

REMOTE LEARNING POLICY

Version	Date
Last reviewed	September 2022
Date of next review	September 2023

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for students who are not present in school, should there be an event of school closure or national/local lockdown;
- Ensure that Airedale Academy is compliant, in terms of any statutory guidance given to schools in England in terms of remote learning provision (Currently, there is no statutory guidance for schools in England with regards to remote education)
- Set out expectations for all members of the school community with regards to remote learning;
- Provide appropriate guidelines for data protection;
- Ensure a humanised approach to remote learning- between students and teachers and between the students themselves as a class learning community;
- Consider Dr. Michelle Pacansky-Brock's research that humanised online learning 'supports the non-cognitive components of learning and creates a culture of possibility for more students;'
- Consider the benefits of live video lessons during an extended period of school closure, as opposed to subject specific software packages; according to Dr. Michelle Pacansky, students thrive when they feel directly connected to their class teacher and classmates. To thrive in learning, students need to feel nurtured, supported, cared for and trusted.

2. Roles and Responsibilities

2.1 Teachers

During school closure, teachers must be available to plan and set work in alignment with the curriculum currently being taught, to provide direct instruction and to give student feedback between the hours of 8:55am and 2:35pm during term time, or during agreed working times for part-time teaching staff. In the result of a period of sustained school closure, including a period of national or local lockdown, staff will be required to teach according to their usual school timetable and to provide a blended approach to learning, which includes live lesson provision. The blended provision of live lessons and linked independent tasks should meet or exceed statutory guidance of a minimum of 5 hours learning time per day for schools in England. This expectation of blended provision would take place from the next working day from the start of a period of school closure.

If the academy were to close for a single day, or for an afternoon (weather-related; health and safety related), it is not expected that teaching staff provide live lessons. However, it is expected that independent study tasks should be set by all teaching staff for the classes that they should be teaching during this period of time. These independent study tasks should be set on Google Classroom and should deepen students' knowledge of the current curriculum being taught, with meaningful feedback being provided.

If teaching staff are unable to work for any reason during this time, for example due to sickness or caring for a dependent or due to a lack of internet, they should report this information to their direct line manager. In terms of sickness, or caring for a dependent, by using the usual absence procedure. For staff caring for dependents during the usual school day, they would need to liaise with their direct line manager, in terms of how they will provide lesson content and feedback to students.

When providing remote learning during extended periods of school closure, teachers are responsible for:

The planning, setting and delivery of lesson content:

- Class teachers are required to plan and set work for each class that they teach, or for a particular cohort of students, in order to reduce workload, as per the direction of their Faculty/Subject Leader;
- Class teachers are required to plan, set and deliver sufficient learning tasks to correlate with the face-to-face contact time that they would have with each particular class should the academy be open as usual;
- Class teachers are required to set work prior to the first timetabled session they should have with each of their classes in a given week, should they be setting linked learning tasks or cover tasks.
- In the case, of Live Lessons, the Google Meets link needs to be uploaded onto the Google Classroom Class Stream prior to the start time of the lesson. Virtual Meeting links should only be shared on the Google Classroom stream for a given class, as this is a secure platform in terms of Safeguarding and GDPR and only Google Meets should be used, as this is linked to the academy's Google platform and therefore anyone who requests entry to the meet can be easily identified. No person should be admitted entry to a Google Meet if they have an email account from outside the organisation. Host controls should be activated to limit students being freely allowed to enter the meet without the teacher being present and in control of the meet. A register should be taken during the meet using Bromcom, the academy's MIS system. An absence message will be immediately sent to the parents/carers of any student who is not attending the Meet. Training has been provided by EduTech, alongside internal training hand-outs to equip teaching staff with the ability to conduct an effective and safe-guarded meet. Any Safeguarding or behaviour concerns should be logged on CPOMs and Class Charts, as per the direction of the DSL and VP in charge of behaviour and expectations;
- Class teachers should use the class assessment function of Google Classroom and set specific deadlines for work to be submitted. Submissions should be monitored by the class teacher and contact with home should be made on a weekly basis, if deadlines are missed. Class teachers should inform their Head of Faculty should they have any attendance or work completion concerns;
- Class teachers and Heads of Faculty are required to upload all teaching resources, Google Meet links, pre-recorded video lessons and independent learning tasks on to the designated class stream for each class on Google Classroom. Training has been provided via EduTech to equip staff in the skills required to upload;
- Class teachers may use software packages, such as Sparx Maths and Educake to support and to retrieve learning, but software packages do not replicate or replace teacher and student interactions and new content should be introduced using live lessons, with linked independent tasks, amounting to at least 5 hours of learning per day;
- Class teachers should use Google Docs and Google Slides to resource online lessons, in order that students who do not have access to Microsoft Office software are not discriminated against. Existing resources are able to be converted from Microsoft Office to Google Docs or Google slides, as demonstrated during whole staff training by EduTech;
- Class teachers may be directed by their Subject Lead to plan and to set work for specific cohorts of students, rather than their own individual classes, in order to distribute and to

reduce workload across the whole subject team, but staff are advised that live lessons work best when class teachers are teaching the specific students that they would regularly teach;

