ACORN MULTI ACADEMY TRUST

Remote Learning Policy

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This policy must be read in conjunction with the following policies:	• Behaviour policy • Child protection policy • Data protection policy and privacy notices • ICT and internet acceptable use policy • Online safety policy		

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1. Aims

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 guidelines for data protection

2. Use of remote learning

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

Occasions when we decide that opening our school is either:

- Not possible to do safely
- Contradictory to guidance from local or central government

Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:

- They have an infectious illness
- They are preparing for or recovering from some types of operation
- They are recovering from injury and attendance in school may inhibit such recovery
- Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing pupils with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used, we will:

Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision

Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school

Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity

Set a time limit with an aim that the pupil returns to in-person education with appropriate support

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available between 8.30am and 3.30pm.

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 providing remote learning, teachers are responsible for:

- Setting work:
    - For their own class and/or subjects taught following the same curriculum plans as would be in place for pupils attending school or where the school to be open wherever this is possible:
        - Teachers who usually plan together may coordinate sharing the setting of work across multiple classes
        - Specialist teachers should continue to provide lessons wherever possible to share with class teachers for publication online
        - If some members of a class are having to learn remotely then those in school may be taught from the same work to enable the teacher to manage both effectively and maintain consistency
    - In KS1 and KS2 this should be managed Via Google Classroom on the designated Class Stream for each class. Work should be given in the format of Google Slides for the day with any attachments ideally provided in pdf format and videos either embedded or accessible via hyperlinks. All slides and separate tasks should be attached to an Assignment with a new Assignment set up for each day
        - All classrooms must be set up with at least two adults able to access and monitor which may include job-share teachers, TAs, Heads of School etc.
        - Daily slides usually including English, Maths and a foundation subject depending on age and stage of children taught (for example, more video content may be necessary for teaching younger pupils) and in agreement with the Head of School
        - By the evening before the work is to be set – Assignments should be scheduled to go live by 8.30am on the day set so that lessons are still available should the teacher have any technical or other issues in the morning

In EYFS this should be managed via Tapestry

- **Providing feedback on work**:
  - Where possible make use of Google Docs and Slides for pupils to complete work online so that teachers can comment directly and often in real-time in the same way as would take place in the classroom
  - Request pupils to upload their work via the Google Classroom Assignment for the day, or email as soon as possible if unable to upload
  - Practical tasks may be uploaded in the form of photos and/or video
  - Share feedback through comments either directly on Google documents or via the commenting section of Student Work
  - Feedback should be given through the day wherever possible and ideally before the next day's plans are finalised. For longer pieces of work, for example extended writing, ensure the completion date and feedback date are clear for pupils and parents at the outset
- **Keeping in touch with pupils who aren't in school and their parents:**
  - Where pupils regularly engage on Google Classroom through commenting and submitting work, parents should contact the school as required and teachers may contact parents via email or phone in the same way as if pupils were in school to discuss any issues
  - Comments and/or emails from parents and pupils are expected to be responded to within the designated working hours noted above but not beyond these times
  - Any complaints or concerns shared by parents and pupils should be dealt with as usual which may involve contacting a senior colleague, for example Head of School, for support – for any safeguarding concerns, refer to the section below
  - Where pupils do not engage with work set, where it is consistently not completed to a good enough standard or there are other concerns about wellbeing or behaviour, teachers should make more regular contact with parents. This may include weekly phone calls as directed by the Head of School
- **Video streaming**
  - In accordance with the above, teachers may wish to record short videos for phonics sessions, practical sessions, to explain concepts or for reading to the class. These should generally be pre-recorded and uploaded directly onto Google Slides or through the teacher's Acorn account on YouTube, ensuring they are marked private and only viewable via the direct link
  - Where teachers are teaching a mix of pupils in school and remotely, it may be possible to stream live lessons that are taking place in school. This can be done through Zoom or Google Meet as long as permission is received from each pupil taking part remotely in writing which confirms that an adult will be present in the room where the pupil is participating at home
  - Collective worship and similar gatherings may take place periodically via Zoom or Google Meet in line with the expectations noted above and, if solely working remotely, with at least two school staff present at any time. The teacher not leading the session should oversee behaviour including any online chat functions and be able to override functions such as cameras and microphones should it be necessary to mute somebody
- Attending virtual meetings with staff, parents and pupils or live streaming video:

    - Staff should dress according to the same code of appropriate dress as would be the case in school
    - Staff should be mindful of the location they are calling from. Ideally this should be from school however if the situation required this to be from home, staff should avoid areas with background noise and ensure nothing inappropriate or distracting can be seen in the background

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.30am and 3.30pm in line with their 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.

