

THE COTSWOLD SCHOOL – POLICY DOCUMENT



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1. Aims

In the event of a school closure or partial closure, the school is committed to providing continuity of education to its students and will do so through a process of remote learning.

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

When will this policy come into effect?

This policy will come into effect in the following circumstances:

- › If an entire school year/'bubble' is asked to stay at home
- › If the entire school is asked to stay at home
- › If an individual pupil is unable to attend school due to COVID-19 symptoms or self-isolation, teachers will be informed and will send work to them either by email, online system or via another pupil. Normal class homework will also be available on satchel:one and a range of useful learning tasks provided. Where possible, teachers may also provide a 'live' link to the lessons being taught in school to the rest of the class using Microsoft Teams.

This policy is not designed to cover normal school absence due to illness or other everyday circumstances. It also does not apply in the event of short-term school closures (e.g. as a result of inclement weather). There is no obligation for the school to provide continuity of education to pupils who absent themselves from school, with or without parental permission, in contravention to school or government guidance.

2. Roles and responsibilities

2.1 Teachers

Teachers must be available between 8.45 and 3.20pm to be able to respond to the needs of pupils. 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. Teachers may choose to work outside these hours setting work and assessing pupil work.

Teachers are responsible for:

› Pupil learning

- There should be regular direct instruction from teaching staff. Teachers should teach their classes rather than just provide work to be done at home. Although not practical for every lesson, this should include 'live' lessons through Microsoft Teams, recorded presentations or similar.
- Teachers should be able to respond to questions from their pupils at the time of the normal lesson or very shortly afterwards.
- They should teach their classes and provide the learning tasks that they would normally teach at the time of their normal lessons. Extra homework may be set on top of this.
- There should be sufficient learning tasks for the normal duration of the lesson. Teachers should take into account that pupils will face challenges and may work at different paces. A "Must/Should/Could" approach works well.
- Work should be set by the time of the normal lesson. Ideally it should be set by 9am on the day on the lesson as pupils may choose to work at different times of the day. Work can be set in advance, but should be scheduled until the normal lesson time
- All work should be shared with pupils using Satchel:One. Although other resources may be used (such as Teams, Quizlet or MyMaths) the central point for communication of all tasks must be Satchel:One.
- It is understood that exact approaches for delivering direct instruction will vary according to subject and lesson by lesson. A 'live' lesson is valuable in some situations but much less appropriate in others.
- The frequency and length of live sessions will vary according to subject and year group, but all classes from Year 7 up will receive some live teaching in the case of an extended school closure and all lessons will be set work to complete and given teacher feedback.
- In the case of a partial year group / bubble being asked to learn from home, teachers will be expected to communicate learning to the pupils at home at the same time as teaching pupils who remain in school. This presents a more substantial logistical difficulty but teacher will endeavour to still provide live links to lessons and will always provide the relevant teaching resources required.

› Providing feedback on work:

- Pupils should submit work via satchel:one. If any work is submitted by alternative sources (email, external website etc.) the teacher should update the submission status on satchel:one by the end of the due day.
- Providing timely and helpful feedback is a cornerstone of good teaching and learning and whilst this may be more challenging with remote learning, teacher will endeavour to provide regular feedback. Teachers can feedback to pupils using the comments and grading systems on satchel:one
- The nature of remote learning means that pupils will require individual feedback on their progress and recognition from the teacher that the work they are doing is as expected. This should be communicated frequently (at least once per week, per subject) using satchel:one.
- More substantial assessments should also be set and completed during longer periods of remote learning. These should be set and assessed, with detailed and thorough feedback, following departmental assessment policies. The frequency of these will vary per department but would likely be at least once per half-term in a non-core subject and twice a half-term in a core subject.

➤ Keeping in touch with pupils and parents:

- Tutors will be asked to keep in contact with their tutor groups and directed to do so by their Head of Year. Contact with pupils will be done in priority order determined by Head of Year. Phone calls, email or Teams are appropriate means of contacting home, remembering appropriate safeguarding considerations.
- Teachers should try to respond to pupil and parent emails and contact as best they can. The nature of remote learning might increase the volume of this contact and teachers should not feel they need to contact pupils or parents outside of normal working hours. If necessary, teachers should pass on contact requests to subject leaders/head of year/SLT if they feel unable to respond themselves.
- Any complaints from pupils or parents should be passed on to subject leaders and SLT.
- Any safeguarding concerns should be passed on immediately to the Designated Safeguarding Leads.
- Staff should avoid 1:1 video messaging via Teams with pupils as it may compromise our usual safeguarding procedures but can use software to make voice calls with individual pupils. Video can be used for larger groups of pupils if the teacher wishes, though is usually unnecessary.
- Any behavioural issues, such as inappropriate use of Teams lessons, should be handled, at first, by the teacher, but escalated to subject leader/Head of Year.

➤ Attending virtual meetings with staff, parents and pupils:

- Staff are reminded to act in a professional manner when taking part in virtual lessons, meeting and conversations with pupils and parents. This includes considering what they wear, their own location and background.

If a teacher is required to work in school during a period of school closure, such as teaching vulnerable or key worker children, they will be still expected to set work to their normal classes and to provide feedback as far as possible. Teachers are encouraged to share resources between colleagues.

