



The Gainsborough
Academy
'High Expectations'

Remote Learning Policy

Approved by: Anna Leng

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Remote Education

Contents

1.	Aims	1
2.	Introduction.....	1
3.	Quality Assurance.....	2
4.	SEND.....	3
5.	Vulnerable Children.....	3
6.	Roles and responsibilities	4
7.	Who to contact	6
8.	Data protection	6
9.	Safeguarding	7
10.	Monitoring arrangements	7
11.	Links with other policies	7
12.	Appendices.....	8

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 school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Introduction

Remote education provided will be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day
- Key Stages 3 and 4: 5 hours a day

School will teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum.

School has selected a digital platform for remote education provision (Google classroom) that will be used consistently across the school in order to allow interaction, assessment and feedback and made sure staff are trained and confident in its use. School will overcome barriers to digital access for pupils by:

- distributing school-owned laptops accompanied by a user agreement or contract
- providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.

We recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and school will work with families to deliver an ambitious curriculum appropriate for their level of need.

It may also be that some pupils who have difficulty engaging in remote education may be considered to be [vulnerable children](#), and therefore eligible to attend provision in person. This is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors.

3. Quality Assurance

School has a system for checking, daily, whether pupils are engaging with their work, and will work with families to rapidly identify effective solutions where engagement is a concern.

School will identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.

When teaching pupils remotely, school will:

- set meaningful and ambitious work each day in an appropriate range of subjects
- provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:
 - Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
 - Key Stage 2: 4 hours a day
 - Key Stages 3 and 4: 5 hours a day

Online video lessons do not necessarily need to be recorded by teaching staff at the school: [Oak National Academy](#) lessons, for example, can be provided in lieu of school led video content.

School will transfer into remote education what we already know about effective teaching in the live classroom by, for example:

- providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
- providing opportunities for interactivity, including questioning, eliciting and reflective discussion
- providing scaffolded practice and opportunities to apply new knowledge
- enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate

4. Special Educational Needs

For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place. School will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered will be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions will be considered on a case by case basis, avoiding a one size fits all approach.

5. Vulnerable Children

Where individuals who are self-isolating are within our definition of vulnerable, School has put systems in place to keep in contact with them.

When a vulnerable child is asked to self-isolate, school will notify their social worker (if they have one). School leaders will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person. The student family welfare team completes risk assessments

for all students we deem as vulnerable and not accessing onite provision (social workers invited to contribute) and these RA are reviewed regularly.

Schools will also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so

6. Roles and responsibilities

More detail will be added to this policy following central government changes as the Covid 19 epidemic develops and the potential for full/partial closure is likely.

6.1 Teachers

When providing remote learning, teachers must be available between 8.30 am and 3 pm. 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 make the Principal aware via the Google availability sheet.

When providing remote learning, teachers are responsible for:

- **Setting work:**
 - Teachers provide work for their teaching groups or HOD in the Teachers absence.
 - Remote learning is to be offered using the Google Classroom suite and where possible utilises resources from the Oak Academy to reduce unnecessary planning and preparation. All lessons during full lockdowns will have a live element.
 - The Remote Learning Coordinator (Dave Miller) will co-ordinate with HOD, teachers to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work
- **Providing feedback on work**
 - Students will submit completed work via Google classroom and the School Gmail system
 - Staff will share feedback with pupils via the same mechanism where possible
- **Keeping in touch with pupils who aren't in school and their parents**
 - The Attendance and welfare team will make contact every 3 days with students and families as part of our welfare checks. This will be completed by phone, email and follow up face to face as restrictions allow or welfare concerns identified. (see normal attendance policy and Covid Addendum)
 - There is no expectation that staff have to contact parents outside normal working hours and this is attached as a footer to all outgoing mail.
 - Any safeguarding concerns should be raised in line with our policy and set procedures including referrals to children services where required and police safe and well checks.
 - Concerns regarding non-completion of work can be raised with parents, and recorded on BROMCOM. Heads of year will coordinate feedback if several subjects report concerns to give a joined up approach and look for additional welfare / support needs.
- **Attending virtual meetings with staff, parents and pupils**
 - Dress code – Normal professional dress code applies as would in the workplace
 - Locations (e.g. All locations should not contain personal items /inappropriate backgrounds, no staff should record live streaming from identifiable bedrooms, where possible plain wall or computerised background should be used.)

6.2 Teaching assistants and other Support Staff

When assisting with remote learning, teaching assistants must be available between 8.30 am – 3 pm. 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.

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

- Supporting pupils who aren't in school with learning remotely who are part of their key worker group and assist with welfare contact where possible
- Attending virtual meetings with teachers, parents and pupils
 - Dress code – Normal professional dress code applies as would in the workplace
 - Locations (e.g. All locations should not contain personal items /inappropriate backgrounds, no staff should record live streaming from identifiable bedrooms, where possible plain wall or computerised background should be used.)

All Support staff will be expected to work with a group of students during a full / partial lockdown to complete regular welfare checks and provide guidance and support to families. This will be recorded on a central data base and staff are expected to adopt a 'play' or 'pass' approach to ensure no child is left behind. Support staff are encouraged to attend school to make contact where needed in a covid safe way. Staff using own devices must safeguard their identify and not share personal contact information.

