



# Midsomer Norton Schools Partnership

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## REMOTE LEARNING POLICY

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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 Midsomer Norton Schools Partnership (MNSP) and local school community with regards to remote learning.
- Provide appropriate guidelines for data protection.

### 2. Roles and responsibilities

The Headteacher should set the expectations of remote learning in their own setting, but must meet the full requirements of this policy. A senior member of staff should train colleagues how to set and administer on-line learning. Subject leaders across all phases should review and evaluate work set and where necessary provide feedback and support to teachers. Pastoral staff should monitor and address issues of progress across all of their subjects. Support staff working with children should continue in this role so that those who need additional help still receive this through our on-line medium or at the very least by telephone.

#### 2.1 Teachers

When providing remote learning, teachers must be available between usual school 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 for your school.

When providing remote learning, teachers are responsible for:

Setting work – Teachers should:

- Determine who needs to have work.
- The amount of work required.
- Where work should be uploaded – [Google Classroom](#).
- Follow the scheme of learning
- Differentiate work appropriately

- Provide an area or response sheet for pupils to work on.
- Provide a live element to learning episodes (at least every other lesson) where live video of learning is used or recorded exposition is available.

Providing feedback on work – cover details like:

- Teachers should provide feedback via Google Classroom using the usual expectation of the assessment and marking policy/procedures.
- Teachers should answer emails where possible from pupils to clarify issues or respond to help required but through the school email accounts only
- Teachers can answer emails from parents, but this should be sensible in terms of expectations. It is not expected that teachers should answer emails daily from parents/carers.
- Complaints should be resolved with using the usual complaints policy.
- Pupils that fail to complete work, should be given time to do so after school. If pupils still fail to complete work, parents should be counted and additional catch-up put in place immediately or when pupils return to school.

Attending virtual meetings with staff, parents and pupils:

- Teachers should be live and available for pupils during normal lesson time on Google Classroom
- Teacher and other staff can use MAT software to undertake virtual parent consultation evenings. Teacher and central admin teams will provide information including progress data to staff where appropriate.
- Please adhere to the MAT Code of Conduct for guidance on conduct during virtual meetings with parent and lessons.

Pupil Premium Children:

- Each PP pupil will receive a phone call each week to discuss progress.
- Where pupils are not completing work, a daily phone call may be required along with contact with parents.

## **2.2 Teaching assistants**

When assisting with remote learning, Teaching Assistants must be available between normal school working hours

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

- Supporting pupils who aren't in school with learning remotely.
- Work directly with EHCP pupils receiving google meet support sessions.
- Undertake daily phone calls for EHCP pupils and log progress.
- Provide weekly support sessions for SEN children via Google Meet focussed initially on English, Maths and Science.

## **2.3 Subject leads/SENDCO**

Alongside their teaching responsibilities, subject leads are responsible for:

- Monitoring the quality of work set and feeding back to teachers on possible improvements.
- Ensuring that the level of challenge is suitably high for all children and that work matches the needs of ALL learners.
- Supporting staff where improvements are required.
- Alerting teachers to resources they can use to teach their subject remotely.
- SENDCO should monitor the quality and quantity of work set for SEND learners and feedback to staff on how this can be further improved.
- SENDCO should support individual children to ensure they can access set work and respond to learning.
- Contact pupils and/or Parents/Carers if pupils are not engaging.

## **2.4 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 –
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## 2.5 Designated safeguarding lead

In each school, the role of the designated safeguarding lead and their deputy/deputies is to take lead responsibility for safeguarding and child protection within the school and to be available during school hours for staff to discuss safeguarding concerns. Each school has [Local Procedures](#) which are made available to staff. The Child Protection and Safeguarding Policy expectations remain in force during remote learning.

The designated safeguarding lead (and their deputy/deputies) will:

- Liaise with and manage referrals to relevant agencies such as the relevant Local Authority Children's Services, the LADO, the Channel Panel, the Police and the Disclosure and Barring Service (DBS);
- Keep the head teacher and the local governing body informed of on-going safeguarding and child protection issues and enquiries;
- Ensure all training is up to date – including on-line safety;
- Provide advice and guidance for staff on safeguarding and child protection issues and making referrals;
- Ensure the local safeguarding and child protection procedures are up to date and consistent with Local Safeguarding Children Board policies and that local procedures are reviewed annually;
- Ensure all staff, including temporary staff, are aware of and understand policies and procedures and are able to implement them;
- Attend regular training (in line with BCSSP requirements), including Prevent awareness training, Child Protection Forums meetings hosted by the relevant Local Authority in order to keep up to date with new policy, emerging issues and local early help, safeguarding and child protection procedures and working practices;
- Provide regular updates received from the relevant Local Authority and BCSSP to all staff members and governors on any changes in safeguarding or child protection legislation;
- Have an awareness of those children who may be in need, young carers and children who have special educational needs / disabilities and liaise with the SENDCO when considering any safeguarding action for a child with special needs;
- Liaise with the designated teacher for LAC/Post LAC whenever there are safeguarding concerns relating to a looked after child or previously looked after child;
- Oversee child protection systems within the school, including the management of records, standards of recording concerns and referral processes;
- Provide a link between the school and other agencies, particularly the relevant Local Authority Children's Services and the relevant Local Authority Local Safeguarding Children Board;
- Ensure staff, including temporary staff, receive appropriate safeguarding and child protection training every 3 years and receive regular updates (eg: via email, e-bulletins and staff meetings) as required, but at least annually;
- Ensure parents are fully aware of the Trust policies and procedures and that they are kept informed and involved; and
- Ensure relevant records are passed on appropriately when children transfer to other schools and where appropriate, share relevant information with schools or colleges to enable continued support to the child on transfer.
- Have a good awareness of pupils who need a social worker and may be at greater risk of harm and liaise with social workers regarding individuals when concerns arise.
- Liaise with pastoral staff and external agencies to provide mental health support to pupils to those identified as needing intervention.
- Hold and use information from Local Authorities so that decisions can be made in the best interest of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine.

## 2.6 IT staff

IT 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 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school 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.

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

## **2.8 Trust and Local Governing Bodies:**

- Monitor and evaluate the overall Trust approach to remote learning
- 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.
- Issues with behaviour – talk to the relevant head of phase or year/house.
- Issues with IT – refer to teacher or subject lead.
- Issues with their own workload or wellbeing – talk to their line manager.
- Concerns about data protection – talk to the data protection officer.
- Concerns about safeguarding – talk to the DSL.

## **4. Data protection**

### **4.1 Accessing personal data**

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

- Follow Trust policies relating to GDPR

### **4.2 Processing personal data**

Staff members may need to collect and/or share personal data such as (such as email addresses) as part of the remote learning system (In the MNSP schools, school addresses only should be used except in emergency). As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. Staff and students must only use Trust email addresses

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. CP/Safeguarding**

- Please see the Trust CP and Safeguarding policy

## **6. Monitoring arrangements**

- This policy will be reviewed annually by the Trust.

## **7. Links with other policies**

This policy is linked to our:

Behaviour policy

Child protection and safeguarding 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