



All Saints' Academy

# Remote Learning Policy and Plan

<b>Approved by:</b>	Liam Wilkinson	<b>Date:</b> 23.10.20
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<b>Next review due by:</b>	November 2020	

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## 1. National Context for this policy

### Temporary Continuity Direction – New legal requirement

In summary:

- The Direction comes into force 22<sup>nd</sup> October 2020 and will last until the end of the academic year (unless revoked).
- It applies to community schools, community special schools, foundation schools, foundation special schools, voluntary schools, pupil referral units, non-maintained special schools, Academy schools and alternative provision Academies
- Schools must provide remote education for classes, groups or individual pupils who are self-isolating, or where there are local or national restriction restrictions requiring them to stay at home.
- Schools must have regard for the guidance issued about remote education, such as the [guidance for full opening](#).
- The Secretary of State may apply for an injunction against the responsible body of any school which fails to comply with the Direction, requiring it to do so.

### Support for remote education – resources and guidance

Given the temporary continuity order outlined above, the DfE has updated/published a range of guidance and resources to support schools:

- [Get help with remote education](#) – updated guidance to reflect continuity direction
- [Remote education good practice](#) – new guide

## 2. Aims

This remote learning policy for staff aims to:

- › Ensure consistency in the approach to remote learning for pupils who aren't in the Academy
- › Set out expectations for all members of the Academy community with regards to remote learning
- › Provide appropriate guidelines for data protection

### 3. Roles and responsibilities

The VP Curriculum will coordinate surveys to understand the level of connectivity for pupils to remote learning. This includes staff survey to understand staff CPD requirements to deliver effective remote learning.

The VP Curriculum will work with SLT to:

- maintain up-to-date records of pupil access to remote learning and make this clearly accessible to all staff to view.
- consider how school technology resources could be used in future to support pupils without sufficient remote facilities. This could include preparing to provide laptops and chargers to identified families with any usage or loan agreements necessary to help safeguard school property
- ensure that any equipment obtained under the department's [Get help with technology programme](#) is clearly identified and ready to be re-distributed for a similar purpose
- co-ordinate remote learning information on the Academy website

All Saints' Academy has chosen to adopt Microsoft Teams for remote learning provision including enhancement using other applications (that were successful during lockdown i.e. Satchel One).

#### 3.1 Teachers

Like other Academy Trusts, All Saints' Academy has adopted a tiered approach to remote learning provision to take account of the range of possible scenarios for remote learning:

**Level 1a – a child is required to self-isolate because a family member has coronavirus symptoms and is waiting for a test/result or because of track-and-trace instruction**

**Level 1b – a whole class/larger group is instructed to isolate (including staff)**

**Level 2 – a whole year group or the entire school is instructed to isolate (including staff)**

The details in relation to the approaches for these levels are in the Appendix to this policy on page 8 and 9.

When providing remote learning (in a level 1b or 2 scenario) teachers must be available between 8:40am and 3:30pm, in line with the normal Academy timetable, unless by prior agreement with the Principal or Vice Principals due to exceptional circumstances.

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 on the designated absence number. Cover work should be set in consultation with the teacher's line manager to ensure that suitable work is in place on time and/or another teacher is able to deputise for 'live' teaching as required.

When providing remote learning, teachers are responsible for:

› Setting work:

- The intent is to closely match the provision that students would be receiving in the Academy. In most cases it will be possible to share lesson resources used in the Academy, supplemented with direction on the tasks to be completed.
- Teachers must record work and resources within MS Teams class group, in the "Class Materials" folder (this is read only). Resources should be saved to a folder for the lesson as follows: Date, Topic, Lesson title. Resources, such as PowerPoint presentations, must explain the tasks to be completed. It should be clear how teachers want the completed work to be shared and easily accessible to all students.
- Teachers must consider the differentiation needs for their students as would be the case if the students were in school – those with SEN will require specific approaches tailored to their circumstances.
- 'Live' or pre-recorded provision: some teaching may be delivered 'live' via MS Teams. In this instance teachers will use their Academy laptop or other video/microphone device approved for

use in the Academy to record their lesson in action. See Appendix for guidance on student use of MS Teams. Other pre-recorded content from the subject teacher is preferred to third party video content and should be uploaded to the “class materials” folder in the usual way for students to view. Third party video links can be used as an alternative, where the teacher is not able to record, and should be saved to the “class materials” folder in the usual way.

- Teachers must make sure that they co-ordinate with other teachers in their subject team(s), to ensure consistency across the year/subject and to make sure students with limited access to devices can still complete the work.
- In the instance where students are unable to access online learning, paper based resources in line with curriculum tasks will be collated by Progress Leaders to be posted home or collected from reception, where this is possible.

