



Shoeburyness High School
a member of
Southend East Community Academy Trust

REMOTE LEARNING POLICY

'Strong Partnerships, Strong Community, Strong Schools'

Status:	Recommended
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Reviewed and monitored by:	Deputy Headteacher for Teaching & Learning
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Approved by:	Curriculum and Pupil Matters Committee - December 2023



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1. Aims

This remote learning policy for staff aims to:

- Set out expectations for all members of the school community with regards to remote learning paying due regard to the latest government guidance
- Ensure consistency in the approach to remote learning where required.

2. Definition of Remote Learning

There are 4 descriptions which fall under the rubric of 'remote learning':

- **Remote Education:** a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.
- **Digital Remote Education:** often known as online learning, this is remote learning delivered through digital technologies.
- **Blended Learning:** a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where the main input happens remotely (e.g. through video), while practice and tutoring happen in class.
- **Synchronous Education:** this involves live lessons and an asynchronous element i.e. material is prepared by the teacher and accessed by the pupil at a later date.

Some myths exist about remote learning, which are **not** evidence-based. These include that:

- Remote learning is fundamentally different to other forms of teaching/learning.
- Remote learning is a different curriculum/offer to the content that would be delivered normally.
- The best forms of remote education are digital.
- The best way to deliver remote education is always through live lessons.
- The most important thing is pupils' engagement.

For further details, refer to Ofsted's Summary of Remote Learning

<https://www.gov.uk/government/publications/remote-education-research/remote-education-research>

3. Roles and Responsibilities

3.1 Heads of Faculty and Subject leads

Alongside their teaching responsibilities, postholders are responsible for:

- Considering whether any aspects of the subject curriculum needs to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent and that feedback is being provided to students on their work.
- Monitoring the remote work set by teachers in their subject
- Keeping abreast of and alerting teachers to new resources they can use to teach their subject remotely
- Providing or seeking support for their teachers with any aspect of the remote provision

3.2. Teachers

If providing remote learning from offsite teachers must be available between 8:30a.m. and 3:15p.m.

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 providing remote learning, teachers are responsible for:

- Providing work for individuals through MS TEAM and the current MIS
- Providing lessons to all classes using MS Teams in line with the normal timetable – should classes be sent home
- All classes on their timetable or individuals on their class lists or as directed by their Head of Faculty or SLT line manager
 - Providing learning in line with the school's remote learning plan
 - That would be sufficient to cover the normal timetabled period of time
 - That follows the programme of study the class or individual would be following if they were in school
 - That is available for the usual timetabled slot
 - That has a clear deadline for return of any tasks set
- Providing feedback on work:
 - That has been returned to them from their students
 - That allows the student(s) to improve and move on with their learning
- Marking pieces of work
 - That have been identified by the Head of Faculty/ Postholder
 - So that the grades awarded can be recorded and fed into the assessment and reporting schedule
- Keeping in touch with pupils who aren't in school and their parents:
 - Using the MIS to provide notifications
 - Via email in response to parental or student queries during working hours
 - Via telephone only using telephones on school site and never personal phone

- About failure to complete work
- A record/log should be kept of all communication
- Attending virtual meetings with department or line manager as requested with fair warning:
It should be remembered that these are work meetings and as such attire and location should be appropriate.

3.3. Learning support assistants

If assisting with remote learning, LSAs must be available between 9 a.m. and 3:00 p.m.

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.

3.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Monitoring the effectiveness of remote learning through line management of their Faculty Areas, pathways or Academic Year Leader

3.5 SENCo

The SENCo is responsible for ensuring that students with an EHCP are able to access remote learning effectively through;

- Regular communication with home either directly or through deployment of LSAs
- Suggestions of strategies that can be used at home
- Following up on any difficulties with relevant teacher/department
- Completion/ update of 'Reasonable Endeavours' plans where needed

3.6 Designated safeguarding lead

The DSL is responsible for:

- Ensure that vulnerable students continue to attend school
- Ensure staff use school designated software to set work and the school's MS TEAMS for students to submit work or receive feedback
- Ensuring staff follow the safeguarding policy to maintain a safe learning platform for all students
- Managing any child protection referrals

3.7 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

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

3.8 Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help with a task if they need it, from teachers
- Alert teachers if they're not able to complete work
- Use digital platforms responsibly and in line with school expectations of behaviour

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 with general learning issues from their Head of Year (HOY)
- Be respectful when making any complaints or concerns known to staff and use proper school channels

3.9 Academy Committee

The Academy Committee 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

4. Data protection

4.1 Accessing personal data

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

- Use MS TEAMS and or current MIS communication applications to set and feedback on student work
- Follow SECAT GDPR policy

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as students targets, assessment data and 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. Safeguarding

The school's safeguarding policy should be referred to for any queries.

6. Monitoring arrangements

This policy will be reviewed annually or as DfE guidance and expectations demand. At every review, it will be approved by the Shoeburyness High School Academy Committee.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- E-safety policy
- Equal Opportunities policy
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- SECAT GDPR policy

These policies can be found at

<https://www.shoeburynesshigh.co.uk/page/?title=School+Policies&pid=55>