EXCELLENCE
GIRLS ACADEMY

LEARNERS TODAY - LEADERS TOMORROW

Remote Learning Policy

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Reviewed by:	Laura Webb - Governor
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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. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available during their normal teaching 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 providing remote learning, teachers are responsible for:

> Planning ahead –

  o Attend training and become familiar with Microsoft Office and Microsoft Teams, including setting up and carrying out meetings.
  o Prepare resources adaptable to online learning.
  o Use pre-planned worksheets to support learning during periods of isolation.
  o Use Oak Academy resources to support teaching and setting tasks.
  o Prepare resources and plans for each term before the term starts.

> Setting work –

  o Sufficient work needs to be provided for all timetabled classes.
  o The amount of work provided should be equivalent to in school teaching.
  o Set up work the day before.
  o Upload work/instructions on Microsoft Teams.
  o Make sure pupils with limited access to devices can still complete the work,
  o Use a variety of resources that integrate technology and digital media with traditional classroom activities,
  o Co-ordinate with other teachers, including those teaching in school, to ensure consistency across the year/subject.

> Providing feedback on work –

  o Access completed work from pupils through Microsoft Teams/Outlook.
  o Share feedback with pupils orally, via annotations on screenshots of work, and on Microsoft Teams/Outlook.
  o Give feedback in line with our Assessment Policy.

> Keeping in touch with pupils who aren't in school and their parents –

  o Keep in contact via Microsoft Teams, email (Outlook) or telephone (if onsite).
  o Keep a suitable timeframe of when to call parents.
  o Resolve any teaching based complaints or concerns shared by parents and pupils.
  o Deal with behavioural issues or pupils not submitting work or not contributing to lessons online.
  o If issues are still continuing or for other issues, refer them to the Headteacher.
  o For any safeguarding concerns, refer to the Designated Safeguarding Lead.

> Attending virtual meetings with staff, parents and pupils –

  o Dress code should be as per the normal dress code requirements.
  o Avoid delivering online lessons where there is a lot of background noise.

> Additional tasks:

  o Complete the daily register.

o Report persistent absences to the Attendance Officers.
o Be punctual to lesson.
o Mark work according to our Assessment Policy.
o If teachers are unable to work for any reason during this remote learning time, e.g. due to sickness or caring for a dependent, they should report this to the School Office at their earliest convenience, and set work for their class to be carried out in their absence.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their normal 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 are not in school with learning remotely –

  o They should support the usual pupils they provide support for.
  o They should provide support by attending the Microsoft Teams lesson with their pupils.
> Attending virtual meetings with teachers, parents and pupils –

  o Dress code should be as per the normal dress code requirements.
  o Avoid delivering online lessons where there is a lot of background noise.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

o Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
o Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
o 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.
o 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.
o Alerting teachers to resources they can use to teach their subject remotely.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

o Co-ordinating the remote learning approach across the school – if you've assigned one member of staff to lead on this, highlight them here.
o Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
o Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.5 Governing Body

The Governing Body is responsible for:

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

2.6 Designated Safeguarding Lead (DSL) and Deputy (DDSL)

The DSL (and DDSL in their absence) is responsible for dealing with all safeguarding issues.

2.7 IT staff

IT staff are responsible for:

o Fixing issues with systems used to set and collect work
o Helping staff and parents with any technical issues they're experiencing
o Reviewing the security of remote learning systems and flagging any data protection breaches to the Data Protection Officer
o Assisting pupils and parents with accessing the internet or devices

2.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

o Be contactable during the school day – although consider they may not always be in front of a device the entire time
o Complete work to the deadline set by teachers
o Seek help if they need it, from teachers or teaching assistants
o Alert teachers if they're not able to complete work

Staff can expect parents/carers with children learning remotely to:

o Make the school aware if their child is sick or otherwise can't complete work
o 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
o Be respectful when making any complaints or concerns known to staff

Please also refer to the guidelines for parents/carers found in Appendix 1.

