Remote learning policy
Albany Academy

Approved by:	Headteacher	**Date:** December 2023
Last reviewed on:	November 2023	
Next review due by:	September 2026	

Contents

1. Aims

This remote learning policy for staff aims to:

- Provide short term provision for pupils who are not in school

- Ensure consistency in the approach to remote learning for pupils who are not 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 and should only be used for a limited duration.

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

We will consider providing remote education on a short term basis 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:

    o   Not possible to do safely

    o   Contradictory to guidance from local or central government

- Occasions when individual pupils, for a limited duration, are unable to physically attend school but can continue learning, for example because:
    o   They have an infectious illness
    o   They are preparing for or recovering from some types of operation
    o   They are recovering from injury and attendance in school may inhibit such recovery
    o   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 for a limited duration 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

Whatever our position in the outbreak management policy, teachers will be expected to work from school unless there is a lockdown. However, teachers may need to self-isolate or be absent for sickness reasons themselves.

Pre-loaded Lessons

o Work should be set by 9am on the day the student would be taught that lesson if in school. This will give the student the opportunity to work at the same pace as their peers in school. It should also simplify planning for teachers.

o Work should be uploaded to the specific Google classroom for the absent student's class. Instructions may be uploaded, with work to be completed in exercise books and returned later, or preferably, work should be completed by the student on Google classroom, which will allow more rapid feedback and reduce the need for exercise books to be transported to or from school.

o Teachers should consider use of audio instructions when providing pre-loaded work. Audio recordings can be added to PowerPoints. Audio is more immediate and easier for students to understand and more reassuring to them than extensive written instructions.

o Audio instructions can be added as class comments in Google classroom using Talk & Comment extension in Chrome.

o Teachers can upload their PowerPoint instructions, provide links to Oak National Academy or other web-based resources as appropriate. These should all be provided via Google classroom. They can upload recordings from live lessons.

o Where students are unable to use online work, printed resources should be arranged by the teacher.

o Where printed resources are used, arrangements to return completed work to the school office will be put in place by pastoral officers so that students receive feedback from the teacher.

o Faculty Leads should ensure that work set by teachers in school and at home cover the same curriculum content, including resources used.

Providing feedback on work

o Teachers should provide feedback on work via Google classroom, as frequently as they feedback to the students in class. This should be at least once per week.

o Specific subjects may use other software as appropriate (e.g. Educake).

o This may take the form of a brief written comment at the end of the day and a more thorough

comment on marking completed work.

o Feedback can be added via the comments section in Google classroom, or using the Talk &

Comment extension in Chrome to enable voice recordings.

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

o Teachers should seek to remain in contact with students through Google classroom. School emails may be used for additional communication.

o Teachers are not expected to respond to comments or emails from students or parents before 8.30am or after 4pm and not at all at weekends.

o If teachers receive complaints from parents directly, they should discuss with their Faculty Leader before responding.

o For any safeguarding concerns, staff should see section 5 for contact details. Staff should follow the Safeguarding and CP policy.

o Teachers should use the behaviour policy for any behavioural issues, including failure to complete homework. Before any sanction is provided, teachers should refer to the relevant Pastoral Officer, because there may be legitimate barriers affecting the family which are preventing the completion of schoolwork.

Attending virtual meetings with staff, parents, and pupils

o Dress code should be professional

o If in school, a quiet classroom or meeting room. If at home a private room, avoid areas with background noise, with nothing inappropriate in the background.

o The meeting should be private – if you may be overheard, use headphones o Meetings should not be recorded by parents or students

3.2 Teaching assistants

When assisting with remote learning, teaching assistants should be available between 8:30am and 3:10pm. Where individual household circumstances make this difficult a working pattern will be agreed with the Headteacher. TAs will take their laptop home every day in case they have to self-isolate and work from home.

If they are 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 link students who are not in school with learning remotely.

TAs should email students to offer support, check in on how they are, ask if they have any difficulties, liaise with subject teachers to answer specific queries, arrange time(s) in the week to contact student by telephone (with prior agreement from parent) if necessary, provide students with a timetable for learning (if appropriate).