➤ Providing feedback on work:

- Teachers can use quizzes or tests on core content as a regular feature, asking students to complete these within a specified time and email them back.
- Students can send any completed work to teachers via MS Teams/ Academy email or Satchel One.
- Teachers should email or share feedback on MS Teams/Satchel One, as required.
- Teachers should respond to any emails from parents/ children within 48 hours.
- Teachers send any children’s work to be displayed on the school website/ Facebook pages to [nnewstead@ascchelt.org](mailto:nnewstead@ascchelt.org) to celebrate engagement with home learning.

➤ Keeping in touch with pupils who are not in school and their parents:

- Frequent contact between pupils and teachers is required. As a minimum, the Academy will make contact twice per week with students coordinated through the Education, Welfare and Attendance Manager and Progress Leaders.
  - Teachers will maintain contact with absent pupils in their class every week either by using the Academy telephone system\* where necessary for some children and via Microsoft Teams/Satchel One for most children.
- \*Teachers should NOT use their own telephones to contact children and families.
- Any vulnerable children not attending will be supported by a risk assessment.
  - Any concerns following contact must be shared with the pastoral team or DSL as directed by the Safeguarding Policy.
  - Teachers must not give out any personal details. Any concerns should be forwarded to the Progress Leader who may choose to contact parents directly.
  - Failure to engage with home learning should be shared with subject leaders and Progress Leaders and further contact should be persevered with to understand what the barriers are. E.g. access to the internet.

➤ Attending virtual meetings with staff, parents and students:

- Teachers may be required to attend virtual meetings with parents. We ask that teachers working from home should consider the location for any meeting so as to avoid areas with background noise and nothing inappropriate in the background. Whilst we will not stipulate a dress code for these meetings, we would expect a level of professional dress – e.g. following the normal school dress code as specified in the school handbook. The teacher standards and professional standards remain the expectation for this medium of learning too.
- Teachers will attend school and Academy meetings via Teams as required. There will be at least 48 hours’ notice for any meetings.

## 3.2 Teaching assistants

Teaching assistants must be available between 8:40am – 3:30pm, Mon-Fri in line with contracted hours. During this time, they are expected to check work emails and be available when called upon to attend school. 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 students who are not in school with learning remotely:
  - When directed by the class teacher or SENDCo.
- › Attending virtual meetings with teachers:
  - We ask that teaching assistants consider the location for any meeting so as to avoid areas with background noise and nothing inappropriate in the background. Whilst we will not stipulate a dress code for these meetings, we would expect a level of professionalism – e.g. following the normal school dress code as specified in the school handbook.

Teaching assistants will also be working in school, and responsibilities for this time will be explained by their line manager.

## 3.3 Senior Leadership Team, Head of Faculty and Progress Leaders

Alongside any teaching responsibilities, senior and middle leaders are responsible for:

- › Co-ordinating the remote learning approach across the Academy supporting VP Curriculum.
- › Monitoring the effectiveness of remote learning – reviewing work set by teachers and engaging with students and parents for feedback.
- › Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

## 3.4 Designated safeguarding lead

The DSL is responsible for:

Maintaining contact, collating, passing on information and responding to any concerns

**See the COVID-19 amendments to the Safeguarding Policy and Child Protection Policy, 2020**

## 3.5 IT staff

IT 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
- › 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

## 3.6 Students and parents

Staff can expect students learning remotely to:

- › Be contactable during the school day 8:40am – 3:30pm, although 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

Staff can expect parents with children learning remotely to:

- › Make the Academy aware if their child is sick or otherwise can't complete work
- › Seek help from the Academy if they need it
- › Be respectful when making any complaints or concerns known to staff

### 3.7 Governing board

The governing board is responsible for:

- › Monitoring the Academy approach to providing remote learning to ensure education remains of high quality
- › Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons
- › Promoting staff well-being

## 4. Who to contact

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

### Academy specific contacts:

Issues in setting work	Mr L.Wilkinson on <a href="mailto:lwilkinson@asachelt.org">lwilkinson@asachelt.org</a>
Issues with behaviour	Mrs T. Cummings on <a href="mailto:tcummings@asachelt.org">tcummings@asachelt.org</a>
Issues with IT	IT Managers on <a href="mailto:blake@asachelt.org">blake@asachelt.org</a> or <a href="mailto:abroady@asachelt.org">abroady@asachelt.org</a>
Issues with their own workload or wellbeing	Mr D.McNiffe on <a href="mailto:dmcniffe@asachelt.org">dmcniffe@asachelt.org</a>
Concerns about data protection	Mr L.Bradley on <a href="mailto:lbradley@asachelt.org">lbradley@asachelt.org</a>
Concerns about safeguarding	Mr T.Cummings on <a href="mailto:tcummings@asachelt.org">tcummings@asachelt.org</a>
Staff absence	Mr L. Wilkinson on <a href="mailto:lwilkinson@asachelt.org">lwilkinson@asachelt.org</a>
Special Educational Needs	Mr R Mudge on <a href="mailto:rmudge@asachelt.org">rmudge@asachelt.org</a>

