



MOWBRAY
Education Trust

Remote Learning Policy

September 2022

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This policy applies to:

All Trust settings and any school converting into the trust since the last review and approval of this policy.

Where this policy states 'school' this means any of our educational establishments and the wider Trust.

Where this policy states 'Headteacher' this also includes 'Head of School' and 'Centre Manager'.

Mowbray Education Trust (MET).

1. Introduction

Attendance is mandatory for all pupils of compulsory school age. There may be circumstances when in-person attendance is either not possible or contrary to government guidance. In this situation, schools should consider providing remote education to pupils.

This might include:

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

2. 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

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be contactable during normal working hours. Settings may ask staff to be in school if possible to deliver remote learning.

When delivering or recording online lessons, teachers should follow the Code of Conduct with regards to professional dress etc. and should always ensure the background is blurred on their camera.

If staff 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.

- In the event of whole bubbles or classes accessing remote learning.
 - Remote learning should follow the planned curriculum sequence.
 - All remote learning should take place through a Trust approved learning platform.
 - It is the expectation that teachers will either deliver live lessons or upload recorded lessons in line with their normal teaching timetable. For younger pupils where this is not appropriate, staff should follow guidance from SLT in their setting.
 - Pupils will upload completed work to the learning platform used for delivery of lessons. Teachers are expected to use recommended assessment for learning techniques to inform future planning based on completed work and ensure pupils' understanding. Where appropriate, teachers can provide individual feedback to pupils through the learning platform.

- In the event of individual pupils accessing remote learning.
 - Work should be provided for the pupil that follows the planned curriculum sequence.
 - Resources such as Oak Academy, White Rose or GCSEPod can be used to provide teaching input.
 - Pupils will upload completed work to the learning platform used for delivery of lessons. Where appropriate, teachers can provide individual feedback to pupils through the learning platform.

- In the event of a teacher self-isolating but not feeling unwell.
 - It is the expectation that teachers will either deliver live lessons or upload recorded lessons in line with their normal teaching timetable from home and provide accompanying work. This can then be used by a cover teacher in school. Where possible teachers must be available for cover teachers to contact during the allocated lesson time.

- Keeping in touch with pupils who aren't in school and their parents
 - All vulnerable pupils including pupils with SEND should have a risk assessment in place to cover any risk factors from being at home and needing to access remote learning. This should include an identified key worker to maintain regular communication with parents as well as the pupil if appropriate. This should be by phone, Dojo or text message.

- In primary settings, class teachers should be responsible for maintaining communication with parents and pupils (if appropriate for the age of the child). This should be via a weekly telephone call. At secondary school form tutors should be responsible for maintaining communication with parents and pupils via a weekly phone call.
- Parents in Primary school can contact teachers and other staff members through messages on Dojo or email. Staff will not be expected to respond to these messages outside of the normal working day hours, at weekends or during the holidays.
- Parents in secondary school can contact staff via Teams or email. Staff will not be expected to respond to these messages outside of the normal working day hours, at weekends or during the holidays.
- If there is any communication that cause concern for a member of staff, they should report this to a senior member of school at the earliest opportunity. If there is a safeguarding concern, the DSL for your setting should be contacted as soon as possible. If a DSL at your own setting is not available, a DSL from another school should be contacted (see appendix for contact details).
- If work set is not being completed, this should be managed sensitively with a conversation with parents / carers initially to ascertain whether there is a reason for this. Parents should be reminded that this work needs to be covered in order that their child will be able to continue learning from the right place when they return to school. If work is still not completed, this should be referred to a senior leader who will make contact with parents to try and facilitate home learning.
- If attending virtual meetings with parents or pupils, staff should ensure the following things have been given consideration;
 - The background on screen should be blurred and not have personal objects or photographs visible
 - The meeting should take place from a quiet location
 - Privacy should be thought about if having sensitive conversations. Ask who is present in the room and take care that you cannot be overheard by family or friends in your house
 - Wear appropriate work wear
 - If any conversation / meeting becomes challenging or makes a staff member feel uncomfortable, the meeting should be politely ended and advice sought from a senior leader.
- School need to plan for work to be set regardless of whether the class / subject teacher is working in school or from home. Each setting should have plans for different scenarios ready to action should they be required.

3.2 Learning Support Assistants

When assisting with remote learning, LSAs must be contactable during normal working hours.

When supporting pupils with remote learning, LSAs should follow the Code of Conduct with regards to professional dress etc. when appropriate and should always ensure the background is blurred on their camera if in use.

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, LSAs are responsible for:

- Supporting the teacher in monitoring and supporting pupils who are not in school with learning remotely.
 - Where possible, LSAs will be provided with a laptop to allow them to access the online learning platforms.
 - LSAs should follow the direction of the class teacher or SENDCo as to which pupils they are to support and what support is required.
- Attending virtual meetings with teachers, parents and pupils:
 - When supporting teachers with parent or pupil meetings, LSAs should follow the Code of Conduct with regards to professional dress etc. and should always ensure the background is blurred on their camera if in use.

3.3 Subject leads

Alongside their teaching responsibilities, subject leads may be asked to:

- Consider whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Work with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Monitor the remote work set by teachers in their subject - explain how they will do this, such as through regular meetings with teachers or by reviewing work set.
- Alert teachers to resources they can use to teach their subject remotely.

3.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Ensuring all staff have relevant training to be able to provide and support remote learning.
- Working with the Trust Remote Learning Lead to co-ordinate the remote learning approach across the school and ensuring all pupils are able to access the learning platform.
- Monitor the effectiveness of remote learning. This may be 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.

3.5 Safeguarding / Designated Safeguarding Lead

If during remote working you have any safeguarding concerns please seek the support of your school DSL or if your DSL is not available, please contact a DSL from another setting (see appendix for contact details).

3.6 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.

3.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day - although consider they 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 LSAs.
- 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 cannot complete work.
- Seek help from the school if they need to.
- Be respectful when making any complaints or concerns known to staff.

3.8 Trust Board

The Trust Board is responsible for:

- Monitoring the Trust'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.

4. Who to contact

If staff have any questions or concerns about remote learning, they should contact their school Senior Leadership Team.

5. Data protection

Refer to Trust ICT and Internet Acceptable Use Policy and GDPR Policy.

6. Monitoring arrangements

This policy will be reviewed bi-annually.

6. 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

Log of Changes to Document

Version	Date	Page	Change	Approver:
V1.0	Sept-20	All pages	New Policy created for approval	Anna Butler
V1.0	Sept-20	All pages	Approved	MET Board
V2.0	July 21	Page 5 Page 6	Additional note regarding staff training Items re-numbered	Quality of education Committee
V3.0	August 22	Page 2 Page 3 Page 6 Page 6 Page 7	Addition of introduction outlining when remote learning may be required. Removal of named platforms Change of who to contact. Change to review bi-annually List of DSLs updated	

Appendix

Mowbray Education Trust DSL List

Christine Stansfield cstansfield@mowbrayeducation.org (Executive Team - 01664 565901)

Ian Toon itoon@mowbrayeducation.org (Executive Team/Brownlow - 01664 562315)

Hayley Cheeseman hcheeseman@meltongrove.org (The Grove - 01664 562554)

Debbie Hynes dhynes@sherardschool.org (Sherard - 01664 565124)

Andrea Brown abrown@mowbrayeducation.org (Ab Kettleby - 01664 504870/Somerby - 01664 504888)

Claire Gladwell cgladwell@johnferneley.org (John Ferneley - 01664 565901)

Kat Russell krussell@johnferneley.org (John Ferneley - 01664 565901)