



Policy	Remote/Continuity of Learning
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Committee	Date of Ratification	Review Date/term	Staff Responsible	Circulation
Student	Spring 2023	Spring 2024	Assistant Headteacher	Shared staff Website

The school has a detailed Risk Register which the Governing Body uses to monitor and measure the impact of its decisions as well as informing its planning.

The Risk Register also includes the School's Policy Statement for Risk and Opportunity Management.

To ensure that Risk Management permeates the working of the Governing Body, this policy is referenced in the Risk Register and the committee responsible for the policy should consider the "likeliness" and "impact" level for the appropriate risks.

Contents

1. Aims
 2. Scope
 3. Roles and responsibilities
 4. Who to contact
 5. Data protection
 6. Safeguarding
 7. Monitoring arrangements
 8. Links with other policies
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1. Aims

This remote learning policy aims to:

- Ensure consistency in the school's approach to remote learning for all students (including SEND) who aren't in school through use of quality online resources.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide opportunities for the continuous delivery of the curriculum, including supporting staff with effective CPD to be able to deliver this.
- To support student wellbeing and provide opportunities for parents/carers to contact the school and understand how their child is progressing.
- Provide appropriate guidelines for data protection.

2. Scope

This policy applies to circumstances where:

- a. Orleans Park is anticipated to be closed for a period longer than 1 day because (e.g.) the school is inaccessible, utilities have failed, or an order by a regulatory authority requires Orleans Park to close and/or a significant number of people to self-isolate¹. Orleans Park will do all that it reasonably can to continue to deliver educational services, by using various technologies and online services to enable remote teaching and learning.
- b. In circumstances where Orleans Park is able to remain partially open with reduced staffing it will aim to run a teaching programme (albeit restricted) for students who attend school. Teaching staff will ensure that work is available for students to access at home via Google Classroom; this will include the delivery of live teaching where possible and planned for.
- c. A proportion of the student body is self-isolating. In order to mitigate against disruption to learning, teaching staff will ensure that work is available for students to access at home via Google Classroom.

¹ Not an exhaustive list, other unpredictable circumstances may cause Orleans Park to be closed.

2. Roles and responsibilities

2.1 Teachers

Teachers must be available between 8.30am and 3.30pm. 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.

Google Classroom should be used to provide work for your classes and to keep in contact with students. It is likely that teachers will also use Google Meet to maintain a dialogue with students and should therefore follow the protocols listed below.

Class teachers are responsible for providing work and delivering lessons unless they are unwell or have to provide care to someone else in your family or household. If this occurs, please inform the Head of Department and keep them updated.

Responsibilities of a teacher:

- Work needs to be adapted appropriately for students. Students should not be set project work, but rather activities which are manageable and appropriate for their level.
- Work should be set that can cover a whole timetabled lesson and we should have high expectations of what students can complete at home. All lessons will be delivered live for approximately twenty-five to thirty minutes, with thirty minutes of activities incorporated, for whole tutor groups in Y7 and Y8, and when year groups or the whole school are not in school. This follow up work should be set as an assignment and teachers should ensure students, or if necessary parents, are contacted if work is not completed.
- Work should be set that does not require students to print off worksheets; it should either be able to be completed online or on paper.
- Teachers should be responsible for their classes and using their own Google Classroom to set work; if this staff member is unwell then this should be completed by the HOD/TLR holder in the department where possible, and as such, they should be invited into the classroom as a teacher.
- Students in KS4 and KS5 should be set additional prep work to complete during the week reflecting the demands of their courses.
- When the school is open as normal, upload all lesson resources to Google Classroom for students who are working remotely (perhaps due to self-isolation) to access. This should include checking that the instructions are clear and all students will be able to complete the tasks assigned from home.