3. Two-tier remote learning

At Excellence Girls Academy, remote learning will take place in accordance with the following principles and process:

o Curricular alignment: remote plans follow the same sequence as face-to-face enactment of the curriculum.
o Quality resources that mirror those used in face-to-face teaching where applicable and appropriate, are easily accessible and break learning down into small steps (avoiding long-term project type tasks).
o This includes the use of videos and nationally produced resources such as the Oak Academy resources.
o Feedback and assessment of learning should remain regular, in line with normal curriculum expectations.

A two-tiered system will take place, according to the number of pupils self-isolating.

All pupils need to know their Microsoft Office login details and how to access Microsoft Teams – training will be provided by their Teachers.

Pupils may need support with various technological issues such as how to enable their microphone. Where there is a barrier to IT, the school may be able to provide physical resources for pupils.

Tier 1: remote learning for a small number of pupils who are self-isolating

Pupils who are self-isolating will follow their normal timetable each day. All pupils will be provided with an up-to-date copy of their normal timetable on Microsoft Teams.

Teachers will work from school and set work for pupils who are self-isolating. If teacher is isolating, the same process will be followed at home.

All resources will be accessible on Microsoft Teams or emailed to the pupil in advance; the subject teacher will clarify to the individual pupil.

Resources will support guided and independent practice, focusing on effective self-study (with pupils using their normal exercise books and/or booklets) and will normally include either a PowerPoint, worksheet or booklet. Resources will mirror those used in class, containing a blend of information for pupils to read and tasks for them to complete to allow them to practise applying the knowledge they acquire.

Pupils will be given the opportunity to join a live lesson via Microsoft Office; a link will be posted on the subject channel of the relevant Microsoft Team. All pupils must know how to access Microsoft Teams and how to join a Meeting – training to be provided by their teachers.

Tier 2: remote learning for larger groups, such as in the event of a partial or full closure

The assumption here is that in cases of larger groups needing to self-isolate, and/or in the event of a partial or full closure, not all staff would be in school. When not in school, teachers would be expected to create teaching resources as outlined in the checklist below.

Classes will follow their normal timetable each day, unless another is provided. All pupils will be provided with an up-to-date copy of their normal timetable on Microsoft Teams.

Teachers should provide work that follows the remote learning checklist in Appendix 2. This includes 50 minutes' worth of work for ALL lessons, set on the day the lesson would usually be timetabled. All resources must be accessible on Microsoft Office and/or emailed to pupils and work should be scheduled to appear on Microsoft Teams on the day of the lesson.

Learning packs may be provided to all pupils by subject teachers during school time. In the event that learning packs have not been distributed, pupils will be requested to come in at staggered times to pick up the packs when necessary.

4. Advice for teachers

In principle, the fundamentals of teaching a classroom lesson are the same as teaching a remote lesson: revisiting prior learning, chunking up new knowledge, teacher explanations/modelling, scaffolding, pupil practice and learning checks.

Teachers will be reminded to be aware that when choosing activities:

> The pupil's devices at home will not have the same content filtering systems that you have in school. The pupils access to the internet and online devices will need to be considered as well as the pupil's internet speed, to ensure all pupils can be included.

> Many pupils may not have access to a device with a keyboard - only a phone or a tablet, and many will not have access to a printer.

> Videos can use a lot of data in terms of data usage so this needs to be considered to avoid costs to staff and pupils.

If teachers have any questions or concerns about remote learning, they should contact the following individuals:

> Issues in setting work – The relevant subject lead

> Attendance, behaviour or pastoral concerns – Headteacher

> Issues with IT – talk to the Headteacher who will liaise with the IT staff

> Issues with their own workload or wellbeing – talk to the Headteacher

> Concerns about data protection – talk to the Data Protection Officer

> Concerns about safeguarding – talk to the DSL

5. Data protection

4.1 Accessing personal data

It is important to continue to follow data protection and GDPR guidance whilst teaching remotely.

All staff will be reminded of our Data Protection Policy and Procedures by the school's Data Protection Officer (DPO).

When processing personal data for remote learning purposes, all staff members and pupils will adhere to our ICT and Internet Acceptable Use Policy, Online Safety Policy and Data Protection policy.

In particular, staff should take care when emailing multiple people to ensure that contact details of recipients aren't shared and be careful when sharing usernames and passwords and other personal data for access to online resources.