## 5. Data protection

### 5.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will be able to access data:

- › Via a secure cloud service (Office 365) or using a server to our IT network
- › Using an Academy device such as a laptop. Where this is not possible, staff would use their own personal device

### 5.2 Processing personal data

Staff members should not need to collect or share personal data as part of the remote learning system. However, staff would consult with the Academy's data protection lead should they feel they have a need to collect or share personal data.

Staff would be expected to collect and report upon academic data, such as attainment grades for submitted home learning tasks.

However, staff are reminded to collect and/or share as little personal data as possible online.

### 5.3 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, or is locked, if left inactive for any 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

## 6. Safeguarding

Please see the following for updates concerning safeguarding in relation to home learning.

**See the COVID-19 amendments to the Safeguarding Policy and Child Protection Policy, 2020**

## 7. Monitoring arrangements

This policy will be reviewed in 6 months (May 2021) by Liam Wilkinson, VP Curriculum. At every review, it will be approved by [the Standards and Steering Committee.

## 8. Links with other policies

This policy is linked to our:

- › C19 Behaviour policy
- › Safeguarding policy and coronavirus addendum to our child protection policy
- › Data protection policy and privacy notices
- › Home-school agreement
- › ICT and internet acceptable use policies

## 9. Appendix

All children will regularly be shown how to use Teams during lessons in school.

### Level 1a: a child is required to self-isolate because a family member has coronavirus symptoms and is waiting for a test/result or because of track-and-trace instruction

Attendance Officer to inform class teachers of absence.

#### Days 1 - 14

If the child is ill, there is no expectation to complete or return work.

If the child is in isolation or quarantine then they are expected to complete and submit all work set.

Contact will be made with the child at least twice a week where possible, more regularly for vulnerable children, arranged in conjunction with the pastoral team and SENDCo. The Education Welfare and Attendance Manager and Progress Leader will take the lead on this communication.

The government expect students to work at home as they would in school. Remote teaching will be provided over Microsoft Teams. This may take the form of a 'live' lesson "Meeting", a recorded lesson or link to another high-quality online resources.

All daily lesson learning tasks will be set in line with the student's normal Academy timetable. This is in addition to the usual online Independent Home Study (formerly known as homework) tasks each day on Satchel One. Completing this will enable the students to keep up to date with the study completed by their peers in the Academy.

Tasks will be completed and submitted as instructed, usually on Microsoft Teams or Satchel One. Work will usually be completed online or on paper and photographed/uploaded. If not possible, a discussion should be had with the class teacher. Communication with the class teacher should happen via Academy email, Satchel One or Microsoft Teams 'post' section.

Staff will offer feedback as appropriate to support learning and progress – via the same route as submitted.

Work will be tailored to the needs of the individual child and will need to be completed independently where possible.

For children with an EHCP, work will be tailored to meet their educational needs. Additional support and guidance will be provided by staff.

### Level 1b: a whole class/larger group is instructed to isolate (including staff)

**Day 1** – The Principal will write to all parents to outline the expectations for engagement in learning and the support which will be provided by the Academy. The Academy will undertake a thorough "track and trace" process to refine the list of those who would need to self-isolate for a longer period and those who may return to the Academy sooner.

If the child is ill, there is no expectation to complete or return work.

All other students are expected to follow the steps as set out at Level 1a (above).

#### Day 2 - 14

Those who "Track and Trace" has identified as not requiring to self-isolate will be contacted and may attend the Academy as usual.

For those who need to continue to self-isolate:

If the child is ill, there is no expectation to complete or return work.

All other students are expected to follow the steps as set out at Level 1a (above).



## **Level 2: a whole year group or the entire school is instructed to isolate**

**Day 1** – The Principal will write to all parents to outline the expectations for engagement in learning and the support which will be provided by the Academy.

### **Day 2 – 14**

If the child is ill, there is no expectation to complete or return work.

All other students are expected to follow the steps as set out at Level 1a (above).

## **Key Worker Provision**

Within Key Worker lessons, children will follow the learning as provided through Microsoft Teams. They will be supervised and supported in the Academy by a teacher, in addition to the online Microsoft Teams support from the subject teacher in line with the normal Academy timetable.

Feedback will be given in the usual way to those accessing key worker provision.

No additional work will be provided or expected for those accessing key worker provision.

This will be reviewed in line with Government guidance on Key Worker bubbles.