



Lakelands
Academy

Remote Learning Policy

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Contents

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

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for students 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. Roles and responsibilities

2.1 Teachers

DURING PERIODS OF NORMAL SCHOOL ATTENDANCE FOR STAFF AND STUDENTS

When normal school attendance is mandatory for staff and students, and students are isolating, teachers are responsible for providing remote learning for those students, *if those students are well enough to do so*. The work set by teachers should be as close as possible to the content and skills of the work being set in the classroom. Teachers are responsible for:

- Providing home learning tasks for these students at the time they would normally teach them:
 - Students will be set home learning via Show My Homework, with clear aims/objectives and relevant, accessible tasks, with sufficient challenge built in.
 - If teachers are willing and able to deliver lessons on Teams, then they may do so, but there is an understanding that this presents a number of challenges, in particular the uncertainties around which students are well enough to learn and which are not.
- Providing feedback on work:
 - Teachers can set assignments for students to complete, if the students are well enough to work, which can then be submitted and assessed, on Show My Homework.
 - Alternatively, tasks set can be marked on the students' return

DURING PERIODS WHERE NORMAL SCHOOL ATTENDANCE FOR STAFF AND STUDENTS IS NOT POSSIBLE (E.G. LOCKDOWNS)

If situations arise when teachers are needing to work from home (e.g. a lockdown), but not isolating with symptoms, they must be available during lesson times to provide remote learning.

If they're unable to work due to sickness, they should report this using the normal absence procedure, and there is no expectation that they provide remote learning. If a teacher is isolating but not unwell, then they are expected to provide remote learning; if teachers are at home and have dependents to look after, then they should do their best to be available where possible and convenient.

When providing remote learning, teachers are responsible for:

➤ Providing lessons for their classes at the time they would normally teach them:

- Students will be set home learning via Show My Homework.
- If teachers are willing and able to deliver lessons on Teams, then a manageable approach would be to deliver one Teams based lesson out of every **three** lessons they are timetabled to have with any teaching group. This means that subjects which teach classes several times each week will deliver more Teams lessons than those that see classes less frequently.
- Live lessons will take place in their usual timetabled slots. If students are unable to access the live lesson (there may be several family members who need to access the available devices, so it won't always be possible for pupils to log on precisely when their lessons are taking place), then they can access relevant resources on Show My Homework when they can.
- The lessons will last up to 50 minutes, depending on the year group. Some live lessons will be shorter, with teachers giving instructions to pupils who will then be asked to work independently on tasks which have been explained to them.
- Teachers will invite Teaching Assistants who normally support students in a class to the Teams lesson, so that they are able to access the content to enable them to provide SEND support.
- Teachers should be available at agreed points during the lesson to answer any questions raised by the students on Teams (through the Chat function).

➤ Providing feedback on work:

- Teachers can set assignments for students to complete, which can then be submitted and assessed, on Show My Homework or Teams.
- If a student fails to complete a piece of work that has been set, the teacher should give them a deadline extension. It may be that there are access/technical issues, in which case the teacher would need to refer it to the ICT technical team. If it is still not completed, and evidently not an access/technical issue, then it should be referred to the Faculty Leader, who will contact parents/carers; if it continues to be an issue, it should be referred to the relevant Head of Year.

2.2 Teaching Assistants

In situations where all staff and students have to work from home, Teaching Assistants must be available during lesson times to assist with learning.

If they're unable to work due to sickness, they should report this using the normal absence procedure.

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

- Where possible, supporting SEND students, who aren't in school but well enough to work with learning remotely:
 - On Show My Homework, they can provide support for students with a specific task via the message function (Search for student, click on Homework List, click on relevant task, click Assess, then click on the name of the student to send a message).
 - If teachers deliver Teams lessons, they will invite any Teaching Assistants allocated to their class to the lesson, so TAs can access the content and provide the necessary support to students with SEND.
 - The Communication and Interaction Mentor, Social Emotional and Mental Health Mentor, Physical and Sensory Mentor, Learning Mentor and Dyslexia Specialist Teachers will continue to provide support remotely (e.g. through parental engagement), in situations where all staff and students have to work from home.

2.3 Faculty Leaders

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Working with teachers teaching in their faculty remotely to make sure all work set is appropriate and consistent.
- Working with other Faculty Leaders and SLT 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 faculty, through regular meetings with teachers and by reviewing work set on SMHW.
- Alerting teachers to resources they can use to teach their subject remotely.
- Alerting Heads of Year to any concerns about students who become disengaged.

2.4 Heads of Year

Alongside any teaching responsibilities, Heads of Year are responsible for the following:

- Communicating with parents/carers of students in their year group about any concerns around online engagement or behaviour, after contact home by teacher and then Faculty Leader has happened and there are still issues. (Calls made by members of staff can be reimbursed by the academy where itemised phone records are submitted)
- Liaising as appropriate with the Assistant Headteacher on students causing more serious concerns.

- Work with other members of the Pastoral Team and Designated Safeguarding Lead to ensure that there is appropriate pastoral support where concerns are raised.