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:

o 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)
o Ensuring that your personal passwords and work passwords are different
o 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
o Making sure the device locks if left inactive for a period of time
o Not sharing the device among family or friends
o Installing antivirus and anti-spyware software
o Keeping operating systems up to date – always install the latest updates

See our ICT and Internet Acceptable Use Policy and Online Safety Policy for further guidance.

6. Safeguarding

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children at school and those at home.

Any such concerns should be dealt with as per the school's safeguarding and child protection policy and the DSL, Saima Shehzad, or the DDSL, Samia Haroon, should be informed as soon as possible without delay. This can be done remotely through the school's designated safeguarding email address - safe@excellencegirlsacademy.co.uk, which is monitored by all members of the school's safeguarding team.

Our full safeguarding arrangements can be found in our Child protection and Safeguarding policy. This is available to view on our website or a hard copy can requested from the school office.

With pupils spending more time online during this period, we recognise the important to remind both pupils and staff of the safeguarding process. Parents and children will be made aware of the reporting processes so they can raise any concerns they have whilst children are working online.

We will ensure consent is gained from parents and pupils prior to online learning. They will be aware of what they will be asked to do, the sites they will visit and who, if anyone, they will be interacting with online. Parents and children will be made aware of the benefits and risks of the online learning activity and advised how to mitigate risks, particularly by setting age-appropriate parental controls on digital devices and use internet filters to block malicious websites.

6.1 Staff code of conduct

Teaching online is different to teaching face-to-face and adults should always maintain professional relationships with children and young people. Staff should remember to adhere to our Staff Code of Conduct at all times, and follow the guidelines set out below:

> Communicating with pupils and parents –
>> o As always, staff must communicate with parents or pupils using school channels, i.e. Microsoft Office account (as outlined in our Online Safety Policy, you must not use your personal accounts to talk to pupils/parents, or contact pupils/parents using their personal email addresses or mobile numbers).

>> o If you have to call parents using your mobile phone, use the 141 feature to hide your mobile phone number, and remember to process pupils' contact details in line with our Data Protection Policy.

>> o Sometimes you may need to contact pupils individually, for example to give feedback on homework. You should only contact them during normal school hours, or at times agreed with the SLT.

>> o Any one-to-one sessions, for example pastoral care meetings, must be approved by the SLT. Make sure staff know what safeguarding measures to take if you are having a one-to-one conversation with a child.

> When using Microsoft Teams to set work and communicate –

- o   If you allow pupils to comment, tell them they should only talk about school work in the Team and that you may 'mute' them, i.e. stop them from posting or commenting, if they post anything that is inappropriate or bullying in nature.
- o   Outside of the Team, chats have pupil comments disabled.
- ❯   When in meetings in Microsoft Teams –
- o   Disable the camera; only use the microphone.
- o   Record all meetings – this is so we have an audit trail in case of safeguarding concerns and is available for review if any concerns arise. Participants should be reminded that recording is taking place.
- o   If you have to use live video for an reason approved by the Headteacher:
  - o   Ensure it is a neutral setting where nothing personal or inappropriate can be seen or heard
  - o   in the background
  - o   Avoid recording in your bedroom where possible
  - o   Dress appropriately, and as you would for school
- o   If you are sharing your screen, double check that any other tabs you have open in your browser are appropriate for a child to see
- o   Use professional language
- o   Pupil cameras must be disabled.

6.2 Pupils' mental health and other concerns

Some pupils' mental health may suffer during lockdown or self-isolation, and those with existing mental health issues may deteriorate.

Our Pastoral Care Team will already be supporting a number of pupils via email and one-to-one calls, but if you have any concerns about a child's mental health or wellbeing, please contact [insert name] (Pastoral Support Worker) or [insert name] (Pastoral Care Lead).

If a child has not been attending your lessons, record absences via the online lesson register and report serious concerns to the relevant persons.

6.3 Child protection concerns and how to report them

If children aren't seeing trusted adults at school every day, it is even more important that staff are able to identify any child protection concerns and take appropriate action.

