

St Gregory the Great Catholic School



A Catholic School that champions each and every student.

Remote Learning Policy

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Review Date:	Summer 2022
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Approved by Governors:	(Currently a draft)
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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

- Teachers are required to set, assess and give feedback on work completed remotely. Teachers are also required to track and report on student engagement with remote learning.
- Faculty Leads are required to monitor the setting of work and follow up student disengagement with remote learning, working with the Pastoral Team.

- Pastoral Leads (e.g. heads of phase or year) are required to make contact with home, monitor engagement and provide support and intervention where necessary.
- SENCOs / Pastoral Deputy is required to ensure that the needs of students with SEND are met and reasonable adjustments are made to support remote learning.

2.1 Teachers

When providing remote learning from home, teachers must be available in their normal working hours. This includes all directed time.

If teachers 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 providing remote learning, teachers are responsible for:

- Delivering live lessons
 - ◆ If individual students are absent from school due to self-isolation, teachers will be required to make their lessons accessible by sharing them live (where reasonably practical) or by uploading all resources to Google Classroom.
 - ◆ If students are absent due to partial (year group) or full school closure, teachers will deliver the full curriculum, providing a blend of live and remote lessons. Students will follow their usual timetable. Lessons will be 50 minutes long. This will allow teachers to set up for each lesson, moving in between delivering live and remote teaching. It will also reduce screen time for students and allow for comfort breaks.
- Setting work:
 - ◆ Work must be set for all the classes that teachers teach and occasionally support with providing cover work for colleagues
 - ◆ Work set should follow the planned curriculum where this is possible and practical
 - ◆ All work that is not live should be set in the morning of the day the lesson is due to take place, no later than 9:15am
 - ◆ Work must be uploaded to the Google Classroom
 - ◆ Teachers who are self-isolating must coordinate remote learning provision with their Faculty Lead. If a student is unable to access digital content, the Faculty Lead will alert the Pastoral Team so that the student can be supported with this.
- Providing feedback on work:
 - ◆ Teachers must check for completed work on Google Classroom and track where work is not submitted.
 - ◆ Teachers should provide students with feedback on work set. This should be done through Google Classroom. Feedback should be timely and should contain simple, short comments on what went well and even better if.
 - ◆ Faculty and Subject leads will also monitor feedback via Google Classroom.
- Keeping in touch with pupils who aren't in school and their parents:
 - ◆ Tutors will make regular contact with their tutor group. This will be a weekly or fortnightly phone call.

- ◆ Safeguarding concerns must be reported in the usual way, using My Concerns, and contacting the Designated Safeguarding Lead; we always remain vigilant to the safeguarding needs of students.
 - ◆ Teachers should deal with behaviour issues using the school policy, recording incidents on SIMS and speaking to the Tutor and Head of Year for persistent behaviour incidences
- Attending virtual meetings with staff, parents and pupils:
- ◆ Teachers are expected to follow the school dress code when teaching live lessons and when attending virtual Parents' Evening or parent meetings.
 - ◆ Teachers should try to position themselves in a location where they will not be disrupted during a live lesson or parent meeting, and backgrounds are reasonably plain.

If you are working in school during school closure, some of your responsibilities may change, temporarily, to support colleagues. This will be agreed with your Line Manager and/or Faculty Lead.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available in their normal working hours. This includes all directed time.

If Teaching Assistants 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 pupils who aren't in school with learning remotely:
 - ◆ Which pupils they'll need to support
 - ◆ How they should provide support i.e. Phone calls home HP
- Attending virtual meetings with teachers, parents and pupils:
 - ◆ Teaching Assistants are expected to follow the school dress code when supporting live lessons or if attending a parent meeting
 - ◆ Teachers Assistants should try to position themselves in a location where they will not be disrupted during a live lesson or parent meeting, and backgrounds are reasonably plain.
 - ◆ Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

If teaching assistants will also be working in school, where relevant, the SENCO or Line Manager should explain who will cover the responsibilities above during this time.

2.3 Faculty and Subject Leads

Alongside their teaching responsibilities, faculty and 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 visiting the Google Classroom and tracking student submissions.
- 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. This is the responsibility of the Assistant Headteacher for Quality of Education.
- Monitoring the effectiveness of remote learning. A central tracking sheet will be shared with key staff and will be used to identify the student champion, monitor attendance, engagement (work submission, contribution to lessons), and record details of contact with parents. Senior leaders are also responsible for ensuring that the flow chart system for intervening where students are absent from live lessons, is being followed by all relevant staff.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated Safeguarding Lead

The DSL is responsible for oversight of safeguarding. All staff have a responsibility for safeguarding.

2.6 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 pupils and parents with accessing the internet or devices

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. In response, staff should ensure that parents are aware of online sources of help such as BBC Bitesize, Oak Academy, GCSE Pod, Hegarty Maths, Educake, the school YouTube channel, as well as any teacher resources specific to our school.
- 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 – report to the subject lead or SENCO
- Issues with behaviour – report to the tutor and year lead
- Issues with IT – report to the IT helpdesk to report issues to the AHT for Quality of Education
- Issues with their own workload or wellbeing – report to the line manager
- Concerns about data protection – refer your concern to the subject lead
- Concerns about safeguarding – report 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 through the school Google account and the school
- Access the data through school provided devices, such as laptops. If staff have been given a school laptop, use these rather than their own personal devices

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses 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. Monitoring arrangements

This policy will be reviewed yearly by K McCabe, Assistant Headteacher for Quality of Education. In the event of significant changes to school requiring extended periods of school closure, this policy will be reviewed as required. At every review, it will be approved by the full governing board.

6. Links with other policies

This policy is linked to our:

- Behaviour policy
- Behaviour for Learning Policy including our Covid 19 Addendum
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy