



Remote Learning Policy

Procedure Originator:	ASM
Approved By:	MBO
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Review Interval:	Ongoing
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Next Review Date:	
Audience:	Staff

1. Aims

The remote learning policy aims to:

- Ensure consistency in the approach to remote learning for students who are not in school
- Set out expectations for all members of the Academy community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Introduction

As a response to the national lockdown (March 2020) due to COVID-19, all schools were presented with the challenge of introducing Remote Learning very quickly. Shaw Education Trust academies embraced this as an opportunity to develop our teaching and learning and as such this is now becoming an embedded part of our practice. It is evident that, over the course of the coming weeks and months, we are likely to need to use Remote Learning regularly for students who are having to work from home due to isolation. We have ensured that we have kept safeguarding and mental well-being at the forefront of what we are doing for our students whilst many of them are not in school with us, at the same time continuing their education.

3. Roles and Responsibilities

3.1 Senior Leaders

The Senior Leadership Team (SLT) is responsible for setting and managing expectations regarding remote learning for students who are not able to attend school. There are a number of challenges that SLT will need to consider and ensure contingency plans address:

- The possibility of different groups of students being out of school at different times
- Staff having to plan lessons for classes/students in school at the same time as students/classes who are required to work from home: ensuring appropriate provision is made for all students, whilst also being mindful of teacher workload
- Provision for students who may have limited/no access to ICT at home
- Ensuring appropriate additional support for students who have Special Educational Needs
- Monitoring the security of remote learning systems, including data protection and safeguarding consideration.
- Ensuring the demands of remote working to not place unnecessary stress or anxiety on students and families through sharing clear expectations of learning hours and managing deadlines for submitting work across the academy/subjects

Students will continue to follow the three session timetable that we have in place during school hours, with some changes to the length of the sessions. Staff will be expected to follow the suggested timings for online lessons as outlined below:

	Online 'Live' Session	Independence follow up task
Year 7	30 minutes	30 minutes
Year 8	30 minutes	30 minutes
Year 9	45 minutes	45 minutes
Year 10	60 minutes	60 minutes
Year 11	60 minutes	60 minutes

Department and fixed line management time will be used to monitor the effectiveness of remote learning in terms of the quality of work being set. Feedback from parents and carers as well as students regarding online learning is promoted and they are asked to contact the Academy with any issues.

3.2 Subject Leaders

The term “Subject Leaders” refers to anyone in school who has responsibility for leading the provision of an area of remote learning within the Academy. A subject leader at The Orme Academy is referred to as the Head of Department.

Alongside their own teaching responsibilities, Subject Leaders are responsible for:

- Considering whether any aspects of the subject curriculum need to be adapted to accommodate remote learning
- Working with teachers in their area to ensure all work set is appropriate and consistently good quality
- Ensuring their staff adhere to academy guidance regarding, for example, deadlines placed upon students for returning work and expectation of timing regarding posting work out to students
- Monitoring the effectiveness of the remote working provision within their area to ensure a consistent approach which supports students to make good progress and maintain their pace of learning as far as possible
- Sharing high quality resources across their area to support remote learning

3.3 Teachers

Teachers are responsible for ensuring they work according to the expectations set out by the SLT and their Subject Leader, this includes:

- Setting high quality work for students which ensures that learning can continue as closely as possible to how it normally would, had they been in school
- Setting work of appropriate length and pitch to meet the needs of all learners and following the subject scheme of work as agreed with their Subject Leader, consistently across all classes and for all students in a year group.
- Taking account of students who may have no or limited access to ICT at home and accommodate their needs accordingly to ensure they are not at a disadvantage compared to their peers.
- Providing feedback to students on work that is completed to enable them to make good progress.

When staff are delivering their online live learning sessions they are expected to use The Orme Academy Learning Steps as part of their practice. The live session should include an engagement activity, the activation (instruction), an opportunity to assess students learning through a question and session or a quiz and a WAGOLL (What A Good One Looks Like) to inform the independence activity. For the independence part of the lesson, staff could set an extended piece of writing, answering exam questions, setting an assignment on Seneca Learning, completing tasks from the Oak National Academy etc. Staff should clearly identify the expectations of the independence task and where appropriate provide feedback to the students on their progress with the work set. During the independence task staff should still be available on teams to field any questions via the chat or to respond to any emails from students.