- Class teachers should closely monitor their individual Google Classroom Class Streams, in order to respond to any queries or questions that individual students may have in advance of assignment submission dates, in accordance with the contact, planning and feedback time that would be dedicated to each class that they teach should the academy be open as usual.

Providing feedback on work:

- All work completed by students should be uploaded onto Google Classroom, using Google Docs, or by uploading an image of the handwritten response
- Class teachers should comment on each submitted assignment- via Google Classroom- using comments, in line with the adaptations made to departmental marking policies. Overall feedback should be given using WWW/EBI and an ATL grade.
- Whole Class Feedback can be utilised as a form of formative assessment, and as a tool to reduce teacher workload, in line with DfE guidance. Should WCF be utilised by a class teacher, this should be done on the Class Stream of Google Classroom, or during a live lesson.
- Feedback should be given to students in a timely fashion, and in order for assessment to be formative, needs to form part of a learning cycle which feeds forwards into the next assignment task
- Students need to complete DIRT tasks, as they usually would, to demonstrate that they are acting upon their written feedback; ideally in a purple font.

Keeping in touch with pupils who aren't in school and their parents:

- Class teachers and Heads of Faculty are expected to monitor the work being completed by students on a weekly basis. As class teachers are expected to set work, by using the class assignment function of Google Classroom, completion of tasks can be monitored via the mark book.
- Class teachers are expected to make regular contact with the students in their individual classes. If students are completing work on Google Classroom, this should be via individual and whole class feedback on the Google Platform. Positive points should be awarded via Class Charts and Praise Phone Calls should be logged on Class Charts, as per the expectations in school.
- Student details can be accessed remotely, as the academy's MIS system is cloud-based. Class teachers and Subject Leads should be mindful of GDPR restrictions and safeguarding issues, when remotely accessing students' personal details and should ensure that no one within their household has access to this data. Bromcom should be closed down, as soon as the relevant information has been accessed. Staff should use their academy-owned laptop when checking student details and when accessing Google Classroom.
- In the case of a Local or National Lockdown, or the closure of a particular year group Bubble, class teachers should maintain contact with students through the teacher comments function on Google Classroom, in line with departmental marking and feedback policies. Should assignments not be submitted by the deadline set by the class teacher, the class teacher is required to make home contact, in order to support the student in getting back on track and to inform the parent/carer of the missed deadline.
- Should class teachers have students in their class who do not have remote access to the Google Platform, class teachers should make this information known to pastoral leaders with immediacy, in order that the student can be supported in accessing the online provision.

- Class teachers need to be mindful of their own well-being. There is no expectation that class teachers should be responding to students' messages, regarding assignments, out of their usual working hours. It is suggested that class teachers set aside a dedicated period of time each week, per class, to respond to students' work. As already stated, Whole Class Feedback, can be used on the class Google Classroom Stream, in order to reduce workload.
- In the case of a bubble closure or lockdown, Bromcom will be enabled to give parents/carers lesson-by-lesson updates as to whether their child is accessing the live lesson provision taking place. Pastoral leaders will liaise with hard-to-reach families and will provide solutions to enable their child to access the provision. Should school remain open, but students are absent from school as a result of COVID-19, pastoral leaders will maintain daily contact with the parents/carers and all missed lesson content will be uploaded onto Google Classroom for the child to access- classroom teachers are responsible for raising any concerns with regards to incomplete work to the pastoral team.

Teaching 'Live Lessons', pre-recorded lessons and attending virtual meetings:

- The delivery of 'Live Lessons' with linked independent tasks, is the expected form of lesson that should be taking place in the time of Bubble closure, local lockdown, or national lockdown. This is to enable the effective delivery of new content and skills, to maintain positive relationships with students and to facilitate learning and progress checks.
- Dress code- Staff are expected to look presentable whilst teaching video or live lessons and also whilst attending virtual meetings and CPD sessions. Whilst, it is not necessary to wear business attire, clothing should be smart-casual and should have no offensive symbols or slogans.
- Locations- Staff should choose an appropriate location and back-drop, when attending virtual staff meetings and also when teaching live lessons and pre-recorded video lessons. Please ensure that the back drop is neutral and be mindful of what can be seen in the background. In virtual meetings, be mindful of professionalism and situate yourself in an area that is appropriate. Please be mindful, that should you sit in front of a window, it will darken your face- potentially, making your session with students less engaging.
- Conduct in Virtual Meetings- Staff are expected to be mindful of professionalism at all times. Staff are expected to wear smart-casual dress and to locate themselves in a neutral setting, which would be appropriate for a meeting space. During virtual meetings and CPD sessions, staff are expected to request to enter the meeting in good time, in order that virtual meetings can commence promptly. Staff are also expected to leave the camera on their device turned on at all times and to mute their microphone, unless prompted to contribute. The chat functions of meetings software can be used to raise questions, as well as the raised hand symbol, to alert the presenter of the meeting or CPD session, that they wish to contribute.
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2.2 Educational Support Assistants

