



All Saints' Academy

Remote Learning Policy

Approved by:	Liam Wilkinson	Date: 16.06.22
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1. National Context for this policy

The temporary provisions in the Coronavirus Act 2020 expired on 24 March 2022. As a result the Remote Education (England) Temporary Continuity (No.2) direction no longer has effect.

The priority should always be for schools to deliver high-quality face-to-face education to all pupils. Remote education should only ever be considered as a short-term measure and as a last resort where in person attendance is not possible.

Scenarios where remote education should be provided

Attendance is mandatory for all students of compulsory school age. Schools should consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government.
- occasions when individual students, for a limited duration, are unable to physically attend their school but are able to continue learning, for example pupils with an infectious illness.

In these circumstances students should have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning.

Where needed, you should consider providing remote education equivalent in length to the core teaching pupils would receive in school and including recorded or live direct teaching time, as well as time for students to complete tasks and assignments independently.

Good practice is considered to be:

- 5 hours a day for key stages 3, 4 and 5.

2. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for students who aren't in the Academy
- Set out expectations for all members of the Academy community with regards to remote learning
- Provide appropriate guidelines for data protection

3. Roles and responsibilities

The VP Curriculum will coordinate surveys to understand the level of connectivity for students to remote learning.

The VP Curriculum will work with SLT to:

- maintain up-to-date records of student access to remote learning and make this clearly accessible to all staff to view.
- consider how school technology resources could be used in future to support students without sufficient remote facilities. This could include preparing to provide laptops and chargers to identified families with any usage or loan agreements necessary to help safeguard school property
- ensure that any equipment obtained under the department's [Get help with technology programme](#) is clearly identified and ready to be re-distributed for a similar purpose
- co-ordinate remote learning information on the Academy website

3.1 Teachers

Teachers will set learning tasks for their class using agreed learning platforms to cover the missed lessons as directed by the SLT at the first opportunity within the normal Academy working day enabling the student to complete their remote learning. All Saints' Academy has chosen to adopt Microsoft Teams for remote learning provision including enhancement using other applications that were successful during lockdown (i.e. Satchel One, Hegarty Maths).

If providing remote learning from home, teachers must be available between 8:40am and 3:10pm, in line with the normal Academy timetable, unless by prior agreement with the Principal or Vice Principals due to exceptional circumstances.

If they're unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure on the designated absence number. Cover work should be set in consultation with the teacher's line manager to ensure that suitable work is in place on time and/or another teacher is able to deputise for 'live' teaching as required.

When providing remote learning, teachers are responsible for:

Setting work

- The intent is to closely match the provision that students would be receiving in the Academy. In most cases it will be possible to share lesson resources used in the Academy, supplemented with direction on the tasks to be completed.
- Teachers must consider the adaptive learning needs for their students as would be the case if the students were in school – those with SEND plans will require specific approaches tailored to their circumstances.
- 'Live' or pre-recorded provision: some teaching may be delivered 'live' via MS Teams. In this instance teachers will use their Academy laptop or other video/microphone device approved for use in the Academy to record their lesson in action. See Appendix for guidance on student use of MS Teams. Other pre-recorded content from the subject teacher is preferred to third party video content and should be uploaded to the "class materials" folder in the usual way for students to view. Third party video links can be used as an alternative, where the teacher is not able to record, and should be saved to the "class materials" folder in the usual way.
- Teachers must make sure that they co-ordinate with other teachers in their subject team(s), to ensure consistency across the year/subject and to make sure students with limited access to devices can still complete the work.

- In an extreme instance, where students are unable to access online learning, paper based resources in line with curriculum tasks will be collated by Progress Leaders to be posted home or collected from reception, where this is possible.

Providing feedback on work:

- Teachers can use quizzes or tests on core content as a regular feature, asking students to complete these within a specified time and email them back.
- Students can send any completed work to teachers via MS Teams/ Academy email or Satchel One.
- Teachers should email or share feedback on MS Teams/Satchel One, as required.
- Teachers should respond to any emails from parents/ children within 48 hours.

Keeping in touch with pupils who are not in school and their parents:

- Frequent contact between pupils and teachers is required. The Academy will make contact with students coordinated through the Education, Welfare and Attendance Manager and Progress Leaders.
- Any vulnerable children not attending live lessons online or submitting tasks online will be supported by a risk assessment.
- Any concerns following contact must be shared with the pastoral team or DSL as directed by the Safeguarding Policy.
- Failure to engage with home learning should be shared with subject leaders and Progress Leaders and further contact should be persevered with to understand what the barriers are. E.g. access to the internet.

3.2 Senior Leadership Team, Head of Faculty, Progress Leaders and Attendance/Welfare Officer

Alongside any teaching responsibilities, senior and middle leaders are responsible for:

Co-ordinating the remote learning approach across the Academy supporting VP Curriculum.

Monitoring the effectiveness of remote learning – reviewing work set by teachers and engaging with students and parents for feedback.

Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Monitoring daily attendance to remote lessons or completion of online tasks.

3.3 Designated Safeguarding Lead

The DSL is responsible for:

Maintaining contact, collating, passing on information and responding to any concerns.

3.4 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 students and parents with accessing the internet or devices

3.5 Students and parents

Staff can expect students learning remotely to:

- 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 Academy aware if their child is sick or otherwise can't complete work
- Seek help from the Academy if they need it
- Be respectful when making any complaints or concerns known to staff

3.6 Board of Trustees

The board of trustees is responsible for:

- Monitoring the Academy approach to providing remote learning to ensure education remains of high quality
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons
- Promoting staff well-being

4. Who to contact

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

Academy specific contacts:

Issues in setting work	Mr L. Wilkinson on lwilkinson@asachelt.org
Issues with behaviour	Mrs T. Cummings on tcummings@asachelt.org
Issues with IT	IT Manager on helpdesk@asachelt.org
Issues with their own workload or wellbeing	Mr D. McNiffe on dmcniffe@asachelt.org
Concerns about data protection	Mr L. Bradley on lbradley@asachelt.org
Concerns about safeguarding	Mr T. Cummings on tcummings@asachelt.org
Staff absence	Mr L. Wilkinson on lwilkinson@asachelt.org
Special Educational Needs	Mrs Laura Herrick on lherrick@asachelt.org

5. Data protection

5.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will be able to access data:

- Via a secure cloud service (Office 365) or using a server to our IT network
- Using an Academy device such as a laptop. Where this is not possible, staff would use their own personal device

5.2 Processing personal data

Staff members should not need to collect or share personal data as part of the remote learning system. However, staff would consult with the Academy's data protection lead should they feel they have a need to collect or share personal data.

Staff would be expected to collect and report upon academic data, such as attainment grades for submitted home learning tasks.

However, staff are reminded to collect and/or share as little personal data as possible online.

5.3 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, or is locked, if left inactive for any 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. Safeguarding

Please see the following for updates concerning safeguarding in relation to home learning.

See the Safeguarding Policy and Child Protection Policy, 2022

7. Monitoring arrangements

This policy will be reviewed in 12 months (June 2023) by the VP Curriculum. At every review, it will be approved by the Standards and Steering Committee.

8. Links with other policies

This policy is linked to our:

Safeguarding policy

Data protection policy, Information security policy and privacy notices

ICT and internet acceptable use policies