

Remote learning policy

Millais School



Approved by:	Dr A Lodwick	Date: March 2022
Last reviewed on:	October 2021	
Next review due by:	October 2022	

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the school's approach to remote learning
- 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

In the case where the school is closed to the majority of students we will implement the following roles and responsibilities.

All teachers must be available during the school working day. 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 by 08.00 using the absence procedure as emailed daily. If absence is going to affect their ability to set work for their classes, they should contact the DOL or, if it prevents them from communicating with their tutees, they should let the DOY know.

Prolonged school closure

- The work should be set within the guidance set out by Millais School, that students should study lessons according to their timetable. Work set should aim to continue the content of the curriculum but should reflect a reduced expectation as the delivery of the entire curriculum is not feasible.
- Work set should be uploaded onto Microsoft Teams with clear guidance from the teacher as to how it is to be completed. Students are expected to use the 'handing in' feature on the assignment module (inTeams) to enable the teacher and DOL to monitor student engagement in the on-line work.
- Subjects will adopt a common method of labelling work to enable students and parents to easily identify and complete tasks in order.
- Subjects will ensure that students know how to access work remotely, be this using the assignments tab or OneNote. Time has been dedicated during school to ensure this process.
- Teaching staff who are unfamiliar with uploading work onto Teams should use the appropriate link from the table at the end of the Policy (8).
- Prolonged school closure will require teachers to communicate regularly with their DOL in order to raise any emerging issues. They will also collaborate with their team through virtual meetings to ensure consistency in approach to online learning and to enable the sharing of ideas and best practice.
- Teachers will be provided with a list of students who are unable to access the work remotely or have limited access. In these cases, it is the responsibility of subject teachers to provide work for the following week and save in the appropriate folder by 3.30pm Friday of the previous week. This gives time for admin staff to print the work the week ahead and have it ready either for collection or send it out in the post.
- Teachers will be expected to complete CPD tasks in relation to teaching & learning and safeguarding, as directed.
- Teachers will be expected to work on the development of school resources to support students' future learning, through adaptation and creation of schemes of work or learning support materials, as directed by the DOL,

Conducting 'Live Lessons'

- Live Lessons will not be compulsory but should be used if they represent an effective means of delivering a particular learning objective
- If Live Lessons are used, teachers will need to be mindful of those students who do not have access to relevant technology
- Live Lessons must be conducted on school not personal accounts.

Providing feedback

- Each CA will have specific expectations of when to give feedback to students and in what form. This will be outlined by each CA and posted on Microsoft Teams. CAs will consider various tools to use in order to give effective feedback to students in a way that does not overburden teaching staff and in a way that suits their own subject area. Some examples of ways in which CAs will give feedback may be as follows:
 - Use of Microsoft Teams to give feedback (using voice notes)
 - Use of PowerPoints with answers to the work so that students can self-assess the work they have completed
 - Use of Kerboodle to use the 'recording' facility so that oral feedback can be given.
 - Live feedback during whole class meetings
 - Use of Microsoft forms for self-marking
 - Use of Microsoft quizzes to test learning
 - Use of online virtual packages e.g. School Games (PE)
 - Students send work (including photos) to teachers and receive feedback via email
 - Virtual packages where work is marked on-line and teachers have access to the level of student engagement and progress made e.g. MyGCSE (Science), Corbett, Hegarty Maths (Maths),

Ways in which teachers provide feedback will be reviewed regularly and updated periodically.

Keeping in touch with students and parents.

- Tutors are expected to make contact with specific tutees once per week. They will be supported by assigned non-teaching staff to facilitate communication with identified individual students. Issues that may arise should be emailed to DOYs if they cannot be resolved by the tutors.
- DOYs should deal with pastoral issues and any curriculum related queries should be emailed to DOLs. DOLs should then follow up specific concerns with individual subject teachers – all via email. Some concerns may be discussed in online meetings if they are of a generic nature.
- Contact information regarding concerns around the safeguarding of students will be communicated to both students and parents via email from the DSL.
- Teachers should use the school email protocols of times when emails will be answered.
- Complaints or concerns should be shared with DOLs/DOYs in the first instance. If issues cannot be resolved they should be shared with SLT line managers. SLT should appraise the HT regularly of any serious concerns or issues. Safeguarding concerns should be shared directly with the DSL.
- Engagement in schoolwork should be monitored and recorded. The usual reward systems will be used by teachers to credit excellent engagement in online learning. 'Engagement' with remote learning