For example, concerns may arise when:

- o   a staff member sees or hears something worrying during an online lesson
- o   a child discloses abuse during an online session or via email

This includes concerns about children and concerns about adult's behaviour towards children (including that of school staff and volunteers).

Make sure that you know how to recognise and respond to the signs of abuse, and contact the DSL if any concerns arise.

If you are unable to get hold of the DSL or any other senior staff, contact the Local Safeguarding Board (SSCB) – contact details of which are published in our Child Protection and Safeguarding policy.

If you think a child is in immediate danger, contact the police on 999.

7. Monitoring arrangements

This document will be reviewed every year but may be reviewed and updated more frequently if necessary.

It will be reviewed by the Governing Body and approved by the Chair of Governors at every review.

8. Links with other policies

This policy is linked to our:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Curriculum Policy
- Data Protection Policy
- ICT and Internet Acceptable Use Policy
- Privacy Notices
- Online Safety Policy

Appendix 1: Remote learning guidelines for parents/carer

Dear Parent/Carer,

In order for your daughter(s) to take part in online lessons, she will need:

1. A suitable learning space – avoid seating your child in a room with a lot of background noise

2. Access to an internet-connected device with a speaker and microphone – e.g. smartphone, iPad, tablet, laptop, PC (please factor in that each child will need separate access)

3. Broadband (fast internet)

4. Earphones with a built-in microphone – normal smartphone ones – so that during online lessons:

    a. the privacy of the teacher is safeguarded (out of earshot of non-maḥrams, etc.)

    b. the privacy of other pupils answering questions is safeguarded

    c. the class can't hear what is going on in your home

    d. family members are not disturbed by the classroom sounds

    e. Access to a printer is highly recommended

    f. All their exercise books, calculator, maths set, etc.

If you do not have any of the above, please start making alternative arrangements, e.g. going to a family friend's house (if permitted under current rules), etc. We would also ask that parents regularly visit their child's learning space from time to time to make sure that they are actually taking part in the lessons.

The school will record and back-up all lessons for safeguarding purposes so that it is available for review by the school if any concerns arise. However, the recording of lessons by pupils is prohibited, and we trust that you will ensure that this rule is respected – it is for the protection of both staff and pupils' privacy.

Appendix 2: Teacher checklist for remote learning

o   Make all resources available on Microsoft Teams and/or email to pupils.

o   Give pupils the opportunity to join lessons via Microsoft Teams.

o   Ensure that work for the lesson is clearly laid out on and is labelled with subject, day and lesson, e.g. Science, Monday, Lesson 3 – teachers are advised to use the Schedule feature on Microsoft Teams.

o   PowerPoints must be clearly labelled

o   At the start of the lesson, explain the lesson objectives and give clear success criteria.

o   Ensure that there is a review of prior learning.

o   Make sure any set work includes timings, e.g. pause the video for one minute, complete the grid in 30 seconds.

o   The lesson is only 60 minutes: bear in mind pupils take longer to complete the work when on their own.

o   Instructions should be very clear throughout the lesson.

I do –

   o   New information is presented in bite-size chunks.

   o   PowerPoints are adapted with audio recordings or videos with clear explanations. These are clearly signaled to the pupils.

   o   Key vocabulary has been included and explained. The opportunity to revisit vocabulary is exploited throughout the lesson.

We do –

   o   Worked examples are included before pupils do the question.

   o   Support prompts and scaffolding are provided to offer plenty of guided practice.

   o   The work is differentiated, either by amount of scaffolding, or extension activities to stretch and challenge.

You do –

   o   Independent practice – pupils have the opportunity to put their learning into practice; this could be via exam questions, quizzes, essay writing, etc.

   o   Adequate feedback is given; this might be as a whole class or individual.

Appendix 3: DfE guidance on remote education - summary of key points

1. Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

2. Develop remote education so that it is integrated into school curriculum planning: remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

3. Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. In developing these contingency plans, we expect schools to: Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations.

4. Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback.

5. Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.

6. Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.

7. Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.

8. Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos.

9. Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.

10. Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

11. We expect schools to avoid an over-reliance on long-term projects or internet research activities.