Sir John Nelthorpe School

Remote Learning Policy

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1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the school's approach to remote learning
- 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

Teachers must be available between 8:35-15:30. 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. Teachers are responsible for:

- Setting work:
    - Work should be provided for all classes on a teacher's timetable
    - All work must be uploaded to Google Classrooms no later than 8:45am on the day of the lesson.
    - Work set should be appropriate to the class and cover the normal curriculum time a pupil would receive in school
    - The amount of work set should include factors such as: logging into different learning platforms, accessing resources watching learning videos (possibly multiple times), therefore advice is to set 35 minutes-worth of learning materials per 50 minutes of normal curriculum time
    - For longer periods of closure live lessons will be delivered, please refer to appendix 1 for more detail on live lesson delivery

- In subjects where coursework is required
    - For short term whole school/year group/individual closures, for example 2 weeks, work which focuses on exam content should be set
    - For longer term closures, there may be a need for coursework to be completed. In these circumstances the teacher must ensure the work submitted has been completed by the learner. Steps to take to ensure this may include -
        - Reminding pupils of the need for work to be their own, examples of plagiarism and the malpractice policy
        - Inform parents of the expectations regarding the completion of coursework at home
        - Ask pupils to send their updated coursework weekly to ensure the work is being completed
        - Regularly compare the work completed remotely with the standard of work they completed whilst in school
        - Ensure the learner declaration is signed (where applicable)
        - If there are any concerns about the authenticity of work, hold a follow-up discussion with the candidate.

When coursework is being set remotely, further guidance from the relevant exam boards must be followed.

- Providing feedback on work

- A minimum of one piece of quality feedback should be provided per week
- Feedback can be provided verbally or by email to each class/pupil

- Responding to pupil emails:
  - All emails sent by staff should be sent from their @nelthorpe.org.uk email address and where possible within the normal school day as outlined above
  - Staff should only respond to pupil emails received from a pupil's @nelthorpe.org.uk account
  - Any pupil concerns, complaints or safeguarding issues should be raised using to normal in school procedures.

2.2 SENDCo & Teaching assistants

The SENDCo has a three wave approach to addressing those pupils who need assistance in accessing remote learning as follows:

Wave 1 - Assigned a PASS Keyworker who emails the pupil each week to offer support for either their Cognition/ Learning need or Social, Emotional, Mental Health need. SENDCo is emailed with responses and it is added on to the communication log. If Pupil does not respond or there are any concerns SENDCo will contact parent/carer.

Wave 2 - Pupils who fall into one of the following categories: Young Carer, Vulnerable Family who have been identified by school and do not have any other outside agency support. All of these are contacted weekly via phone to discuss any further support needed from school or other agencies

Wave 3 - Pupils who have outside agency support and fall into the following categories. LAC, EHCP, pupils with Social Care support. Weekly contact via phone weekly and email, any concerns will be reported to the outside agency involved. There will be regular communication with all agencies involved with that child. All statutory meetings e.g. PEP meetings for LAC, EHCP reviews, EHA reviews, Core group meetings, Case conferences will all take place via Skype or Ms Teams. EHCP meetings can either be postponed or done via Skype or Ms Teams. Communications will all be logged on the Communication Log and available to the Learning Coordinator, Senior Leadership Team and Safeguarding Team.
Teaching assistants are available as per their normal working schedule.

Teaching assistants conduct work as directed by the SENDCo to support pupils identified as in need of additional support by the SENDCo and the guidance team.

2.3 Faculty Leaders

Alongside their teaching responsibilities faculty 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 to make sure work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set across subjects is appropriate and consistent, and deadlines are coordinated
- Monitoring the work set by teachers and pupil engagement in their subject through regular contact with their teams
- Alerting teachers to resources they can use to teach their subject
- Regularly monitoring the wellbeing of all members of their team, including any support staff and reporting any concerns to their line manager

2.4 Learning Coordinators

Alongside their teaching responsibilities, as outlined above, learning coordinators are responsible for:

- Ensuring effective delivery of PSHCE
- Monitoring pupil engagement and contacting parents where there are concerns that this is not happening across the majority of subjects

- To address any pupil and/or parental concerns regarding remote learning and well-being
- To liaise with their line manager on at least a weekly basis
- To liaise on a weekly basis with their pastoral teams
- Regularly monitoring the wellbeing of all members of their pastoral team, including any support staff and reporting any concerns to their line manager

2.5 Senior leaders

Alongside their teaching responsibilities, senior leaders are responsible for:

- Coordinating the effective delivery and quality of remote learning across the school
- 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
- Regularly and systematically monitoring the wellbeing of all staff within the school

2.6 Designated Safeguarding Lead

The DSL is responsible for:

- Ensuring that all cases of suspected or actual concerns associated with child protection are referred to the appropriate agencies.
- Ensuring that effective communication and liaison takes place between the School and the Local Authority, and any other relevant agencies, where there is a safeguarding concern in relation to a pupil.
- Dealing with allegations of abuse in accordance with local procedures.
- Ensuring that adequate reporting and recording systems are in place.

