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**Remote Learning Policy**

**Issued by: Anita Limbachia (Head of School)**

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1. Rationale

In the event of a school closure, our school is committed to providing continuity of education to our learners and will do so through a process of remote learning, either digital (online) or through a workbook. Equality of access will be ensured. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of students and teachers are healthy, and able to work as normal from home. This policy may not 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 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, at least to some extent. This may apply in cases such as suspension from school, a reduced timetable 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. However, as a school we may provide remote learning in an attempt to re-engage learners.

This may apply, for example, if parents choose to take students on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their child from school ‘as a precaution’, against official guidance, in the event of an outbreak of infectious disease.

This remote learning policy aims to:

* Ensure consistency in the approach to remote learning for all pupils who aren’t in school for the reasons stated in the rationale above.
* Set out expectations for all members of the school community with regards to remote learning.
* Provide appropriate guidelines for data protection.

2. Our Remote Learning offer

As a school we would provide remote learning in several formats dependent on the specific situation and need of each learner or group of learners.

EDClass: As a school we utilise the EDClass learning platform and each learner on role (including dual rolled) will have a logon to the system. This will enable tutors to set work for learners to access at the relevant level to work independently.

EDClass also provides virtual classrooms which are utilised for learners that are unable to attend for a more prolonged period and require face to face subject specific tuition.

Accelerated reader and MyOn programme is another online platform to support learners in developing their reading and can be done remotely. This feeds back to tutors who can monitor progress and provide feedback.

Work packs are provided where learners are not comfortable with digital learning. These are delivered in person and tutors will provide explanations on the work, provide feedback on previous work and set new targets.

3. Roles and responsibilities

Tutors:  
When providing remote learning, tutors must be available during usual directed time as set out in the staff handbook.  
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 which is outlined in the staff handbook. If staff wish to discuss any element of availability, they should do this with their line manager in the first instance and then the Head of School if, and when appropriate.

When providing remote learning, tutors are responsible for:

* Ensuring learners have EDClass logins and understand how to correctly use the system.
* Planning all work programmes and informing learners of expectations.
* Ensuring work is clearly labelled so that students can easily access it as well as managing  
  archived work so it is clearly accessible for learners.
* Marking work produced by students in-line with normal working practice and sharing feedback using normal timescales.
* Informing the Head of School or Pastoral Lead if they are aware that a learner is not able to access online resources.
* Providing paper resources for learners who are unable to access online resources.
* Informing the Head of School if learners are not completing work that has been set.
* Answer emails or queries from parents/carers within 24 hours during the working week.
* Pass on any concerns or complaints to their line manager to gain support as and when  
  necessary.

Learning Mentors:  
When assisting with remote learning, Learning Mentors must be available during usual working hours.  
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. 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 which is outlined in the staff handbook. If staff wish to discuss any element of availability, they should do this with their line manager in the first instance and then the Head of School if and when appropriate.

Senior leaders  
Alongside any teaching responsibilities, senior leaders are responsible for Co-ordinating the remote learning approach across the school.

* Monitoring the effectiveness of remote learning by evaluating the online provision, through gathering parent, staff and student voice, and monitoring progress. While auditing delivery through observation to support the provision of online learning.
* Monitoring the security of remote learning systems, including data protection and safeguarding considerations
* Providing training and support for staff to ensure that everyone feels confident to use the online learning platforms safely and effectively.

Designated Safeguarding Lead:  
The DSL is responsible for ensuring staff have read the following policies:

* Safeguarding policy
* Safer Working Practice
* Keeping Children Safe
* LCC Guidance for Staff working with technologies and social media
* Policy on acceptable use of computers
* E-Safety Guidance

The DSL is to ensure that delivery staff are all confident in how to record incidents on CPOMS and understand the importance of following up that with a call so the DSL can action any concerns.

The DSL is then responsible for ensuring all safeguarding concerns are actioned appropriately in line with the relevant policies and procedures. This is to be reported and recorded accordingly.

Learners and parents:  
Staff can expect learners learning remotely to:

* Ensure they have permission from their parent/carer before you use the internet or any applications.
* Use their full name when signing up for applications that they are using for school.
* Use formal, respectful language in communication with tutors, and other learners.
* Remember that there are many learners in your class and their tutor may not respond immediately to any questions or work that they submit.
* Not expect tutors to be available to respond outside of the normal working day.
* Not post images of themselves or other learners.
* Inform tutors when they are struggling to complete the work set and give you time to try and help.
* Manage their work life balance and take regular breaks and exercise.
* Contact the Head of School if anything is posted online that concerns them.
* Not to share resources with anyone else as you to ensure they don’t breach copyright law.
* Not share any personal details, such as their address, when using online resources.
* Meet deadlines set by tutors.
* Seek support if they are struggling to access the work/learning.

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 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.

4. Data protection  
Accessing personal data:  
When accessing personal data for remote learning purposes, all staff members will:

* Ensure no data is saved on personal devices and that the remote systems are used.

5. Processing personal data  
Staff members may need to collect and/or share personal data such as contact information and emails 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. 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 their 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. Monitoring arrangements  
This policy will be reviewed annually or when necessary, in between by the senior leadership team.