3.4 Students and parents

Staff can expect students learning remotely to:

- Complete work set as expected, to a good standard and on time

- Seek help if they need it
- Ensure their teacher is aware of any issue which may affect their ability to complete work in a specific subject

Staff can expect parents with children learning remotely to:

- Pay due regard to the expectations of work being set for students and support their child to achieve these
- Make the Academy aware if their child is sick or unable to complete work for a period of time
- Seek help if they need it to support their child in remote learning

4. Keeping in touch with students and parents

It is important for good communication to exist between school and home at all times, but never more so than when students are not able to attend the Academy. Staff are expected to undertake activities related to their role during the Academy day, they are not expected to make contact with parents during evenings or weekends. However, it is important that all queries sent to the Academy are responded to within a reasonable amount of time.

Where staff have concerns regarding the behaviour, engagement or safety of students, these should be dealt with in accordance with usual Academy processes of direct contact with parents and/or referral to relevant post-holders in school as appropriate.

At the start of each online learning session staff will remind students about the standards and expectations of each session they are attending. If during a live session there are issues with the behaviour of a student then it is important that parents/carers are contacted by the class teacher to make them aware of this. If this continues to be an issue then students may be asked not to attend the session and will be invited to access the activities from the class files that the teacher uploads. It is also important to focus on the positive aspects too, students may submit some great pieces of work via their assignments or contribute well to the discussions promoted by the class teacher and these successes should be followed up by to parents/carers to make them aware.

5. Data protection

Protecting the personal data of staff, students and parents is a priority and measures should be in place to ensure usual high standards are maintained.

5.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will pay due regard to the Academies GDPR policy and only access and use this data as necessary to fulfil their professional role and for official academy purposes.

5.2 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 Academy's official functions, individuals do 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.

5.3 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

6. Safeguarding Guidance for Remote Learning

6.1 IMPORTANT NOTICE:

At the time of publication (25th September 2020) it is important to be aware of The Shaw Education Trust's current approach to online teaching, which includes:

Sessions where staff are not visible on screen,

i.e. cameras must be switched off and staff share their screen

- Staff use Microsoft Teams or an equally secure platform
- Student usernames to access online recorded classes should be generic and non-identifiable. For example, only the first name of the student should be displayed, rather than a full name or email address. [GDPR]
- The session must be delivered from school unless agreed by the Principal and risk assessed appropriately. For example, if a member of staff is self-isolating (without illness) and is streaming lessons from home.
- Staff should have received training for delivery of online lessons
- A risk assessment must be in place
- A parental agreement must be signed for students to participate (Annex A)
- The member of staff must not be visible in the online lesson and should use the whiteboard or PowerPoint slides to teach or other suitable teaching and learning tools
- Students likewise should not be visible and have their cameras off
- Principals within academies can use their discretion to direct staff to record any sessions and this will be kept securely for a period of one week.

Sessions where staff and/or pupil may have to be visible on screen

There may be circumstances in which it is necessary to conduct online teaching with staff and/or students visible on the screen. This applies in particular to special schools and in exceptional circumstances in mainstream schools. In these circumstances staff must adhere to the following criteria:

- Staff use Microsoft Teams or an equally secure platform
- Student usernames to access online recorded classes should be generic and non-identifiable. For example, only the first name of the student should be displayed, rather than a full name or email address. [GDPR]

- Two members of staff are present [this can be in different locations if necessary. i.e. one member of staff could be at home]
- The session must be delivered from school [unless the member of staff is self-isolating]
- The student must be accompanied by a parent/carer if they are home based and accessing live online conferencing support (or agreed suitable adult with permission of parent/carer). If students are receiving live streaming within the school setting from a member of staff at home, then a member of Academy staff should be present with the student.
- A risk assessment must be in place
- A parental agreement must be signed for students to participate (Annex A)
- Principals within academies can use their discretion to direct staff to record any sessions and this will be kept securely for a period of one week.
- It is only for those targeted students where staff feel the 'human' contact is vital for their development/well-being

Note – During this academic year it is sensible for senior leaders to conduct regular reviews of the online learning strategy and discuss any changes, adaptations or different approaches with their Regional Directors.

The guidance here is based on best practice and government guidance where available but it is also recognised that people have had to adapt the way they work very quickly. It should be read in conjunction with DfE guidance, [DfE Safeguarding and remote education during coronavirus](#). Further useful links are given at the end of this guidance document.

The guidance in the document falls into our full safeguarding process and reporting concerns etc. are in line with our normal procedures unless stated.

Remote teaching

In England, the Department for Education (DfE) has no expectation that teachers should livestream or pre-record lessons. Schools should consider the approaches that best suit the needs of their pupils and staff ([DfE Safeguarding and remote education during coronavirus](#)).