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

- Supporting pupils who aren't in school with learning remotely:
    - Supporting those pupils who would normally be given extra help, either by assisting in adapting tasks beforehand or sending additional support via email, comments online or through phone contact with parents/carers
    - Where appropriate and in discussion with the class teacher, setting separate tasks for some pupils which may include via other platforms such as Accelerated Reader, spelling or maths programmes
    - Providing feedback on work set where this is a normal part of their classroom role
- Attending virtual meetings with teachers, parents and pupils or assist with video streaming as outlined in the expectations for teachers above

3.3 Subject leads and Additional Needs leads

Alongside their teaching responsibilities, leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning, including supporting access for those with limited access to technology
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent, including differentiation of tasks set
- 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 reviewing work set and meetings with teachers including whole staff meetings with a subject focus
- Alerting teachers to resources they can use to teach their subject remotely

3.4 Heads of School

Alongside any teaching responsibilities, Heads of School are responsible for:

- Co-ordinating the remote learning approach across the school or delegating this to an appropriately qualified designated member of school staff
- Monitoring the effectiveness of remote learning 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:

- Ensuring compliance with current safeguarding, child protection and e-safety policies, including any addendums in force
- Advising staff to ensure compliance as required
- Continuing to monitor CPOMS including encouraging staff to log any concerns

3.6 IT Staff, including School IT Champions

Designated IT Champions are responsible for:

- Helping staff and parents with any technical issues they're experiencing
- Contacting the appropriate person to assist with fixing issues with systems used to set and collect work or signposting staff to the IT Support site to raise issues

Designated IT Support are responsible for:

- Fixing any technical issues experienced
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting staff, pupils and parents with accessing the internet or devices

3.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- 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
- Not expect staff to respond to messages or work posted outside of working hours

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
- Be sensitive to staff designated working hours

3.8 Governing board

The local governing body 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

4. Pupils without access to IT2

In the first instance, the Trust will look to issue a Chromebook on loan to any pupil otherwise unable to access remote learning when required.

Where this is not possible or circumstances (such as no or limited internet access) prevent this from being a workable option, arrangements will be made for paper copies of work set to be made and delivered/collected for the child at least weekly. Work should where possible be completed and returned to teachers in the same way and with the same frequency. Additional efforts should be made in these cases to keep in contact with parents/carers via telephone.

5. 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, Additional Needs Lead or Head of School
- Issues with behaviour – talk to the Head of School
- Issues with IT – talk to IT Champion, email network@acornacademy.org or complete an IT support request via the IT Google Site
- Issues with their own workload or wellbeing – talk to line manager/Head of School
- Concerns about data protection – talk to the data protection officer via the Hub
- Concerns about safeguarding – talk to the DSL or Deputy DSL

6. Data protection

6.1 Accessing personal data

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

- Only access via password-protected cloud-based systems such as Scholarpack or via G-Suite using their Acorn account
- Only use provided devices, such as laptops, rather than their own personal devices and signed in to Chrome and Google File Stream in line with our agreed Acceptable Use policies

6.2 Processing personal data

Staff members may need to collect and/or share personal data such as phone numbers and email addresses 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.

6.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure in line with agreements signed when issued with school devices. This includes, but is not limited to:

- Only using a school issue device to complete work because safeguards are in place which mean 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
- Staff should continue to ensure that they are logged in through Google Chrome and using Google File Stream as is required under normal circumstances
- 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 is locked if left inactive for a period of time
- Not sharing the device among family or friends
- Keeping operating systems up to date – always install the latest updates

7. Safeguarding

Please refer to the school's safeguarding, child protection and e-safety policies.

8. Monitoring arrangements

This policy will be reviewed annually unless system changes require additional review. At every review, it will be reviewed by LGBs and approved by the Trust Board of Directors.

9. 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