

Remote Learning Policy

Livingstone Academy,
Bournemouth

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| Latest version: | June 2021 | Review period: | 2 years |
| Date of next review: | June 2022 | Owner: | Executive Director of Learning |
| Type of policy: | Network | Approval level: | Board of Trustees / RB |

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Rationale

In the event of a full school closure that means students have to be taught remotely, the school is committed to providing continuity of education and will do so through a process of (online) **guided home learning**, known as **GHL**.

This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term student absence. Remote learning and GHL take place primarily via the LAB **Google Classroom** (GC) environment, unless there are technical reasons why this cannot happen and another platform may be nominated in limited circumstances.

Remote learning may also be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work at home. This may apply in cases such as exclusion from school, or longer-term illness, assuming students are able to complete schoolwork at home. Another relevant instance would be if, following an infectious disease outbreak, students are self-isolating at home but are not suffering with relevant symptoms.

There is no obligation for the school to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention to school or government guidance.

The term '**critical-worker children**' refers to students whose parents have a crucial role in society and therefore are unable to support GHL at home. It may also include certain vulnerable students for whom a request to work in school has been granted by the Head of Secondary or Executive Director of Learning. These students will always be able to come into school and will be supervised while undertaking GHL.

This policy is for the whole school, although remote learning arrangements for primary school students will generally be managed by the Head of Primary on a case by case basis, as requirements are different from secondary school.

Aims

This remote learning policy for staff 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.

Blended learning model

Blended learning (BL) refers to a mix of in-class teaching and learning taking place via video call and/or Google Classroom. LAB uses elements of blended learning as a normal instructional practice, so when guided home learning is necessary, our regular structures for digital teaching and learning will continue.

LAB students can access class teaching in this model via video and teachers can teach from home, with classes in school learning via video with a supervisor.

Assuming an absence has been agreed with the school, and the student in question is healthy enough to work from home, the school will provide work for students who are unable to attend in person. This will take place according to the usual timetable with teachers connecting with absentees via video call and GC/Teams etc.

If there are any issues with the compilation of work, tutors should liaise with the relevant head of year or subject leader (particularly if a classroom teacher is unavailable).

Please see further advice and protocol for BL at the end of this document.

Remote learning in the event of extended school closure (Guided Home Learning – GH)

In the event of an extended school closure, the Academy will provide continuity of education in the following ways:

- a) Direct, live, instruction from teachers, following the set timetable, with the ability of students to communicate directly with teachers online via video calls, GC, etc.
- b) The setting of work that students complete electronically and is returned by the teacher, with feedback, via GC.
- c) Critical-worker children supervised in school, following GH or BL.

Students and teachers are expected to have access to the internet whilst at home. The school recognises that many families may not have home printers and will therefore not require the printing of material. The primary platforms the school will use to deliver continuity of education are **GC and Google Drive** accessed via the relevant app or the 'waffle' (9 dots) on any google search page.

Access to these platforms is via a student's normal school Google login; if students have difficulty with logging in, they should contact school IT support and their teacher.

In a complete closure, GH will take place according to the timetable with teachers available online on live video throughout the whole lesson. This can be either from home or school, assuming teachers have permission. The expectation is that the teacher will be available for student questions and small breakout group interventions throughout the lesson period, even if students are working on a self-paced activity. All students are expected to attend until the end of the lesson so that a plenary can be operated.

Line managers should be added to google classes as teachers and should be able to attend lessons held on video call as required to offer support and guidance.

Note that in Reception, the normal platform is Tapestry. Parents are not expected to be able to access GC in these year groups.

The setting of tasks in GHL/blended model settings

Subject areas will provide work in line with students' timetables, using GC as a default setting for managing workflow. Tasks will be set in accordance with existing schemes of work, and assignments will be designed with self-pacing structures.

Naturally, remote learning will require students and teachers to take different approaches to teaching and learning, but tasks should remain engaging, authentic and meaningful. The nature of tasks set should allow students to learn independently, without the specific support of an adult at home (primary school arrangements may differ).

Teachers should set tasks through GC as outlined above. It is the responsibility of teachers and students to ensure they know how to use this functionality effectively; instructions are made available separately and support is available on request.

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| Key Stage 1 | As per DfE guidelines: 3 hours a day, on average, across the school cohort, with less for younger children. This could be synchronous and asynchronous. We will set work where most of our students would finish in around 3 hours a day. Some students may finish quicker and some may take longer. |
| Key Stage 2 | As per DfE guidelines: 4 hours a day, on average, across the school cohort. This could be synchronous and asynchronous. We will set work where most of our students would finish in around 4 hours a day. Some students may finish quicker and some may take longer. |
| Key Stages 3 and 4 | As per DfE guidelines: 5 hours a day, on average, across the school cohort. This could be synchronous and asynchronous. We will set work where most of our students would finish in 5 hours a day. Some students may finish quicker and some may take longer. |

Responsibilities

Teachers

When providing remote learning, teachers must be available between regular school hours.

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. Please inform Mrs Elms or Mrs Warr by email or phone from 7:30am onwards on the day you are sick. If you can call or email the night before, please do.