If while the whole school remains open any pupils are unable to attend for an extended period of time due to highly significant medical concerns a bespoke remote learning package will be put in place. This will be confirmed on a case-by-case basis but likely to only happen in extreme cases and must be agreed by the school in advance. A bespoke remote learning package may include a live link to lessons via Microsoft Teams or a work plan sent home to the pupil. The teacher should also offer such pupils some 1:1 support and guidance via telephone, email or Teams (not video) at least once per fortnight. Teachers will not be expected to set individualised work plans for pupils with infrequent absence or if the parents have chosen not to send their child to school for a reason not agreed by the school.

Pastoral care

In the event of a school closure, the primary responsibility for the pastoral care of a student rests with their parents / guardians. However, form tutors (under the guidance of the Heads of Year) will check in regularly with their tutees to monitor both their academic progress and general wellbeing. This will include live Teams Tutor sessions at least once per week, email and phone contact.

2.2 Teaching assistants

Teaching assistants must be available in their 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.

Teaching assistants are responsible for:

- Supporting pupils with learning remotely and will be directed by their Line Managers. Support may be to small groups or individuals.

2.3 Subject leads

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- › Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- › Monitoring the work set by teachers in their subject.
- › 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.
- › Alerting teachers to resources they can use to teach their subject.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- › Coordinating the remote learning approach across the school (BE).
- › Monitoring the effectiveness of remote learning (BE).
- › Monitoring the security of remote learning systems, including data protection and safeguarding considerations (JC and MSC).

2.5 Designated safeguarding lead

The DSL continues to be responsible for to safeguarding of pupils of The Cotswold School. Please see safeguarding policy.

2.6 IT staff

IT staff are responsible for:

- › Fixing issues with systems used to set and collect work.
- › Helping staff with any technical issues they're experiencing.
- › Reviewing the security of systems and flagging any data protection breaches to the data protection officer.
- › Assisting pupils and parents with technical issues they're experiencing, as far as is possible and within their remit.

2.7 Pupils and parents

Staff can expect pupils to:

- › Be contactable during the required times – 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 teaching assistants.
- › Alert teachers if they're not able to complete work.

Staff can expect parents 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 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 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 subject lead or SENCO or Assistant Principal for Teaching and Learning (BE).
- › Issues with behaviour – talk to the relevant head of year.
- › Issues with IT – talk to IT staff (itsupport@thecotswoldschool.co.uk).
- › Issues with their own workload or wellbeing – talk to their line manager or personnel officer.
- › Concerns about data protection – talk to the data protection officer (MSC).
- › Concerns about safeguarding – talk to the DSL (JC).

4. Data protection

4.1 Accessing personal data

When accessing personal data, all staff members will:

- › Staff can access school data remotely by accessing SIMS or the School Network via the portal. For instructions on how to do this, please speak to IT Support.
- › Staff should only use school devices for accessing this data and are responsible for keeping these devices secure when away from school.

4.2 Sharing personal data

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

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online, to operate in accordance of GDPR and the Data Protection Act 2018.

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 anti-malware and anti-spyware software.
- ›
- › Keeping operating systems up to date – always install the latest updates

5. Safeguarding

Please refer to the Safeguarding policy for more information.

6. Monitoring arrangements

Due to the nature of potential circumstances for school closure and the frequently updating experience, this policy is constantly under review and may be revised as necessary in light of further experience of remote learning and the circumstances around its necessity. For example, the extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both students and staff to participate in remote learning, owing to widespread illness, for example.

This policy will be reviewed formally every two years by Assistant Principal (T&L). At every review, it will be approved by Teaching and Learning Committee.

7. Distance learning and blended learning for BTEC courses

Blended learning “is a formal approach to education that creates an integrated learning environment, where face-to-face and online learning and teaching become complementary”

Distance learning is “where learners are recruited and enrolled online and study independently using virtual learning environments” (BTEC, 2020)

Aim:

- To be able to give learners a more diverse and engaging learning experience, when teaching/learning online.
- To enable learners to be assessed even if they are in situations/settings where traditional methods of assessment may be difficult or impossible to operate.
- To ensure that the assessment methods are valid, reliable and does not disadvantage any group or individual learners.

In order to do this, the centre will:

- Consult the BTEC teaching guide for scenarios where distance assessment will not be possible or may not be appropriate. (e.g. practical skills assessment, group work situations, or assessment under controlled environments)
- Timetable staff to support blended learning when learners are working remotely.
- Manage feedback and questions in a timely manner, if not in a classroom environment.
- Have implemented measures to prevent and detect any instances of malpractice which may arise due to the different delivery and/or assessment of work.
- Ensure the setting of assignments is undertaken in a face-to-face session so that deadlines are clear.
- Ensure all assessment and IV records are stored securely in line with the Pearson Centre Agreement.

8. Links with other policies

This policy is linked to our:

- Behaviour policy.
- Attendance policy.
- Child protection policy and coronavirus addendum to our child protection policy.
- GDPR policy and privacy notices.

- ICT and internet acceptable use policy.
- Online safety policy.
- Department assessment policies (mentioned on page 3)

_____ (07/12/2020)

ratified by Governors and
signed as such by The Chair of Governors

This policy is written and administered with due regard to our duty and commitment as a school: to consider all aspects of equality and diversity.