Remote Learning Policy
St John's Marlborough

Date of approval	April 2025
Approved by	Alan Henderson, Principal
Owner	Sarah Wilson, Vice Principal
Review date	April 2027

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who ~~aren't~~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. Roles and responsibilities

2.1 Teachers

Teachers may be required to provide remote learning from home or school. ~~-~~It may be for the whole of their timetable or for a mix of students learning remotely and those attending school. **This may be due to emergency school closures (e.g., extreme weather, public health advice, or other unforeseen circumstances).** ~~-~~When providing remote learning, teachers must be available between 08.40 and 15.10 (excluding lunch 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.

Staff must act in line with the Staff Code of Conduct.

When providing remote learning, teachers are responsible for:

- Setting work:
  - For the classes they usually teach unless Heads of Faculty/department co-ordinate collaboration. -It may be necessary to set work for colleagues unable to work. To facilitate greater collaboration, it may be necessary to have a new timetable.
  - The amount of work set should be able to be completed in the curriculum time allocated that day according to student timetables. -Longer pieces of work must be set in hour chunks set for the relevant remote learning lesson.- As in the classroom, students' additional needs should be catered for wherever possible.
  - Work should be set by 5pm the day before the scheduled lesson. -The deadline being set for the end of the completion day.
  - All work set should be uploaded or signposted on ClassCharts as a single point of reference for parents/carers and students. -The use of other platforms such as Office 365 and particularly MS Teams is encouraged where appropriate.
  - Teachers need to be familiar and able to use ClassCharts, Office 365 and MS Teams, engaging with CPD on offer where this is not the case (written guides, video, live sessions).
  - Teachers should ensure they have internet access at home and suitable devices to be able to deliver remote learning. -Where this is not the case, they should inform Vice Principal T&L
  - Teachers should maintain regular contact with their Heads of Faculty and/or line managers to ensure the coordinated approach to remote learning.
  - Where teachers are self-isolating and able to work, they will be required to perform the duties set out in this and other relevant policies which may include setting remote learning and/or learning for students in school. -It could include using MS Teams or on-demand resources to deliver content to students in school.
  - Teachers may be required to set remote learning for students absent for a period ~~of time~~, approved by the school.- Where this is a significant number of children, Heads of Faculty will endeavour to coordinate work to reduce the impact of staff that are teaching in school.

- Providing feedback:
  Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to students on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers, and this would continue to be the case should the school employ remote learning.
  - Feedback should be provided in line with normal faculty/departmental policy, allowing for the use of remote platforms.
  - Make clear in the instructions for work whether work must be submitted and how. Various platforms can do this. The most sophisticated for individual feedback is MS Teams.
  - Effective feedback could be through whole class feedback, individual feedback and online quizzes that may self-mark or allow for extended answers. A variety of methods should be employed over a period of time.
  - Feedback to students should be shared in a timely fashion
  - The principles of DIRT (Directed Improvement and Reflection Time) should be allowed for in work being set, where appropriate
- Keeping in touch with pupils who ~~aren't~~are not in school and their parents/carers:
  - Contact from parents/carers should be responded to by email or phone. If using a personal phone, measures should be taken to withhold the number being dialled from. If the volume of contact is excessive, the Head of Faculty/Department will support.
  - Contact should be made, wherever possible, within standard working hours.
  - Where students or parents/carers have a concern, teachers should endeavour to resolve the issue. However, if this is not possible or the issue is more serious, they should pass it on to their line manager or SLT. If the concern is regarding safeguarding, staff should follow the safeguarding policy.
  - Records of student engagement and learning should be kept (e.g. in a markbook) and, where appropriate, shared. Where students do not appear to be engaging, contact with students and parents/carers should be made. Good work and effort should be rewarded in line with the Behaviour Policy.
- Attending virtual meetings with staff, parents/carers, and pupils:
  - Staff are expected to attend and participate in virtual meetings as appropriate. These may include faculty, department, year group and whole school meetings
  - Microsoft Teams is the only permitted virtual meeting software for safeguarding reasons
  - Staff should be dressed appropriately according to the dress code
  - Staff should be aware of the location that virtual meetings are held e.g. avoid areas with background noise, nothing inappropriate in the background (some devices allow the background to be blurred)

2.2 Teaching assistants

Teaching assistants may be required to support remote learning from home or school. It may be for the whole of their timetable or for a mix groups of students self-isolating and those attending school. This will depend on the decisions taken by the school and trust, based on public health advice. When assisting with remote learning, teaching assistants must be available between 08.40 and 15.00 (excluding lunch time).

If ~~they're~~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.