6.2 Preparing a pre-recorded session

If staff do plan to record lessons and make available to students, e.g. upload lessons onto the Academy website, any risks need to be assessed and appropriate actions taken to minimise harm. Recording a lesson to be uploaded to the Academy website for students to access at any given time has obviously much fewer safeguarding considerations than live-streaming. Nevertheless, there are fundamental steps that staff should take to ensure recordings are suitable. All sessions must be checked and approved by the SLT in the Academy.

The guidance below outlines good practice when preparing for a pre-recorded session:

- Recordings should only be available via the Academy website, but the download functionality should be disabled to avoid students retaining the recording.
- The recording should ideally be made on Academy premises and staff should ensure that there is nothing personal or inappropriate that can be seen or heard in the background. (This is unlikely from a school setting but staff should still be vigilant)
- When recording content, staff should be sensitive to the needs of individual pupils, including [Deaf and disabled children](#), and pupils who may be sensitive to certain topics or issues that may arise during the recording.

- Staff should check the full recording before it is made available for students and ideally have a colleague check it too but not essential.
- Staff should ensure that students have the software needed to access the recorded material and those that do not are not disadvantaged.
- These recordings should be made available on a common platform, e.g. Academy website.

6.3 Preparing and delivering a live-streamed session to students at home

If you do plan to record or livestream lessons via an online platform, you need to assess any risks and take appropriate actions to minimise harm.

In addition to the points above in the 'recorded session' section, staff should be aware of the following:

- Permission must be gained by relevant parent/carers and students in case any images or identifying information about the student may be used. Academies should adapt current permission forms used.
- Parents should ensure that an appropriate place is available for the student to access the online lesson, e.g. dining room.
- Full GDPR requirements must be adhered to.
- A 'code of conduct' is useful for students to have before any lesson begins, e.g. Behaviour expectations, not to share private information, procedures for 'hands up' and teacher communication, who they should tell if they see or hear anything upsetting or inappropriate, their responsibilities using technology and the privacy of others, i.e. they must not record any aspect of the lesson.
- A suitable platform should be selected and advice taken from Academy and Trust leaders which platforms are best. (Staff should ensure that the platform used is suitable for the student's age group. School accounts should be used and not personal accounts for the platform).
- There should be a 'signing-in' method where students and others joining the lesson are recorded as being present. The video platform used may already have this in-built.
- Staff should be aware of the privacy settings and know how to report any offensive or abusive content.
- The stream should take place in school time and on Academy premises. [please refer to the information in the IMPORTANT NOTICE section at the start of this document]
- As well as the option to record live streaming, if directed by the Principal, staff should keep a log of any incidents. Any incident or concern should be reported using current Academy policies and systems and any complaints made against staff should be reported to the HR Advisor accordingly
- Staff should receive adequate training before embarking on live-streaming.
- A risk assessment should be made by staff before embarking on a live session in case something occurs which puts the lesson or students/staff at risk, e.g. behaviour of a student, platform being entered by an unwanted guest, etc. Staff should know how to disable the lesson promptly if need be. An Academy standard risk assessment form will be adequate for this purpose.

6.4 Further Guidance

[NSPCC Undertaking remote teaching safely](#)

[National Cyber Security Centre - guidance on choosing best video conferencing tool for your organisation](#)

[National Cyber Security Centre - video conferencing: using them securely](#)

[UK Safer Internet Centre on safe remote learning](#)

Monitoring arrangements:

This policy will be reviewed annually but adapted as required in the meantime should developments require it.

Links with other policies:

This policy is linked to our

- Behaviour policy
- Child protection policy and coronavirus addendum to child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

Annex A: Parental Consent Form for child to participate in Online live-streaming education

Parental Consent Form:

For child to participate in Online live-streaming education while at home

Student Name:	
Year Group:	
Parent/Carer Name:	
Contact email:	
Contact phone no:	

During any period of not being able to have all students in the Academy building, we may wish to conduct online lessons where staff will be delivering a live subject lesson. To enable your child to participate we are seeking your consent. All safeguarding aspects of this style of learning have been taken into consideration and procedures put in place to safeguarding both staff and pupils at this time as much as we can.

Staff will communicate with pupils each session what the expectations and procedures are for that particular lesson but some key points to note please:

- Please ensure your child is in an appropriate room when online in the lessons, e.g. dining room, and not their bedroom please.
- Students must not have any personal or sensitive material on view whilst online.
- Students should be respectful when listening and contributing to the online lesson.
- Students must be prepared for their learning and should not record the lesson
- Staff may record the session for checking work covered etc, and will inform students if that is occurring. Recordings will be held securely and deleted within a week of the session.

Parents/carers should contact our Academy to discuss any concerns or queries they may have at this time about online learning.

Parent/Carer signature indicating acceptance of consent:	
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