When providing remote learning, teachers are responsible for:

- Delivering any online learning for the day/days in question for their class or individuals or classes they are covering as required by the SLT. This will not exceed recommended times stated above.
- Setting work
 - Each class teacher needs to provide work for their class. In their absence, the Year Team Leader/Assistant Team Leader will set work on their behalf.
 - Work should be purposeful and authentic and based on the LAB Learning Code. Accommodations and modifications to tasks for students with SEND and other learning differences will also be made as appropriate and our usual methods.
 - Work needs to be set at regular and consistent intervals, and daily instructions and updates will be posted before 8 am each day on Google Classroom.
 - When setting expectations for students learning remotely and not attending the Academy, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.
 - Teaching staff should communicate by email to ensure consistency across the year/subject and to make sure students with limited access to devices can still complete the work.
- Providing feedback on work:

Providing timely and helpful feedback is a cornerstone of good teaching and learning, this can be facilitated easily in GC and teachers should endeavour to provide individual feedback to students on pieces of work that they are required to submit. However, under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case under GHL. It is helpful to use the materials function in GC if work is not expected to be handed in. Also, ensuring a clear labelling of assignments helps signal to students if work needs to be returned.

When they set assessed work, teachers must ensure it is designed in such a way that **meaningful feedback** may be provided. Feedback is at the heart of our assessment policy and, when given well, has the greatest impact in terms of improving outcomes. Possible methods may include:

- Recording **oral feedback** and sharing an audio file with the student via Mote or a QR code. Hearing the teacher's voice is hugely important to students, especially in a GHL setting. Furthermore, it can often make the delivery of feedback less onerous to teachers.
- Providing whole class feedback rather than comments on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research.
- Using the "Comments" function on online documents, or in GC assignments
- Feedback via another website / piece of software (e.g. Kahoot challenges etc.) is always linked to GC.

- Monitoring student progress and alerting parents/carers if students are failing to engage in learning.
- Responding to emails from parents/carers during their working hours per LAB email policies and procedures.
- Handling any complaints or concerns shared by parents/carers as per LAB policies and procedures.
- Reporting safeguarding concerns promptly to the DSLs in the usual way.
- Attending virtual meetings with staff, parents/carers, and students:
 - Teachers will abide by the Academy dress code when teaching online.
 - Teachers will make sure their home working environment is suitable.
 - Teachers will abide by all confidentiality expectations when working remotely.

Teaching assistants

When assisting with remote learning, teaching assistants must be available within their individual contracted hours.

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.

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

- Supporting students who aren't in school with learning remotely.
 - Knowing which students they'll need to support.
 - Knowing how they should provide support.
- Attending virtual meetings with teachers, parents/carers, and students.
 - Dress code: Teaching assistants will abide by the Academy dress code when teaching online.
 - Locations: Teaching assistants will make sure their home working environment is suitable.

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.
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other.
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set.
- Alerting teachers to resources they can use to teach their subject remotely.
- Monitoring the wellbeing and progress of teachers and students and offering support and interventions as appropriate.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the Academy.
- In constant communication with the network manager and will have monitor the security of remote learning systems, data protection and safeguarding considerations regularly.
- Monitoring the effectiveness of remote learning – all the SLT will have oversight for their designated year groups and feeds back at regular SLT/SLMT meetings.
- Monitoring the wellbeing and progress of teachers and students and offering support and interventions as appropriate.

Designated Safeguarding Leads (DSLs)

Mrs Warr is our DSL and Mrs Taylor is our Deputy DSL. Alongside the standard safeguarding responsibilities, the DSL is responsible for:

- Supporting staff to be able to support students appropriately.
- Ensuring that where possible, we continue to offer our current support for student mental health for all students and the school community. This includes contacting the Local Authority and including them as a support for reaching remote families.
- Offering support over the phone / virtually instead of face to face where needed.
- Signposting all students, parents/carers and staff to other resources to support good mental health at this time.

IT staff

Where teachers are unable to assist, our IT staff are responsible for:

- Fixing issues with systems / Google Classroom which is used to set and collect work.
- Helping staff and parents 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.
- Assisting students and parents/carers with accessing the internet or devices.

Students and parents/carers

Staff can expect students learning remotely to:

- Participate as fully as possible in the remote learning process, attending all live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability.
- Read and respond to communication from the school (e.g. an email from a form tutor) in a timely manner.
- To keep their video cameras and microphones on throughout each live video lesson. Teachers may choose to mute microphones if required. Students must respond quickly when asked a question or prompted by a teacher and all students should expect to respond to a register or similar prompt from the teacher within the first 5 minutes of any session. Likewise at the end of a session a formal plenary should ensure that all students have spoken again and that they understand what is required of them in terms of any ongoing work.
- Be contactable during the school day – although we understand they may not always be in front of a device the entire time.
- 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/carers with children learning remotely 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 – if you know of any resources staff should point parents towards if they're struggling, include those here.
- Be respectful when making any complaints or concerns known to staff.

Regional board

The Regional Board of governance is responsible for:

- Monitoring the Academy'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.

Contacts

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

Your team leader is the initial contact for all work connected to your class and year group.

- Issues with accessing work – talk to the relevant Year Team Leader or SENDCO.
- Issues with behaviour – Mrs Warr.
- Issues with IT – talk to IT staff or Mrs Elms/
- Issues with their own workload – talk to your Year Team Leader, Mrs Warr or Mrs Taylor.
- Issues with wellbeing – talk to your Team Leader.
- Concerns about data protection – talk to Mrs Elms.
- Concerns about safeguarding – talk to one of the DSLs: Mrs Warr or Mrs Taylor.

Data protection

Accessing data

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

- Access the Google Classroom via the secure LAB IT network.
- Teachers must only use the school device provided to them.

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 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.

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.

Safeguarding

Staff should refer to LAB's Safeguarding and Child Protection Policy when addressing any safeguarding concerns.

Monitoring arrangements

This policy will be reviewed every 2 years. At every review, it will be approved by the Regional Board.

Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding and 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

All policies can be found on our website: <https://www.livingstone-aspirations.org/statutory-information/policies-and-documents/>