'grades' will be given as one of the PCTL grades. A live teacher student catch up (SPAs) may be offered whereby students have a window when they can communicate with the teacher and ask questions; the class can discuss progress and work that has been covered, allowing the teacher to identify misconceptions and emerging issues. If there are planned live lesson sessions, these may negate the need for this going forwards. The parents of students who have completed little or no on-line work will be contacted by the subject teacher for subject specific issues or the DOY for lack of engagement in several subjects.

- Vulnerable students (or their parents) should be contacted by the Learning Support team and the SENDCO (in addition to their tutor) to check their mental health and well-being. All vulnerable students will be encouraged to use school for studying.
- Students currently open to social care (CP, CIN, EHP), those currently being assessed and other students considered vulnerable will be allocated an additional member of staff (e.g. Learning Mentor, Medical Welfare Officer, Attendance Officer, SENDCO) to monitor and support their mental health and well-being. All students within this group will be encouraged to use school for studying and for those with a named social worker; information will be shared on uptake of this facility.

2.2 Learning Support Assistants

Learning Support Assistants must be available during their normal working hours. 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 daily email absence procedure.

Learning Support Assistants are responsible for:

- Supporting students with learning remotely as guided by the SENDCO
- As key workers, to monitor the suitability and accessibility of work set by teachers of their specific students; they should adapt if necessary
- Support DOLs by preparing specific differentiated work as requested.
- Ensure that they are included in the teaching TEAMS for the students they work with.
- Complete tasks as requested by the SENDCO.
- Complete CPD task as requested by the SENDCO/ DSL/ SLT

2.3 DOLs and Subject Leads

Alongside their teaching responsibilities, as outlined above, DOLs and 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 to make sure work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set across subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Promoting clarity of explaining tasks and their location to students (and parents)
- Monitoring the work set by teachers in their subject by checking assignments set on FROG or Microsoft Teams and through regular meetings
- Conducting a 'Pupil Pursuit', as and when requested, to assess the quality of remote lessons being set
- Alerting teachers to resources they can use to teach their subject
- Ensuring the mental health, wellbeing and workload of their team is monitored

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school. SLT with responsibility for Digital Learning will work with the ITNS team to ensure full access for teachers, students and parents of the work being set.
- Ensuring the mental health, wellbeing and the workload of all staff is taken into consideration when setting up processes and expectations related to remote learning.
- Monitor the effectiveness of remote learning through meetings with teachers and subject leaders and requesting feedback from students and parents (surveys).
- Monitoring the effectiveness of remote learning by using surveys and 'Pupil Pursuit' sampling in order to:
 - find out the student experience of consistency and typicality in remote teaching and learning across the school,
 - gain an insight into whole school threads and identify best practice,
 - understand how the remote learning environment/ICT infrastructure enhances or impedes learning.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for:

- Keeping and updating accurate records of the most vulnerable students in the school.
- Ensuring that staff keep in regular contact with students in their care
- Reviewing and updating the Addendum to safeguarding Policy at regular intervals
- Ensuring all staff are aware of and have access to the DSL or his deputy at all times.
- Ensuring students and parents are aware of how and who they should contact if they have a safeguarding concern

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 systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

All staff

Attending virtual meetings with staff, parents and students

- During virtual meetings, all staff should wear suitable attire. If the meeting is of a formal nature (e.g. an interview) staff should wear professional dress
- When taking part in a virtual meeting staff should avoid areas with background noise.

Rota

- The rota system outlining which staff will be on duty in school during the week will be circulated the Friday before. To protect social distancing rules and the health and wellbeing of staff and students, the minimum numbers will be in school and, unless they are supervising students, should work in isolated offices where possible.