2.5 Senior Leadership Team

Alongside any teaching responsibilities, SLT responsibilities are as follows:

- The Deputy Headteacher (with responsibility for Curriculum and Teaching & Learning) will coordinate the remote learning approach across the school.
- The Deputy Headteacher will monitor the effectiveness of remote learning – through meetings with Faculty Leaders, sampling and reviewing work set across the curriculum; through surveying students and parents on their experiences of remote learning (in situations where full home learning is taking place, e.g. lockdowns) to help inform improvements in the quality of remote learning delivery.
- The SENDCo will monitor the progress and engagement of students with SEN and liaise as appropriate with the Pastoral Team.
- The Junior Assistant Head will provide guidance on reporting during periods of remote learning, coordinate internal exams and update staff on key external exam developments.
- The Headteacher (Designated Safeguarding Lead), with the support of the Safeguarding Team, will monitor safeguarding considerations of the remote learning system.
- The Assistant Headteacher (with responsibility for the pastoral system) will communicate protocols around appropriate online behaviour to staff, monitor online behaviour and oversee relevant actions taken in response to behaviour issues.
- The Deputy Headteacher (Data Protection Officer), in liaison with the Network Manager, will monitor the security of remote learning, including data protection.
- The Deputy Headteacher will oversee the process of surveying which students do not have access to a device for learning at home during school hours or those who experience frequent internet access issues.

2.6 Designated Safeguarding Lead

The DSL is responsible for any safeguarding concerns that arise through the remote learning process. For further information, please see: Safeguarding and Child protection Policy and Covid-19 Addendum to our Child Protection Policy (Staff T:Drive – Academy Policies; School Website – Lakelands Policies).

2.7 IT Technicians

The ICT team is responsible for:

- 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 students and parents with accessing the internet or devices (identified through parental surveys).

2.8 Students and parents

Staff can expect students learning remotely and well enough to work to:

- Be contactable online during remote lessons.
- 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.

When using Teams during 'live lessons', students:

- Must be on time, suitably dressed, with the right equipment to complete tasks that are set during the session.
- Sit somewhere in their house that is appropriate (not a bedroom or bathroom) and where they can concentrate on the learning without being interrupted.
- Must not share their own screen via Teams during the lesson.
- Must not edit the screen the teachers are sharing during the lesson.
- Must not record the lesson
- Must not engage in any activities during live lessons that could be considered inappropriate or distracting.
- Can use the 'hands up' button to signal they want to speak or type their question within the chat box. Questions within the chat box will then be answered by the teacher at an appropriate time. The language used by students on the chat function needs to be appropriate at all times, and only related to the learning. There should be no swearing, text speak, slang language or use of emojis.
- Must ensure their microphones are muted unless they have been given permission by the teacher to ask a question. This avoids distracting background noise, such as pen tapping or keyboard tapping, from impacting on other pupils' ability to hear the teacher clearly.

Cameras

- It will be down to individual teachers to decide if they want to allow students to enable cameras in their lessons or not.
- Students do not have to have their cameras on. However, where students wish to be visible to the class, they will be permitted to turn their cameras on **if their teacher allows it**. There may be some lessons where the teacher decides that no student cameras should be turned on. This request must be respected. Where students are allowed to have cameras on, they, and any family members who may be visible at any point, must be appropriately dressed, and in a communal area of the home. Where possible the background should be blurred, or a Teams background set.
- Students who are allowed to and choose to have their cameras on at the start of the lesson must keep them on. They do not have to have their camera on in any future lesson if they do not wish to do so, but they mustn't turn cameras off or on during a lesson.
- Students must not use the camera in any way that has a negative impact on the smooth running of a lesson; for example, where students try to interact with peers who they are seeing on their screen, they may not be permitted to access future Teams lessons.
- Students can usually rejoin a Teams lesson quite easily if the internet drops out during a lesson. However, if this is not possible, the teacher will upload tasks and instructions to Show My Homework so that the work can be completed.

- › Students must leave the Teams group when asked to, as soon as the lesson is finished.

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
- › Ensure their child behaves in an appropriate manner
- › Ensure that other family members do not interrupt a virtual lesson
- › Email the school's admin address if their child has forgotten their login details so these can be reset.
- › Be respectful when making any complaints or sharing concerns known to staff

2.9 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 Faculty Leader or SENDCo (if relating to SEND students)
- › Issues with behaviour – talk to the relevant Head of Year
- › Issues with IT – talk to the Network Manager
- › 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 the data using the Telford & Wrekin secure cloud service or server in the Lakelands IT network

4.2 Processing personal data

Staff members may need to collect and/or share personal data (e.g. students' names) 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

Teachers should use either their school network or OneDrive accounts and not store data on personal hard drives. If teachers use Teams to teach remote lessons, then they should be issued with a suitable device for doing so from school. All staff members will take appropriate steps to ensure these 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 they lock their device when they leave their workspace.
- Not sharing the device among family or friends
- Shutting down their PC at the end of the working day.

5. Safeguarding

During COVID-19, Lakelands Academy has put in place a Safeguarding and Child Protection Addendum (Staff T:Drive – Academy Policies – Covid-19 Policies) to ensure that additional safeguarding measures have been put in place. Staff are to refer to the Addendum for specific procedures during COVID-19 as well as following the Safeguarding and Child Protection Policy (Staff T:Drive – Academy Policies).

6. Monitoring arrangements

This policy will be reviewed every year. At every review, it will be approved by the Teaching and Learning Governors Committee.

7. Links with other policies

This policy is linked to our:

- GDPR Policy and Privacy Notices
- Information and ICT Security Policy
- Curriculum Policy
- Teaching & Learning Policy
- Marking Policy