When assisting with remote learning, ESAs must be available during their usual working hours at the academy.

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 and must also inform the Senior Leader in charge of producing staff rotas.

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

Supporting pupils who aren't in school with learning remotely, as per the direction of the academy's SENCO- this may be through the form of video or phone calls, or by attending Live Lessons

Attending virtual meetings with teachers, parents and pupils:

- Dress code- work wear or smart casual attire is required- with no offensive or inappropriate designs
- Locations- avoid areas with background noise and ensure that the background is neutral

ESAs may also be required to work in order to assist in the provision of Keyworker or Vulnerable provision, in school during periods of school closure, as a result of Lockdown or a period of Local Lockdown; again this will be at the direction of the academy's SENCO.

2.3 Heads of Faculty / Key Stage Leaders/SENCO

Alongside their teaching responsibilities, Heads of Faculty and Key Stage Leaders 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 and meets or exceeds the statutory requirement of 5 hours learning time per school day
- Working with middle leaders 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 quality and frequency of the remote work set by teachers in their subject or Key Stage – through regular virtual meetings with teachers and by sampling/reviewing the quality, pitch and challenge of the work set
- Alerting teachers to resources they can use to teach their subject remotely
- Ensuring that the curriculum is adapted appropriately, in order to be accessible remotely, whilst still maintaining challenge and appropriate progression
- Monitoring the completion of work by students and to liaise with Year Leaders as appropriate, to make home contact and to activate next steps for students who are raising concerns in terms of engagement with remote learning
- Tracking participation rates in live lessons and actioning contingency plans for persistent non-attendees
- Sampling the engagement in live lessons, by dropping in to virtual sessions, in order to motivate the students present
- Monitoring the effectiveness of feedback given to students and assessing its impact in improving progress
- Directing staff teachers and non-teaching Heads of Year to monitor the completion of work on Google Classroom and to engage with students, parents and carers to improve the quality and frequency of the work being completed remotely.
- SENCO is to direct ESAs to support learners with additional needs as and when required, within the pattern of their usual working hours
- SENCO is to provide support and training to ESAs, in order that they are confident in how to support learners within a Live Lesson, or in 1-1 or small group virtual support sessions
- All leaders are responsible for engaging reluctant remote learners and enabling learners with a lack of provision in the home to be able to access provision- in liaison with James Podlewski and Jo Richmond.

2.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school. VP Curriculum: Intent, Implementation and Impact is responsible for ensuring teaching staff are supported in providing high quality pre-recorded and Live Lessons on the academy's remote learning platform- Google Classroom

- Monitoring the effectiveness of remote learning, through: regular meetings with teachers and subject leaders; reviewing work set; sampling the quality of feedback; surveying/sampling the views of pupils and parents/carers and monitoring completion rates on at least a half termly basis.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- VP Curriculum: Intent, Implementation and Impact will communicate with Heads of Faculty, AP KS3 Achievement and AP KS4 Achievement, as well as Key Stage Leaders on a weekly basis to ensure that provision is adequate and that daily contact with students is maintained. Next steps and action plans will be activated in these meetings for any students who are a cause for concern in terms of accessing their 5 hours of learning each day.

2.5 Designated Safeguarding Lead

The DSL is responsible for:

Ensuring that Safeguarding protocols are adhered to by all staff in terms of the delivery of pre-recorded and live video lessons, as well as supporting students through interactions on the Google Platform.