2.7 Students and parents

Staff can expect students to:

- Be contactable during the normal school hours times – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Be clear about the behaviour expected of them during livestreamed sessions, e.g. taking turns to speak and not interrupting teachers or other pupils
- Be aware that they cannot record sessions or capture images using screengrabs during a Live Lesson.
- Seek help if they need it, from teachers or Learning Support Assistants
- Alert teachers if they're not able to complete work
- Adhere to protocols surrounding the use of remote 'meeting' software such as 'Zoom' and 'Microsoft Teams'. Students found to be transgressing rules designed to protect the privacy of other students and teachers will be dealt with on an individual basis at the highest level. Parental consent must be sought before students can participate in a Zoom Meeting.

Staff can expect parents to:

- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it
- Use suggested guidance for support and read all correspondence, which will contain vital information.
- Written parental consent has been secured for their children to participate in live lessons;
- Be respectful when making any complaints or concerns known to staff and use the 'Protocols for Effective Communication' policy.

2.8 Governing body

The governing body 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 systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

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

- Issues in setting work – talk to the relevant DOL/subject lead or SENCO
- Issues with mental health and wellbeing – talk to the relevant DOY
- Issues with IT – talk to ITNS staff
- 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 the DSL

4. Data protection

4.1 Accessing personal data

When accessing personal data, all staff members must:

Use Remote Desktop to work remotely.

When working remotely from school, staff must use their network login to access Remote Desktop, Office 365 and Frog.

Please find the link to access Remote Desktop <https://remote.millais.org.uk/rdweb>

Staff are required to be even more vigilant regarding emails requesting log-in to Office 365 accounts using their network password, or asking them to click on linked documents, as there will be more scam/phishing/malware emails during periods of extensive remote working.

4.2 Sharing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions.

While this may be necessary, 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

Please refer to the Child Protection policy, which can be found here (<https://www.millais.org.uk/app/os#!/school-policies/child-protection-and-safeguarding-addendum-2020>). See **Addendum** relating to online learning and Child Protection.

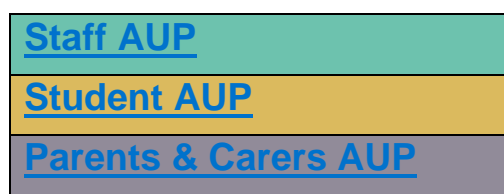
6. Monitoring arrangements

This policy will be reviewed annually by the Deputy Head. At every review, it will be approved by the HT.

7. Links with other policies

This policy is linked to our:

- Behaviour policy - <https://www.millais.org.uk/app/os#!/school-policies/behaviour-anti-bullying-policies>
- Child protection policy and coronavirus addendum to our child protection policy - <https://www.millais.org.uk/app/os#!/school-policies/child-protection-and-safeguarding-addendum-2020>
- Data protection policy and privacy notices - <https://www.millais.org.uk/app/os#!/school-policies/data-protection-policy>
- ICT and Online Acceptable Use Policies



- Online safety policy - <https://www.millais.org.uk/app/os#!/school-policies/online-policy>

8. Links to guidance documentation for working online.

Training Channels in Microsoft Stream for both staff and student support :

Student Video Tutorials : <https://web.microsoftstream.com/channel/789634d7-3d84-4e39-81f0-9b827ebfc531>

Staff Video Tutorials : <https://web.microsoftstream.com/channel/bc9ee93a-3eb8-4195-bcdc-b312dbc125da>

Millais Online Updates to communicate with staff sent fortnightly : [📄 Lockdown 3 \(Jan 21...\)](#)

9. Addendum

The demands of remote teaching and learning are reviewed on a regular basis and the following changes and updates have been applied to ensure the safeguarding of staff and students when providing live lesson content.

- Microsoft Teams

20/1/21 - Only the organizer of a meeting is presenter (can mute, share screen, record etc.) by default.

25/1/21 - Only the organizer of a meeting bypasses the lobby by default.

28/1/21 - Stopped students creating Teams/O365 groups.

02/02/21 - Policy Changes:

- Students cannot use calls app.
- Students cannot create meetings.
- Added Insights, Approvals to staff default apps.

04/02/21 - Allow 'Public Preview' mode for music teachers (to allow audio streaming from Macs).

- To support the learning of our students we have shared with them the clear expectations of their engagement with their timetable when remote teaching is required.

[Student Clear Expectations for Remote Learning](#)