



The Milford Academy

Remote learning policy

Ratified at Governors 04.02.21

- M** - Motivated
- I** - Independent
- L** - Learning
- F** - Forward Thinking
- O** - Outstanding
- R** - Respect
- D** - Determined

Approved by: Rob Perkins

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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

Pastoral support Team (Achievement Lead, Senco) – Responsibility for the provision of remote learning to vulnerable children / SEND children not in school. This will involve regular contact being made with families to ensure that they have needs met through the available remote provision.

2.1 Teachers

When providing remote learning, teachers must be available between 8am and 4pm Monday – Friday.

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:

- Setting work –
 - All children within their year and not in school group should have remote learning available to them
 - The national guidance will dictate the amount of work set each day
 - Work will be uploaded on Seesaw from 8 am with the vast majority of tasks posted between 8 and 9 am.
 - The work set will closely reflect that being delivered in school each day to ensure a fairness of provision for all pupils
 - Teachers to provide ongoing support with work. This includes one to one live support and tutorial videos as appropriate
 - Providing feedback on work –
 - Children will return the completed work via the journal or inbox on Seesaw
 - All work should be acknowledged by the teacher
 - Teachers will respond to the returned work in a timely manner, offering advice and feedback on how to improve work or further the pupil's learning when appropriate.
 - Keeping in touch with pupils who aren't in school and their parents –
 - Teachers will contact pupils at least once a week to check on their wellbeing.
 - Pupils we are unable to contact, not responding or completing work should be identified via our engagement pro forma and passed to the pastoral team. The pastoral team will assist with contact them and checking pupil wellbeing
 - In the first instance, teachers should support pupils and parents with any concerns they have regarding work. Teachers are to reassure parents that it may not be possible to always complete all work. If parents raise a complaint, in the first instance, a Phase leader should be made aware and assist with a resolution – this is then escalated to Senior Leadership in school if needed.
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- Should a teacher have any safeguarding concerns they should use the 'My Concern' reporting system if they have access to it. If they do not have access, they must phone and speak to a DSL **immediately**.
- Teachers to encourage reluctant pupils to complete work. Best practice would be to suggest a graduated increasing of work.

➤ Attending virtual meetings -

- Professional dress code in line with that in place in school
- Ensure quiet location and appropriate background

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8am and 4pm Monday-Friday unless their working hours are different to this.

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 assisting with remote learning, teaching assistants are responsible for:

➤ Supporting pupils who aren't in school with learning remotely –

- Teaching Assistants are to support home learning via Seesaw in the same capacity as teacher outlined above – Teachers are responsible for the planning of learning.
- They are to seek support from the class teacher with communication with parents, particularly if a parent has raised concerns or a complaint.

➤ Attending virtual meetings with teachers as directed in line with usual working hours.

- Professional dress code in line with that in place in school
- Ensure quiet location and appropriate background

2.3 Subject leads

Alongside their teaching responsibilities, 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
- 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:

- **Head Teacher** – Retains overall responsibility for the quality and consistency of remote learning provision across the school.
 - **School remote learning Lead** – Identified member of staff who leads on the remote learning provision in school, supporting staff, providing CPD and resources whilst also holding an overview of remote engagement levels.
- Monitoring the effectiveness of remote learning – this will be achieved by periodic reviews of provision on Seesaw within each year group, meetings with staff, feedback gathered through questionnaires from pupils and parents

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

2.5 Designated safeguarding lead

The Lead DSL (Head Teacher) and all DSLs are responsible for:

Ensuring that safeguarding measures and protocols are in place, shared with staff and effective in relation to remote learning.

That the Academy's Child Protection policy is updated with appropriate COVID-19 / Remote learning amendment.

2.6 Pupils and parents

Staff can expect pupils learning remotely to:

- Be accessing the learning provided on Seesaw on a daily basis
- 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 set on Seesaw
 - Seek help from the school if they need it – this may be issues relating to devices or access to Seesaw
- Be respectful when communicating with staff through Seesaw

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 – talk to the relevant subject lead or SENCO alongside their wider cohort team
- Issues with behaviour – talk to the relevant senior leader – Head Teacher, Deputy Head Teacher, Phase Leader or Achievement Lead
- Issues with IT – contact the Remote Learning Lead in school
- Issues with their own workload or wellbeing – talk to their line manager in the first instance
- Concerns about data protection – talk to the data protection officer – Business Manager
- Concerns about safeguarding – talk to a DSL in school

4. Data protection

4.1 Accessing personal data

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

- Use the appropriate school login for Seesaw provided and always ensure they add their name to any uploads made so it is clear who has uploaded each item
- Staff should use business provided devices and avoid use of their own personal devices where possible

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as names or birthdays 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

In light of the on-going COVID-19 context and school closures involving the need for remote learning an amendment has been made to the Academy's child protection policy – staff should ensure they are aware of this and have read through this.

6. Monitoring arrangements

This policy will be reviewed on a half termly basis by the Head Teacher. At every review, it will be approved by the full governing board or Chair of Governors.

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
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy