



Remote Learning Policy 2020

Thomas Becket Catholic School



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

- Attendance Officer to code students self-isolating as 'X' as per attendance guidance. This report will be emailed to all staff including pastoral leads
- Classroom teachers will note which students are coded as 'X' on the register indicating self-isolation and are responsible for uploading lesson content **that day** onto SMHW
- Form tutors, supported by HoY to make 'X' coded students a priority phone call to check for wellbeing and accessibility
- HoY/Pastoral Leads to curate and manage an up to date list of students who do not have internet or computer access and keep teaching staff up to date
- T&L lead to publish guidance on remote learning expectations and full/partial closure timetables where appropriate
- HoDs to oversee the quality of curriculum being provided remotely in line with their daily duties

2.1 Teachers

- When providing remote learning in the event of a full closure, teachers must be available between 8:50am and 3:30pm
- If they're unable to work for any reason during this time due to sickness they should report this using the normal absence procedure
- Teachers caring for dependents during this time should liaise with their HoD/SLT link to determine a flexible working day

When providing remote learning, teachers are responsible for:

Setting work:

- Work should be provided for each class on the teacher's timetable in line with the Loom cycle timetables published (for full/partial closure). For cases of individual/small group self-isolation, work is to be provided for those individual students
- We are aiming for a comparable curriculum – the amount of work set should mirror that of a 'normal' classroom lesson
- If in a full/partial closure situation, work should be uploaded to SMHW by 9am of the day of delivery. If providing work for individual self-isolating students, this should be done within the hours of the school day
- Work is to be uploaded to SMHW (Teams for VI Form) as an 'assignment' task with the option to 'submit online' activated. Deadlines should be set in line with the Loom Cycle timetables for full/partial closure. For individual cases, no less than a 48 hour turn around
- HoD to monitor the quality of provision but also coordinate an approach that ensure consistency for students. Staff can be assigned responsibility for individual years groups in the case of full closure

Providing feedback on work:

- Students will submit work back to the teacher via the 'online submission' feature on SMHW (or return work on Teams for VI Form) on the date set by the teacher. For individual self-isolation cases, this may be an in-person submission after only a few days absence
- If full/partial closure, we adhere to the Loom Cycle timetable of providing feedback via Loom videos and/or whole class feedback according to the pre-set deadlines. In individual cases, feedback can be provided via the messenger feature of SMHW or in-person upon return

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

- If in full/partial closure, form tutors will be responsible, under the direction of their HoY, to make weekly phone calls to each of their tutees and log this in the call log in Teams
- Emails from parents should be responded to within 48 hours. Phone calls from parents should be responded to within the working day. There is no expectation for staff to respond to emails or phone calls from parents outside the working day
- The usual procedures regarding safeguarding concerns should be followed – communication with HoY/DSL where appropriate and logged on My Concern
- For students who fail to complete work, the form tutor will make an initial phone call to prompt this. If this is persistent, the HoY will make a call. It may be necessary for the appropriate SLT link to contact parents if a student is consistently failing to complete work

Attending virtual meetings with staff, parents and pupils:

- Virtual meetings for staff can follow a relaxed dress code. If it is a meeting with an outside agency or parents, more formal dress is required
- Consider the location of your virtual meeting carefully, avoiding background noise and distractions where possible

In the event of a partial closure, HoDs are to oversee a collaborative working approach where teachers who accrue gained time due to a year group being absent take responsibility for co-ordinating the remote learning for that group.

Where it is a member of staff who must self-isolate, the expectation is that the curriculum is comparable to that which would be delivered in school. 'Cover' style work should not be set and wherever possible, the teacher should attempt to mirror their classroom delivery. Loom lessons are encouraged as a way of ensuring this.

If the staff member is unwell with symptoms, normal absence and cover work procedures apply.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8:50am and 3:20pm.

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:

- These pupils will be any identified with a specific educational need with priority given to those with and EHCP
- This could include assisting teachers with the appropriate differentiation of resources for SEND students, e.g. adapted for VI students; making phone calls to key SEND students and their parents to support the form tutor (this can also include EAL students)

Attending virtual meetings with staff, parents and pupils:

- Virtual meetings for staff can follow a relaxed dress code. If it is a meeting with an outside agency or parents, more formal dress is required
- Consider the location of your virtual meeting carefully, avoiding background noise and distractions where possible

In the event of partial closure, teaching assistants should resume their expected role within school under the guidance of the SENDCo/Assistant SENDCo.

2.3 Heads of Department (including SEND)

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 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 by reviewing SMHW reports on a regular basis, ensuring open access to VI Form Teams and meeting regularly and remotely with their departments
- 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:

- Co-ordinating the remote learning approach across the school –KPA/SKI to lead on T&L/curriculum issues. MHA on VI Form. FWA/CR on pastoral. CCO on SEND
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

See updated Safeguarding Policy and COVID addendum

2.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing
- Helping staff to advise parents and/or students with technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the relevant SLT link

2.7 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

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. 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 or SENDCO
- Issues with the Loom cycle/timetable expectations - KPA
- Issues with behaviour – talk to the relevant head of year/FWA/CR
- Issues with IT – Curtis Hamilton
- Issues with workload or wellbeing – your direct line manager
- Concerns about data protection – CR
- Concerns about safeguarding – DSLs/TPA/My Concern

4. Data protection

4.1 Accessing personal data

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

- Access key data via Teams – only limited personal data will be available via Teams such as student telephone numbers, addresses and email addresses. This will be in the case of a full closure
- For partial closure, personal data will be accessed via the school's secure server and SIMS

4.2 Processing personal data

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

Please refer to the whole school safeguarding policy and relevant COVID addendum

6. Monitoring arrangements

This policy will be reviewed every 12 months by KPA. At every review, it will be approved by MMC/KRI/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

Safeguarding policy