6.3 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

6.4 Senior leaders / Remote Learning Coordinator

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – Dave Miller is the locally appointed remote learning coordinator at the Gainsborough Academy
- Monitoring the effectiveness of remote learning – this is coordinated by Dave Miller and collated on a Google sheet, with a view to gain feedback from pupils and parents via Google forms.

6.5 Designated safeguarding lead

The Designated Safeguarding Lead is responsible for safeguarding and child protection at the school. The key role of the Designated Safeguarding Lead is to:

- understand and keep up-to-date with local safeguarding arrangements
- act as the main point of contact with the three safeguarding partners
- manage referrals from school sta or any others from outside the school
- work with external agencies and professionals on matters of safety and safeguarding
- raise awareness of safeguarding and child protection amongst the sta and parents
- ensure that child protection information is transferred to the pupil's new school

6.6 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

6.7 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

6.8 Awarding Organisation Requirements / considerations

To ensure compliance with quality assurance process for examination bodies the centre will:

- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely
- Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner
- Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear
- Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement.

7. 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 year or Matt Boucher
- Issues with IT – talk to IT staff / technicians. Complete email request to 'admin@thegainsboroughacademy.org.uk'
- Issues with their own workload or wellbeing – talk to their line manager or the Principal directly
- Concerns about data protection – talk to the data protection officer or the Principal
- Concerns about safeguarding – talk to the DSL (Anna Leng) or Deputy DSL (Nic Devine) as per normal policy.

8. Data protection

8.1 Accessing personal data

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

- Only use the school provided g-suite to access information or secure programmes such as BROMCOM.
- School devices should be utilised wherever possible, if phones are used numbers must be protected and not shared.

8.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses, registration details etc. 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.

8.3 Keeping devices secure

These tips are based on our article on the GDPR and remote learning.

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

9. Safeguarding

The Safeguarding policy can be found via our School website along with full risk assessments for the current pandemic.

The child's welfare is of paramount importance and all adults take the welfare of the children seriously. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe, including whilst working remotely. Children at our school will be able to talk freely to any member of staff if they are worried or concerned about something.

The Gainsborough Academy is committed to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's mental and physical health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our school to have the best outcomes.

The optimal scenario is to have a trained DSL (or deputy) available on site during all student open sessions. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for coordinating safeguarding on site.

The DDSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely.

In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Student Family Welfare Team studentandfamilywelfareteam@thegainsboroughacademy.org.uk (which alerts the full welfare team) and the SLT slt@thegainsboroughacademy.org.uk - This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay. Where staff are concerned about an adult working with children in the school, they should report the concern to the Principal without delay via anna.leng@thegainsboroughacademy.org.uk

Concerns around the Principal should be directed to the Chair of Governors: Shaun Flynn sflynn-gov@wickersleypt.org

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a school place to those on the edge of receiving children's social care support.

The Gainsborough Academy will continue to work with and support children's social workers to help protect vulnerable children. The Gainsborough Academy will encourage our vulnerable children and young people to participate in active school work even if being educated at home.

We will maintain regular contact (every 3 school days) with all families who are classed as vulnerable. Where vulnerable families cannot be contacted by telephone a home visit will be conducted. Social distancing recommendations will apply during home visits and Where the family has a social worker they will also be made aware if contact is not successful

The Gainsborough Academy will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the code of conduct. Online assistance for IT support will continue remotely throughout any closure period.

During COVID -19 lockdown school has provided additional advice, guidance and resources to students, Parents/Carers on how to maintain personal safety whilst learning remotely.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only unless session recorded or another staff member is in the vicinity or within the vicinity of CCTV recording.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used online between staff and students should be in appropriate areas, for example, not in bedrooms; and where possible the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- Staff should record the length, time, date and attendance of any sessions held.

The Gainsborough Academy is committed to ensuring the safety and wellbeing of all its Children and Young people and the school will share safeguarding messages on its website and social media pages as well as signposting mental health support networks and key information

The Gainsborough Academy recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at the Gainsborough Academy need to be aware of this in setting expectations of pupils' work where they are at home.

The Gainsborough Academy is committed to ensuring the wellbeing of all its Children and Young people which includes supporting those entitled to free school meals during any school closure period. The Academy will utilise central government policy to utilise EDENRED voucher scheme to provide all qualifying families with financial assistance to ensure food for the children can still be purchased.

10. Monitoring arrangements

This policy will be reviewed every 3 years by the Principal

11. Links with other policies

This policy is linked to our:

- Behaviour policy
- 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

12. Appendices Section

Delivering remote education safely

Keeping children safe online is essential. The statutory guidance [keeping children safe in education](#) provides schools and colleges with information on what they should be doing to protect their pupils online.

Support on delivering online remote education safely is available from:

- [safe remote learning](#), published by SWGfL
- [online safety and safeguarding](#), published by LGfL, which covers safe remote learning

- the National Cyber Security Centre, which includes which [video conference service](#) is right for you and using video conferencing services securely
- [safeguarding and remote education during coronavirus \(COVID-19\)](#) • annex C of [keeping children safe in education](#)