The designated safeguarding lead will take **lead responsibility** for safeguarding and child protection (including online safety). This will be explicit in the role holder's job description. This person will have the appropriate status and authority within the school to carry out the duties of the post. They will be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

The Designated Safeguarding Lead (DSL) for child protection (member of senior management) is: Cheryl Eastwood (Vice Principal) ceastwood@airedaleacademy.com tel: 01977 664555

The Deputy DSL and Mental Health Lead is Claire Holdsworth (Deputy DSL) - choldsworth@airedaleacademy.com tel: 01977 664555

The nominated Child Protection Governor is Hugh Griffiths - hgriffith@airedaleacademy.com tel: 01977 664555

2.6 IT Staff

IT support staff are responsible for:

- Fixing issues with systems 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 pupils and parents with accessing the internet or devices

2.7 Parents

Staff can expect pupils learning remotely to:

- Be contactable during the standard academy day – although consider they may not always be in front of a device the entire time
- 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
- Use only their Airedale Academy email address to access provision
- Be respectful during and prompt to live lesson provision
- Turn on cameras and microphones at the direction of the member of teaching staff who is leading the live lesson

Staff can expect parents with children learning remotely to:

- Make the academy aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it- in terms of WiFi access; data and devices
- Liaise with pastoral leaders to engage their children in the remote provision
- Liaise with pastoral leaders if there is a need to access Key Worker/Vulnerable provision, or if their child would benefit from this provision, due to a lack of remote learning provision in the home
- Be respectful when making any complaints or concerns known to staff
- Be respectful to loaned academy equipment eg) laptops and chromebooks

2.8 Academy Council

The Academy Council 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

3 Who to Contact

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

- Issues in setting work – contact the relevant Subject Lead or SENCO
- Issues with behaviour – contact the relevant Head of Year
- Issues with IT – log issues on the Alamo helpdesk
- Issues with their own workload or wellbeing – contact their immediate line manager
- Concerns relating to data protection – contact the Data Protection Officer- Joanne Pitchfork- as a matter of urgency. If Joanne Pitchfork cannot be contacted by phone, leave a message and send an email with a clear description of the suspected breach and make additional contact with the Trust's Data Protection Officer.
- Concerns relating to the safeguarding of students – contact the DSL (Cheryl Eastwood) or Deputy DSL (Claire Holdsworth) as a matter of urgency. In addition, all safeguarding concerns should be logged on CPOMS as a matter of urgency. (Please refer to the academy's Child Protection Policy).

4 Data Protection

4.1 Accessing personal data

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

-Be able to access student personal data, on a secure cloud service- Bromcom MIS.

Ideally, staff should access students' personal data on the devices provided by the academy.

-Staff should close down the student's personal profile on Bromcom, as soon as the information has been used

-Staff should ensure that no one living in their household has access to secure passwords for the Google Platform, staff emails, CPOMs or the Bromcom MIS system.

4.2 Processing Personal Data

Staff members may need to collect and/or share personal data such as email addresses and phone numbers, and access to IT equipment, 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.

4.3 Keeping Devices Secure

All staff should refer to the academy's data protection policy, but in essence, all staff members should 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 academy's policy of acting immediately in response to any safeguarding concerns remains. Staff and volunteers will continue to follow our Child Protection procedures and advise the DSL of any concerns they have about any child, including those who are not attending school. Both via telephone and by logging any concerns on CPOM's.

It is likely that students will be using the internet and engaging with social media far more than standard as a result of Covid-19. Staff should be vigilant to the signs of cyberbullying and other online risks and our filtering and monitoring software remains in use during this time to safeguard and support our students.

Staff will follow the process for online safety set out in the academy's Safeguarding Policy.

Staff who interact with children online will continue to look out for signs that a child may be at risk. If a staff member is concerned about the wellbeing of a student, that staff member will report that concern to the DSL or to a Deputy DSL.

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organization).

In an average classroom (physical or online) 3 students will be suffering from a diagnosable mental health condition. All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is suffering abuse. Only appropriately trained professionals can diagnose

mental health problems but staff in school are well placed to identify behaviour that may suggest an issue.

If staff have concerns about the mental health of a pupil, they will speak to relevant staff within the academy including, if necessary, the DSL. If a student presents with a medical emergency then this is actioned immediately. Where a CAMHS referral is necessary, this is managed by the DSL or Deputy DSL. The academy's Mental Health Lead is the Deputy DSL.

The varied arrangements in place as a result of the COVID-19 measures do not reduce the risks that children may face. As such, it remains extremely important that any allegations of abuse made are dealt with thoroughly and efficiently and in accordance with our Safeguarding Policy.

We will always seek and record the voice of the child and take this into consideration when taking decisions. However, there may be circumstances where we override the student's wishes and feelings to act in their best interests. All members of the school staff and governing body will uphold the ethos of the Equality Act and any prejudicial related incidents will be recorded and actioned immediately.

Please refer to the full safeguarding Policy for further information and to KCSIE 2022.

6. Monitoring arrangements

This policy will be reviewed at least annually, but also in the case of a local or national lockdown, by Jo Richmond. At every review, it will be approved by the Trust and the Academy Council, in consultation with staff and the relevant professional bodies.

7. Links with other policies

This policy is linked to our:

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