2.7 IT staff

IT staff are responsible for:

- Maintaining and developing the operational and functional elements of all IT systems used to set and collect work
- Helping staff, pupils and parents with any technical issues they are experiencing
- Reviewing the security of systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

2.8 Pupils and parents

Staff can expect pupils to:

- Be contactable during the required times – 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
- Do their best within the context of their personal domestic situation

Staff can expect parents 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
- Respectfully make any complaints or raise concerns to the school as early as possible

2.9 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 systems are appropriately secure for both data protection and safeguarding reasons
- Maintaining an oversight of the full remit of Governor responsibilities including an awareness of staff wellbeing, including that of the Headteacher
- Ensuring work-life balance controls and measures for all staff are effective, including that of the Headteacher

3. Who to contact

If staff have any questions or concerns, they should contact the following individuals by telephone, Teams or email. Email is an effective way of recording any dialogue and retaining clarity of communication in retrospect:

- Issues in setting work – contact their line manager
- Issues with behaviour – contact the relevant learning coordinator
- Issues with their own workload or wellbeing – contact their line manager
- Concerns about data protection – contact the data protection officer (DPO via admin@nelthorpe.org.uk)
- Concerns about safeguarding – contact Mr howe, Deputy Headteacher Designated Safeguarding Lead (DSL), Mr Howe

4. Data protection

4.1 Accessing personal data

When accessing personal data, all staff members will:

- Some staff are able to access personal data via secure VPN connection to the school
- Staff should access this data using devices which have appropriate security features and in line with the Staff ICT Acceptable Use Policy.
- Staff must be aware of the environment they are in, staff should only access personal data when nobody else could view the information either on purpose of accidentally (e.g. not in public areas / spaces or when among family members).

4.2 Sharing personal data

Staff members may need to collect and/or share personal data such as pupil school email addresses as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions. Staff will not communicate via pupils' personal email addresses.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices and data secure

All staff members will take appropriate steps to ensure their devices remain secure in line with the staff AUP

5. Safeguarding

Please refer to the safeguarding policy

Ensure dialogue between pupils and staff are kept to a strictly professional level, including avoiding the use of dialogue requiring webcam interaction. Where webcam interaction is deemed appropriate, staff must follow the guidance on establishing an appropriate professional visual environment

6. Monitoring arrangements

This policy will be reviewed annually by the named author. At every review, it will be approved by the Governors' School Development &Standards (SD&S) Committee

7. Links with other policies

This policy is linked to:

- Child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online Safety Policy
- Safeguarding policy

Appendix 1: Staff Remote Learning Guidance

Live Teams Lesson Provision

Y11: Will continue to receive live teams lessons of 50 minute duration following their normal timetable.

Please note: You do not need to be actively 'teaching' for the whole 50 minutes, just available to provide support and feedback when required.

- A suggestion would be to outline the task you have set, allow the students time to complete it, then have a plenary session at the end
- Students can use the chat function or microphone for help during the task
- Any resources needed for the lesson can be put in the relevant classroom in Google Classroom.

Y12 and Y13: Will receive online lessons following the normal timetable.

- If you have a 2hr lesson then you may wish to have a break in the middle when the students are working independently.
- You must be online at the start and the end of the normal timetabled time; this will ensure the students are completing sufficient work and maintain their daily routines
- Please ensure that any resources they might need for the lesson are shared in advance so they can be downloaded and saved e.g. Textbook pages, exam questions etc.

Y7-10 Will receive a 15-minute live teams lesson during each timetabled lesson throughout the week. You may schedule this at any time **during the normal timetabled lesson**.

This live lesson time may be used for:

- Delivering new content
- Providing feedback on previous lessons work
- Providing support for the current task

Setting and uploading Work:

- Each lesson will still need a document entitled 'lesson instructions' This can be supplemented with any other documents you have for the lesson. Depending on how you intend to use the 15 minutes of online time will clearly affect how much work you set.
- The total work set for each lesson should still be planned to take 50 minutes to complete (including the live time)
- The resources for pupils must be uploaded by 8:45am each day

For the day when you are on the rota for key workers & vulnerable pupils:

- Please set work to be completed independently via google classroom
- You will be able to deliver some online content from school but you will need to agree with your duty 'partner' which classes you can cover for each other. Please can you prioritise exam classes wherever possible.

All year groups will continue to receive live lessons from their tutor as directed by the Learning Co-ordinators.

Monitoring Learning:

Please remember that there is now a DfE requirement for pupil learning to be monitored in terms of participation and feedback provided. This can be achieved by using the methods discussed during inset day.

When setting work, please take into account that most of the initial feedback from the lockdown period was that the work set was taking longer than 1hr for most students to complete.

A few points to consider when setting Work:

- Processing time – pupils have to read the instructions, access the resources and formulate what they have to do – we are no longer on hand to answer the question 'What do I have to do?'
  Access Time - Consider the access time of the work, e.g. logging into Kerboodle, Hegarty Maths, Seneca etc
  Quality over Quantity – Try to make the work as focused as possible, and consider the amount of true 'learning time' within your normal lessons, e.g. after transitions, giving out textbooks, handing out glue sticks etc, it is less than 1 hour.
  Platforms within a lesson– Can you limit the number of platforms you are linking within one lesson eg Kerboodle, Seneca

Suggestions shared by SJN staff based on last years' experience of live lessons:

- I tried putting too much into the lesson and didn't give enough time for pupils to answer questions. The second session I put a lot less content into the lesson but created a number of opportunities for pupils to engage and answer questions which worked a lot better
  Less content more questions to keep students involved and ensure they still listening
- Lots of questions to make session as interactive as possible, encourage those not answering to answer. Nominating a variety of pupils to type answers in chat can keep pupils engaged
- Use multiple choice quizzes to recap learning from the week before
- Keep tasks simple, design tasks that pupils can engage with via chat I.e multiple choice, true/false etc. Don't rush to complete everything you had prepared