SEAX TRUST
Remote learning policy

LEADING, LEARNING, CHANGING LIVES

Approved by the Board of Trustees & Effective Date of Adoption:	

Contents

1. SEAX Trust Remote Learning Principles and key aspects of practice

We have considered a range of research and used or own experience and knowledge of our pupils and students in developing remote learning packages. As a result while there are overarching areas of commonality, each

school will provide a programme of learning which is bespoke to their cohort and as far as is reasonable is bespoke to individuals within that cohort.

Our basic principles are:

1. Teaching quality is more important than how lessons are delivered.

We know for our pupils and students that a blanket approach to how to deliver lessons and learning is not appropriate. We will endeavour to ensure that approaches vary according to age, learning need and ability to engage. All our remote learning offer will :.

Have clear explanations, scaffolding and feedback. How this is provided will be down to the knowledge of individual teachers and leaders of learning in our schools

Build on prior learning

Will be further developed following assessments of pupils' learning as it assessed while remote learning is in place

2. We will endeavour to ensure that all pupils have access to the technology they need to engage in this aspect of learning.

This includes access to both computers and the internet as appropriate. Our experience of the needs of our pupils means that we know that on-line learning is not always appropriate or engaging for our pupils and so it will not be the sole approach we take to directly working with our pupils

We will work to develop our work with parents to give them the support they need to support their children including advice and training on use of the internet and programmes we recommend

3. We know how important peer and pupil to staff interactions are to ensuring the learning and well- being of our pupils and will ensure that this is built into our programmes of study when remote learning is taking place.

This will include tutor -time sessions to encourage the continuance of social contact, opportunities to share learning and work completed and one to one sessions where this is seen as beneficial to pupils. This may be for clarification of learning and understanding, to continue with therapy if this is possible and agencies are continuing to deliver it or to support the well- being of pupils and avoid social isolation.

4. Pupils will be encouraged and supported in working independently, acknowledging that this is something our pupils often find challenging.

We will include opportunities for pupils to review their work and their understanding by asking questions that will encourage this. We will ensure that programmes are set up in such a way that timetables are provided so that pupils can be helped to plan their learning.

5. Different approaches to remote learning suit different learners and we will take a collaborative approach to working with parents and carers to ensure we recognize this in our offer.

We will ensure that we constantly work with pupils and their parents/ carers to ensure that we are doing what we can to provide an offer which engages our pupils. Our teachers will work with learning leaders in our schools and will reflect on what is the best and most appropriate methods of learning for their subject and

their pupils. This means that our programme will be dynamic and will change over time as we lean more and develop a wider range of skills and resources.

6. Our remote learning package will use a range of resources from our schools as well as from nationally available programmes and offers including BBC, Oak Academy, SEAX Learning platform and commercially available programmes e.g. Mathletics

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.

- Ensure staff, pupils and families are safeguarded.

2. Roles and responsibilities

In this section the roles of all members of staff involved in remote learning are clarified. Appendix A clarifies the protocols in relation to remote learning.

2.1 Teachers (Including outreach teachers) and therapists

When providing remote learning, teachers must be available. 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. Professional standards should be maintained at all times and the online environment should be treated as classroom environment would.

When providing remote learning, teachers are responsible for:

- Planning as you would for a normal lesson following the school teaching and learning policy.

- Establishing routines and protocols for learning.

- Establishing how work will be sent in and marked in line with the school marking policy.

- Ensuring there is a family contact and agreement in place which is adhered to - see guidance.

- Following the remote learning protocols- see Appendix A.

2.2 Additional Adults

When assisting with remote learning, additional adults must be available during normal 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. Professional standards should be maintained at all times and the online environment should be treated as classroom environment would.

When assisting with remote learning, additional adults are responsible for:

- Following directions of teachers at all times and should not communicate with pupils without teacher support.

- Contributing towards safeguarding pupils and staff.

- Supporting with the monitoring of learning.

- Supporting the teacher in establishing routines and protocols for learning.

2.3 Phase/Subject Leads

Alongside their teaching responsibilities, phase leads/subject leads are responsible for:

- Ensuring a timetable is agreed in advance.

- 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 phase/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. This should be communicated to staff and could take place through regular meetings with teachers or by reviewing work set.

- Supporting teachers with the effective use of the preferred online portal, i.e Microsoft teams, E4L, Abor, Mathletics, Earwig.

- Monitoring of online lessons through observations.

- Alerting teachers to resources they can use to teach their subject remotely.

- The overall scheme of work.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school. This will include:

  o Ensuring policies and protocols are implemented, shared with staff and appropriate training has taken place.

  o Communicating with families about remote learning provision.

- Monitoring the effectiveness of remote learning. Leaders will include this in their monitoring and evaluation cycle and should include 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

The DSL is responsible for ensuring safeguarding training includes a focus on remote learning and that staff knowledge and understanding is kept up-to-date. Concerns should be reported through the usual schools systems in line with the child protection policy.