TAs should be added to the relevant Google Classrooms so that they are aware of the work required by the student. TAs should speak to the class teachers who can arrange this.

When attending virtual meetings with faculty, teachers, parents, and pupils:

o Dress code as expected at school.

o Avoid areas with background noise, nothing inappropriate in the background.

If teaching assistants will also be working in school, then they will be on a rota system and still able to cover the above responsibilities.

3.3 Faculty leaders & SENCO
Alongside their teaching responsibilities, Faculty 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 faculty 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 regular meetings with teachers and by reviewing work set.

Alerting teachers to resources they can use to teach their subject remotely.

3.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

o Co-ordinating the remote learning approach across the school

o Monitoring the effectiveness of remote learning –through regular meetings with faculty leaders, reviewing work set, progress made. This will be done through line manager meetings with outcomes recorded in TEAMs.

o Feedback from students and parents will be collected from parent mail surveys and student panel discussions. -

o Monitoring the security of remote learning systems, including data protection and safeguarding considerations

o Identifying and coordinating the loan of IT equipment (laptops and internet dongles) as required

3.5 Designated safeguarding lead
Please see Safeguarding and CP policy for DSL responsibilities. In the event of school closures, please also see CP addendum.

3.6 Pastoral Officers
o Pastoral officers are responsible for the overall wellbeing and behaviour of students

o Pastoral officers will phone to speak to the absent student and their parent at least once during any extended remote learning period, to make sure they are accessing work and coping. Before the call they will gather feedback on engagement and progress from class teachers. Vulnerable students will be contacted more regularly (at least once per week).

3.7 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 are experiencing

o Reviewing the security of remote learning systems and flagging any data protection breaches to the data

protection officer

o Supporting pastoral staff to assist pupils and parents with accessing the internet or devices o Preparing loan equipment for families as required

3.8 Students and parents

Staff can expect students learning remotely to:

o Be contactable during the school day
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 are not able to complete work
o Behave well during live lessons in line with our expectations and behaviour policy.

In the exceptional event of a child misbehaving during a live lesson, when being educated at home, the teacher will end the call and the behaviour and exclusions policy will be applied as appropriate.

Staff can expect parents with children learning remotely to:
o Make the school aware if their child is sick or otherwise can't complete work by reporting a pupil absence in the usual way (01257 244020 opt 1)
o Make the school aware if their child cannot access work because there is no IT or internet access at home or seek help from the school if they need it
o Refer to the pupil portal to help with information
o Be respectful when making any complaints or concerns known to staff
o Use the HPL questions with their children to support their learning
o Make sure there is space and IT available for their child to learn remotely
o Make use of the EEF and HPL establishing routines at home

3.9 Local Governing Committee

The LGC 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

4. 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 lead or SENCO
Issues with behaviour – talk to the relevant pastoral officer. The pastoral officer will then contact home and ascertain the issues with their remote learning. Communication with the relevant teaching staff will remain open. Issues with IT – Speak to IT staff
Issues with their own workload or wellbeing – talk to their line manager
Concerns about data protection – talk to the data protection officer, Gill Smith
Concerns about safeguarding – Follow 'BRIEF. Talk to the DSLs E Molyneux, e.molyneux@albanyacademy.co.uk

5. Data protection

5.1 Accessing personal data

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

- Access data via OneDrive, Teams, and Google classroom.
- Only store data on school OneDrive or Google classroom.
- Only use school devices, including laptops, phones, and iPad.
- Only use school email and login.
- Only use school phones.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as such as email addresses as part of the remote learning system. If this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen. The school will follow its data protection policy / privacy notice in terms of handling data, which can be found here

However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

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 if left inactive for a period
- 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 refer to the current Safeguarding and CP policy which can be found on the school website.

7. Monitoring arrangements
This policy will be reviewed every three years by SLT At every review, it will be approved by the Headteacher.

8. Links with other policies
This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy