


# Forest Way School

## Remote Learning Policy 2020-21

Name: Gail Seaton

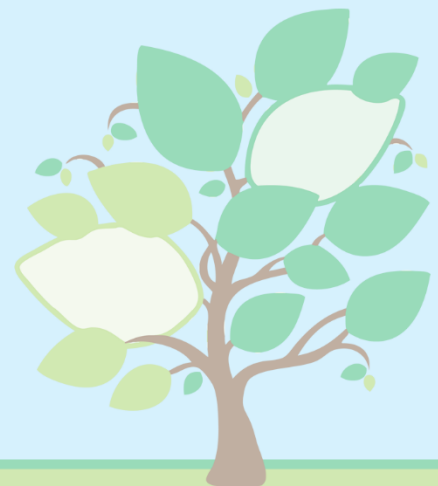
Signature:



Title: Headteacher

Date: September 2020  
Amendments Nov 2020

Next Review Date: September 2021



Statutory

Non-Statutory

# Contents

1. Aims.....	0
2. Roles and responsibilities.....	0
3. Who to contact.....	2
4. Data protection.....	2
5. Safeguarding.....	3
6. Monitoring arrangements .....	3
7. Links with other policies .....	3

---

## 1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

## 2. Roles and responsibilities

Through the national lockdown of spring / summer 2020 Forest Way, like most schools, stayed open throughout the period to support its most vulnerable pupils and those of key workers. As all students at Forest Way have an EHCP and are by definition a vulnerable group this aspiration stays in place. However, it is important to plan for the potential closure of Bubbles or a whole school closure that ensures the minimum disruption to learning and the maintenance of effective safeguarding

Ultimate responsibility for the schools Remote Learning Provision sits with the HeadTeacher. It is their responsibility to ensure colleagues are tasked effectively and have the tools to deliver online or blended learning as appropriate.

The HeadTeacher will be supported in this by the Deputy HeadTeacher and Assistant Heads who will support the delivery but also monitor the effectiveness and impact of this provision

### 2.1 Teachers

When providing remote learning, teachers must be available between 9:00 a.m and 3:30 p.m.

If they are 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 providing remote learning, teachers are responsible for:

- Setting work for their class which is both differentiated and in line with the child's prior learning and next steps. The work should be planned in accordance with the schools Medium Term Plans and topics to ensure continuity of learning when the child returns to school. Because of the additional needs of our pupils we must recognise that for most of our students they will need support from home to complete tasks so it is important that we work in partnership with parents to set a realistic expectation of what can be achieved. This may mean some parents requesting more or potentially less work. Given that the outcomes from EHCP's are not wholly focused on cognition and learning, work could also include support for communication and interaction, self-help or physical / sensory needs.
- The school does have provision to deliver online learning through Microsoft Teams and there is an expectation that teachers will use this as appropriate for their group, but we must recognise for our pupils they will need support from home to access this.
- We recognise that the vast majority of our pupils learning style is very practical based so tasks sent home will reflect this. Work will be produced and printed by the school and posted home weekly as to not burden parents with unnecessary printing costs.
- Providing feedback on work – as we anticipate any closure being short-term, we would request that work covered at home is sent back in to school on the child's return so it can be added to their portfolio and recorded appropriately.
- Keeping in touch with pupils who are not in school and their parents:
  - Welfare calls to parents are made weekly to home by the class teacher or in their absence a senior Teaching Assistant. The calls are used by the school to better understand how parents are coping through a closure and if work is appropriate.

- The Welfare call is recorded on the Telephone Database which is then monitored by the Headteacher with any concerns flagged for a follow up call. If the teacher feels the child or family present a more immediate concern this should be instantly raised with a member of the Senior Leadership Team (SLT) or Designated Safeguarding Lead (DSL) who will assesses the situation and consult other service such as Social Care.
  - If a parent is unable to be contacted for more than 3 days then a letter home followed by a home visit will be conducted by a member of the SLT
- Attending “live” virtual meetings or “live” lessons with parents and/or pupils –
- Staff will be appropriately dressed as per the school’s dress code
  - If TEAMS calls are made from a home setting than the staff members location within the home should be in suitably professional setting with the background blurred.
  - To safeguard both children, staff and parents the TEAMS recording facility should not be used.
  - Within school, the virtual lesson will be conducted in a room with another adult in place.
  - A parent or carer must be present during the live meeting.

## 2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9.00 a.m – 3.30 p.m.

If they are 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:

- Preparing materials, resources and activities to be sent home, co-ordinated by the class teacher.

## 2.3 Subject Development

Alongside their teaching responsibilities, teachers are also responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning or wider curriculum development.
- Working with colleagues to support remote learning or 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
- Alerting teachers to resources they can use to teach their subject remotely

## 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 through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## 2.5 Designated safeguarding lead

Gail Seaton (Headteacher ) DSL

James Shanley (Safeguarding Governor)

## 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 are 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
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are 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 not 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 Governing board**

The Board of Trustees will:

- Monitor 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:

Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

- Issues in setting work – Assistant HeadTeacher for their department
- Issues with behaviour – Assistant Headteacher for their department
- Issues with IT – contact Parents support email [parentsupport@forestway.leics.sch.uk](mailto:parentsupport@forestway.leics.sch.uk)
- Issues with their own workload or wellbeing – In the first instance the Assistant Headteacher for their department or the Deputy or Headteacher
- Concerns about data protection – Ian Wood (School Business Manager)
- Concerns about safeguarding – Gail Seaton Headteacher (DSL)

## **4. Data protection**

### **4.1 Accessing personal data**

When accessing personal data for remote learning purposes will be done through a school owned device using the schools agreed learning platform

### **4.2 Processing personal data**

Staff members may need to collect and/or share personal data such as an email address or telephone numbers 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.

### **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. Safeguarding**

Safeguarding concerns should be managed in line with school Child Protection & Safeguarding Policy (adopted September 2020) and the Covid Appendum

## **6. Monitoring arrangements**

This policy will be reviewed annually by Gail Seaton (Headteacher). At every review, it will be approved by the Governing Body.

## **7. 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
- Curriculum Policy