

Daventry Hill School

Remote Learning Policy



ABOUT THIS DOCUMENT:

Purpose: This policy sets out how for staff and governors how remote learning is managed at Daventry Hill School.

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for students 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

Written by Gareth Ivett, January 2021

Agreed by Governors

SIGNED

DATE

Review Date:

January 2022

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1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for students 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. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 9.00am and 3.00pm.

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 providing remote learning, teachers are responsible for:

- Setting work :
 - for their own form group
 - ensuring an adequate amount of work is set to support expected progress
 - ensuring work provides stretch and challenge to support adequate progress
 - uploading work to class dojo. In most cases this will consist of an appropriate selection of videos recorded by the teacher, pictures, and text based activities.
 - The activity section of the platform will be used to set personalised activities that are appropriate to each student.
 - co-ordinate with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure students with limited access to devices can still complete the work
- Providing feedback on work:
 - through the activity section of Class Dojo or through preferred mediums agreed in advance with parents
 - feedback must be shared within 36 hours of the work deadline
- Keeping in touch with students who aren't in school and their parents:
 - teachers are expected to make regular contact through known preferred mediums (e.g. Class Dojo, emails, phone calls etc)
 - communication with parents and students is expected within normal working hours. Teachers are not expected to answer communication outside normal working hours.
 - any complaints or concerns shared by parents and students must be shared with the teacher's immediate line manager – for any safeguarding concerns, please refer to the section below

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› Attending virtual meetings with staff, parents and students:

- during these meetings the teacher must observe the school's expectations for dress code and locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

If teachers are working in school, responsibility for remote learning will be managed on a case-by-case basis in collaboration with the relevant phase leader

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9.00am – 3.00pm.

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 students who aren't in school with learning remotely:

- Under the direction of their teacher, understanding which students they'll need to support
- Under the guidance of their teacher, understanding how they should provide support remotely
- supporting students with SALT and other identified sessions that would normally be supported in a classroom environment

› Attending virtual meetings with teachers, parents and students:

- during these meetings the teaching assistant must observe the school's expectations for dress code and locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

2.3 Phase leaders

Alongside their teaching responsibilities, phase leaders are responsible for:

- › considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- › working with teachers who are teaching remotely to make sure all work set is appropriate and consistent
- › working with other phase leaders 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 effectiveness of remote learning through regular meetings with teachers, reviewing work set or reaching out for feedback from students and parents then making adaptations, if necessary, to ensure students are making expected progress
- › reporting finding of remote education monitoring to senior leaders
- › alerting teachers to resources they can use to teach their subject remotely

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2.4 Senior leaders

Senior leaders are responsible for:

- co-ordinating the remote learning approach across the school
- monitoring the effectiveness of remote learning through regular meetings with phase leaders, UPS teachers with subject responsibility, and making adaptations if necessary to ensure students are making expected progress
- monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for ensuring the safety and wellbeing of all children and young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded and shared with the local authority, and all records of contact made updated on the school provided data base stored on Microsoft One Drive. The communication plans can include; remote contact, phone contact, door-step visits.

Other personalised contact methods should be considered and recorded. Daventry Hill School staff and the DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages, i.e. Class Dojo.

Daventry Hill School recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of students and their parents/carers.

2.6 IT staff

IT staff are responsible for:

- fixing issues with systems used to set and collect work
- helping teaching staff be able to support 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

2.7 Students and parents

Staff can expect students learning remotely to:

- be contactable during the school day – although recognising that a student 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

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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 necessary to support daily learning
- › be respectful when raising any concerns with staff

2.8 Governing board

The governing board is responsible for:

- › 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. The curriculum offer

3.1 Broad and Balanced without Overload

Daventry Hill School will provide a remote curriculum offer that is broad, balanced and is closely matched to the onsite planned curriculum. The remote curriculum offer may consist of a blend of online learning and physical activities depending upon the learning needs of the individual. In addition to core curriculum learning each teacher will provide one 45 minute whole class enrichment session per week for the period of home learning.

The class teacher, supported by the phase leader, will assess the volume of the above offer to be sent home for each child based on the individual child's needs, capacity for learning and learning stamina.

Daventry Hill School has no desire to put undue pressure on parents by providing overly onerous work demands on their children that may lead to a negative impact on the wellbeing of any incumbent

3.2 Meeting EHCP needs

Daventry Hill School will provide a remote education that will meet the identified needs in EHC Plans as far as is reasonably practicable. This may include:

Sensory – TACPAC bags sent home and access to the music with instructions; Staff members will record sensology sessions that parents can then use in the home; we will send home sensory profile packs home where appropriate to support.

SALT – our SALT assistant and class staff will deliver this through Zoom. The school will also be providing virtual training to parents so they can continue with the SALT package.

Physiotherapy – our physical therapy assistant will offer virtual training to parents to allow them to complete in the home.

Social and Emotional – our pastoral team will provide activities, based on Boxall profiles that can be completed at home.

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3.3 Additional Curricula Offer

LotC - our Outdoor Learning Coordinator will provide some activities that can be completed at home.

Physical Health & Development - Our Sports coach will offer PE sessions virtually.

4. 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 phase leader
- › Issues with behaviour – talk to the relevant phase leader or senior leader
- › Issues with IT – the school IT support team
- › 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 a DSL

5. Data protection

5.1 Accessing personal data

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

- › access the data on a school provided device, via Microsoft one drive or the school's server via remote access
- › if the school has provided devices, such as laptops, these must be used rather than personal devices

5.2 Processing personal data

Staff members may need to collect and/or share personal data 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.

5.3 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

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- › 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

6. Safeguarding

Safeguarding arrangements have been updated in the addendum to the school's Child Protection and Safeguarding Policy

7. Monitoring arrangements

Gareth Ivett, Headteacher, will review this policy annually. At every review, the local governing body will approve the policy.

8. Links with other policies

This policy is linked to our:

- › Relationship policy
- › Child protection & Safeguarding policy and our Covid19 addendum to this policy
- › Data protection policy and privacy notices
- › Home-school agreement
- › ICT and internet acceptable use policy
- › Online safety policy