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.

- Managing stored videos in line with the Trust GDPR policies.

2.7 Pupils and parents

Staff can expect pupils learning remotely to follow the Netiquette agreement (Appendix B)

The document should be used with all pupils, parents/carers before commencing remote learning and a record of the home school agreement should be maintained by the school. The document should also be referred to at the beginning of every remote learning session.

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.

- Be respectful when making any complaints or concerns known to staff.

2.8 Trust board

The trust is responsible for:

- Monitoring the approach of all schools to providing remote learning to ensure education remains as high quality as possible.

- Ensuring that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

- Ensuring all schools have completed relevant training.

3. Who to contact

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

- Issues with IT – add in details of person responsible for IT •

    Concerns about safeguarding – add in details for DSL

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will ensure they only use school devices and refer to the GDPR and Remote working policy.

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. 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.

5. Safeguarding

See Child Protection Policy

If there are concerns about other children in the household contact the Essex Hub.

Appropriate training specifically to remote learning should be provided to all staff.

6. Monitoring arrangements

This policy will be reviewed and approved annually by the Trust.

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 (GDPR)
- Teaching and Learning Policy
- Protocols
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

Appendix A Remote learning protocols

1. Lessons must be structured, planned and form part of a learning sequence.

2. Lessons should only take place during the school day.

3. All involved must be reminded about remote learning etiquette at the start of every session and agree to abide by the protocols established. (see separate 'Netiquette' document)

4. Group lessons should be led by the teacher and an LSA should be present during the session.

5. Staff must:

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- o blur their background or ensure that the session takes place against a neutral background with no personal items on display e.g. anything which expresses a political viewpoint.

- o dress appropriately in a professional manner.

- o ensure language and behaviour remain purposeful and professional in line with the staff code of conduct.

6. There must be a clear and published timetable for all remote learning sessions which is agreed with SLT and line managers.

7. Remote learning with only one pupil should be avoided if possible. Where it is necessary (e.g for one to one mentoring) it must be agreed with the line manager, recorded and stored in accordance with the Trust policy on retaining data.

8. Parents/carers must:

- o be aware when remote learning is taking place and who is leading it.

- o sign a remote learning agreement before their child can take part.

9. SLT and others with responsibility for monitoring the quality of teaching and learning should attend lessons as an observer as part of normal monitoring and to assure themselves that all safeguarding measures have been implemented.

10. If a member of staff has a concern about anything they see or hear during a session they should report their concern to the DSL using the usual school procedures.

Appendix B

Netiquette (Online Etiquette)

To make good use of your remote learning sessions please follow the advice below to help you take part and learn.

• During your online session you may require equipment such as pen and paper so please get this ready before you join the meeting

• When setting up your computer try to sit with your back to the wall in a shared part of your home.

• When getting ready for an online session please make sure you are dressed appropriately for a school lesson.

• Before your planned remote learning session, remember to test your sound and camera to ensure they are working properly and at the right level.

• When you join a remote learning session please keep you microphone muted if you are not speaking, this will help to avoid feedback noise.

• If you need to speak during a remote learning session remember to press the 'hands up' button this will let your teacher and other students know that you want to say something.

• In the remote learning environment there is also a text chat screen, typing in here will allow you teacher to know that you need some help.

• The way that we behave online is important (and leaves digital footprints) so always remember to think about this before you contribute.

• Everyone has the right to feel safe on-line you should remember that your school behaviour policy applies during on-line sessions just as it does when you're in school.

• During sessions people don't want to be distracted so please avoid eating and drinking (Other than water).

• If you would like to find out more about staying safe online, speak to your teacher or visits www.thinkuknow.co.uk

If you see or hear something that worries you during on-line lessons you should make your teacher aware or the Designated Safeguarding Lead (DSL) in your school, their details are on you school websites

Appendix C Slide to be displayed at the beginning of all remote learning sessions

SEAX Trust - Remote Learning Guidance

- Students must ensure that they are aware of their schools Acceptable Use Policy (AUP) before taking part in remote learning sessions (this can be accessed from your schools website).

- Students must ensure that they are in a communal part of their home and dressed appropriately before joining the remote learning sessions.

- Remote learning activities are provided as part of your schools curriculum offer and may be visited/observed by other members of the staff team.

- Remote learning sessions may be recorded and stored by school staff inline with GDPR retention guidelines.

- Students must ensure that they behave inline with their school behaviour policies and must not say or do anything which causes upset or harm to others.

- If you have any concerns about your session you should inform your teacher or the Designated Safeguarding Lead (DSL) at your school (their contact details are on your school website).

- Further information on digital safety can be accessed from https://www.thinkuknow.co.uk/