Staff must act in line with the Staff Code of Conduct.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting SEND pupils:
  - Pupils on SEND register will be allocated a named TA who will make at least weekly contact via email, phone, or MS Teams
  - Discuss learning tasks and identify any issues which the TA will then forward to the teacher for additional guidance
  - Where HLTAs are allocated an intervention group, they will set work appropriate to that group or individual
  - Teaching assistants will be timetabled for cover of the key worker/vulnerable group according to need
  - Staff may be required to support remote learning for students absent for period ~~of time~~, approved by the school. Where this is a significant number of children, the SENCO will endeavour to coordinate work to reduce the impact of staff that are supporting in school.
  - Where teaching assistants are self-isolating and able to work, they will be required to perform the duties set out in this and other relevant policies which may include supporting remote learning and/or learning for students in school. It could include using MS Teams or on-demand resources to support content for students in school.
- Attending virtual meetings with staff, parents/carers, and pupils:
  - Staff are expected to attend and participate in virtual meetings as appropriate. These may include faculty, department, year group and whole school meetings
  - Staff should be dressed appropriately according to the dress code
  - Staff should be aware of the location that virtual meetings are held e.g. avoid areas with background noise, nothing inappropriate in the background (some devices allow the background to be blurred)

2.3 Heads of Faculty/Department/Pupil Premium Co-ordinator

Alongside their teaching responsibilities, Heads of Faculty/Department 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. For students who find access to appropriate IT difficult, suitable offline work should be identified for topics and revision in advance so it can be organised at short notice
- Working with other Heads of Faculty/Department and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set appropriately
- Quality assuring the remote work set/delivered by teachers in their areas – this will be by holding regular departmental/faculty meetings and by reviewing: work set/delivered; feedback; monitoring of student engagement; and parental communication. This includes content offline and online.
- Alerting teachers to resources they can use to teach their subject remotely, including for students who find access to appropriate IT difficult

Alongside their teaching responsibilities, Pupil Premium Co-ordinator is responsible for:

- Maintaining a list of students that are eligible for pupil premium or vulnerable to their learning being disproportionately affect by socio-economic factors.
- Maintaining regular supportive contact between the school and families.
- Co-ordinating resources for students under their remit, including those who do not have adequate access to IT. -Offline resources may be required in these cases.- Organisation of methods for feedback for those who cannot access feedback online.

2.4 Heads of Year

Alongside their teaching responsibilities, Heads of Year are responsible for:

- Considering how aspects of the pastoral curriculum can be changed to accommodate remote learning. -This may include online assemblies
- Working with tutors to ensure the pastoral aspects to learning remotely are covered
- Coordinating tutors to make frequent contact with their tutees, supporting them to stay connected with school and support them in general issues they may be having with remote learning
- Coordinating the work of Key Workers in supporting students, particularly those most vulnerable whilst working remotely
- Monitoring information from subject areas about engagement in work. Coordinating support for those not engaging and summitting work
- Communicating with students and parents to keep them informed, up-to-date and maintaining the sense of a school community
- Rewarding students that are working hard

2.5 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – VP T&L
- Monitoring the effectiveness of remote learning – this may include through regular meetings with Heads of Faculty/Department, reviewing work set, surveying teachers, and seeking feedback from pupils and parents/carers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- SENCO to co-ordinate liaison with families who have students with additional learning needs and quality assure the work of the SEND team

2.6 Designated safeguarding lead

The DSL is responsible for:

- Safeguarding considerations as set out in the Child Protection and Safeguarding policy

2.7 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff, students, and parents/carers with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents/carers with accessing the internet or devices

2.8 Pupils and parents/carers

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. -This may be through email, MS Teams or ClassCharts
- Alert teachers if they are not able to complete work
- Adhere to the school Behaviour Policy when participating in online lessons
- Use appropriate language, have respect for others, and engage fully with learning activities
- Any breaches of conduct will be addressed in accordance with the Behaviour Policy.

Staff can expect parents/carers with children learning remotely to:

- Make the school aware if their child is sick or otherwise ~~can't~~cannot complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff in line with the Concerns and Complaints Procedure

3. Who to contact

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

- Issues in setting work – contact to the relevant Head of Faculty/Department
- Issues with behaviour – contact to the relevant Head of Year
- Issues with IT – contact to IT Helpdesk staff
- Issues with their own workload or wellbeing – contact to their line manager
- Concerns about health – contact to HR
- Concerns about data protection – contact to the data protection officer
- Concerns about safeguarding – contact to the DSL

4. Data protection

4.1 Accessing personal data

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

- Will access school information using OneDrive or the school servers using Remote Access.
- Use of external storage devices should be avoided where possible. If not possible the devices should be encrypted.
- Measures should be taken to ensure access to personal data of staff or students is secure and cannot be accessed inappropriately.

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. If this processing is necessary for the school's official functions, individuals ~~won't~~will not 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 devices 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) are recommended
- 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
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

5. Safeguarding

Safeguarding concerns must be raised with the DSL in accordance ~~to~~with the Safeguarding and Child Protection Policy which can be found on the St John's website.

6. Monitoring arrangements

This policy will be reviewed every two years by Vice Principal Teaching and Learning. At every review, it will be approved by the Principal.

7. Links with other policies and documents

This policy is linked to our:

- Behaviour policy
- Safeguarding and Child Protection policy
- Data protection policy and privacy notices
- Concerns and Complaints Procedure
- ICT and internet acceptable use policy
- Online safety policy
- Staff Code of Conduct
- Attendance Policy