commentary so that students stay on track and keep up with the work set. Students are expected to upload evidence of their work.	Showbie alternative curriculum is followed but is now heavily supplemented with teacher face to face video sessions. 10-15 minutes of each lesson is a Zoom/Showbie video with the teacher, and key work is assessed and feedback given. Teachers may wish to move away from the Showbie alternative curriculum and deliver more bespoke lessons

students can complete these and have their work marked alongside students in class.	to keep students on track. Where possible teachers work from school.
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2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during usual 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. 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 which is outlined in the staff handbook. If staff wish to discuss any element of availability, they should do this with their line manager in the first instance and then the Headteacher if and when appropriate.

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

Location	Tier 1	Tier 2	Tier 3 & Tier 4
In-school	<p>As per full curriculum model:</p> <p>Supporting students in lessons or in 1-2-1 and small group interventions as directed by the subject or faculty leader, following Covid secure protocols.</p>	<p>50% of students in school</p> <p>2 weeks in school, then 2 weeks following the Showbie alternative lessons (as per Tier 1):</p> <p>Curriculum TAs will support classroom teachers in the first instance, as directed by the subject or faculty leader, to provide more intensive support to students when they are on site.</p> <p>This may include offering more 1-2-1 sessions with individual students, offering double sessions or an</p>	<p>Majority of students or a whole class learning at home.</p> <p>Key worker/vulnerable students follow the Showbie Alternative Curriculum even when in school:</p> <p>TAs will be asked to provide 1-2-1 and small group support for key worker and vulnerable children in school, as a priority.</p>

		increased offer of small group work, prioritising students who have been identified for catch up.	
Remote Learning	Where appropriate, when there are individual students self isolating, their TA key worker may organise Zoom or Showbie calls to check in (with subject or faculty leader supervision).	<p>Where the Showbie curriculum is being followed at home, TAs will also work with the subject leader or faculty leader to personalise and differentiate resources further for their key students so that the work is accessible. They will also support the collation of work packs that can be distributed to high needs students.</p> <p>Curriculum TAs will also support the class teacher with Zoom/Showbie calls and if necessary, lead a 'break out' group so that more personalised support can be offered, as well as conduct check in calls.</p> <p>Where the TA's main role is in offering 1-2-1 and small group interventions outside of the classroom these will also be delivered via Zoom/Showbie where possible.</p>	<p>Showbie alternative curriculum is followed but is now heavily supplemented with teacher face to face video sessions:</p> <p>As with Tier 2, Curriculum TAs will also support the class teacher with Zoom/Showbie calls, leading breakout groups where appropriate.</p> <p>Where the TA's main role is in offering 1-2-1 and small group interventions outside of the classroom these will also be delivered via Zoom/Showbie where possible.</p>

Attending virtual meetings:

- When attending a virtual meeting, please remember that the formal work dress code applies.
- Please also ensure that the virtual background is set against a plain wall or use the Lawnswood background if you can.

2.3 Subject leaders

Alongside their teaching responsibilities, 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 – 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, and co-ordinating the organisation of the online resources in order to reduce workload
- Work with TLR holders in their teams to manage information regarding students that cannot access online resources and provide suitable paper-based resources for those individual students.

2.4 Heads of Year

Work with their pastoral teams to complete the following tasks:

- Support with safeguarding concerns that may arise
- Support with the delivery of paper resources to students where possible
- Contact students/parents by telephone if students are not completing the work and keep a record of contact made.

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 by evaluating the online provision, through gathering parent, staff and student voice, and using the Showbie Auditor tool where needed to support the provision of online learning.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

- Providing training and support for staff to ensure that everyone feels confident to use the online learning platforms safely and effectively.

2.5 Designated safeguarding lead

The DSL is responsible for ensuring staff have read the following policies:

- Lawnswood Safeguarding policy
- Safer Working Practice
- Keeping Children Safe
- LCC Guidance for Staff working with technologies and social media
- Lawnswood Policy on acceptable use of computers
- E-Safety Guidance

2.6 IT staff

IT staff are responsible for:

- Ensuring staff have the hardware required to deliver video lessons
- 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:

- Ensure they have permission from their parent/carer before you use the internet or any applications.
- Use their full name and school email address when signing up for applications that they are using for school.
- Use formal, respectful language in communication with teachers, and other students.
- Remember that there are many students in your class and their teacher may not respond immediately to any questions or work that they submit.
- Not expect teachers to be available to respond outside of the normal working day.
- Not post images of themselves or other students.
- Tell you when they are struggling to complete the work set and give you time to try and help.
- Manage their work life balance and take regular breaks and exercise.
- Contact their Head of Year if anything is posted online that concerns them.
- Not to share resources with anyone else as you to ensure they don't breach copyright law.
- Not share any personal details, such as their address, when using online resources.
- Meet deadlines set by teachers
- Seek support if they are struggling to access the work/learning.

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. Data protection

3.1 Accessing personal data

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

- Use Lawncloud to access and store teaching resources.
- Use remote access to SIMS (where necessary) to access data.
- Ensure no data is saved on personal devices and that the remote systems are used.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as contact information and emails 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.

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

Lawnswood School's safeguarding policy has been updated and has a COVID-19 addendum to cover remote learning. It can be found on Lawncloud in the staff handbook section as well as on the whole school website.

6. Monitoring arrangements

This policy will be reviewed annually or when necessary in between by the senior leadership team. At every review, it will be approved by the full governing body.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- 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