Teachers who are using Google Meet to teach a lesson:

- Should decide if they wish to only use audio or to share audio and video.
- Should be aware of their surroundings which will be captured should they decide to use video.
- Should ensure that they are the first to join and last leave to ensure all students have left the call.
- Should do this at the time when their lesson is timetabled and deliver live learning for approximately thirty minutes; they should remain online for the full hour so students can communicate via the chat function during independent activities.
- Staff should take a register and follow up any unexplained absence.
- Staff must record the Google Meet, they must inform students that this is happening. This then needs to be kept on the school drive and removed according to the school's privacy notice.
- Students are not able to start / create a Google Meet with anyone. They can only accept an invitation from staff within the Orleans Park domain.

Feedback/Monitoring of student work

- Students should be able to contact staff via Google Classroom and teachers can still provide feedback/mark work that may be set, albeit online rather than in person.
- Students should submit all of their work via Google Classroom for a teacher to monitor.
- Feedback should be provided on a piece of work in line with the school's agreed feedback protocols.

- Feedback should be a combination of individualised or whole class feedback.

Keeping in touch with students in tutor groups (during a long-term school closure) Tutors should:

Students in KS3 and KS4 will continue to have a daily live registration between 8.50-9.10. Student attendance should then be recorded by the Tutor and home contacted for any unexplained absences. Tutor time is an essential part of establishing a routine for students and preparing them for the lessons that day. Students in KS5 will have a registration every Monday morning between 8.50-9.10.

If you have any concerns regarding the wellbeing or welfare of a member of your tutor group, please inform your Head of Year or, in an emergency, please contact a member of the safeguarding team or refer to the details on the back of your staff badge.

Vulnerable students will also be contacted directly each week by a designated member of staff. These are identified on the Google Sheet of contacts.

Contacting parents/carers

Staff are likely to contact parents/carers for some of the following reasons, although not exclusive:

- To raise concerns about underachievement or incomplete work.
- To discuss concerns raised by a parent/carer.
- To check on a child's wellbeing, including if the child has failed to register with their tutor.
- To offer sympathy and support for a family who may be directly affected by the reason for the school closure.

If a member of staff needs to contact a parent/carer they will most likely do this initially in the form of an email from their school email account. This is the most appropriate form of communication with a parent/carer if a child has failed to complete work or attend a live lesson.

In some cases, staff may choose to communicate with parents/carers by telephoning them. If calling from a personal device, staff must withhold their telephone number and must not share their personal telephone/mobile number with a parent/carer. If a parent/carer is not available to take the call, a member of staff should leave a message and share their school email address or try to call at a different time. If a parent/carer is uncontactable after several attempts this should be referred to the Head of Year who will also try to make contact, and if unsuccessful, will then discuss with the Assistant Headteacher responsible for safeguarding who will assess the need for further action.

Staff have access to parent/carer details via a secured central spreadsheet (which cannot be moved, printed or edited by anyone except the administrator) or can be accessed via SIMs on the school's secure portal. This meets GDPR requirements, as advised by the school's DPO. Some vulnerable students may have specific members of staff who contact parents/carers and this is listed on the central spreadsheet and on SIMs.

Staff are to be mindful of the following when contacting parents/carers:

- To never provide any personal information, including details of their phone number or personal email address.
- To be professional in both written and spoken communication with parents/carers as a representative of the school.
- To be sensitive to vulnerable families, including those who may have been directly affected by the reason for the school closure.
- To avoid repeatedly sending the same email to parents regarding incomplete work from students, but to work with their Head of Department and the appropriate Head of Year.
- Where a complaint or concern is raised, to forward this to their Line Manager or the relevant member of staff in charge of this area. Any safeguarding concerns must be sent to the Safeguarding Team (please see below).
- To avoid sending emails to parents/carers after 6pm, but to schedule this to be sent the following morning at 8am.
- To respond to parent/carer communication within 48 hours.

- To report any breaches in GDPR or mishandling of data to Craig Weightman, Operations Director.

2.2 Learning Support Assistants

LSAs must be available between 8.30am to 3.30pm. 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 students with learning remotely:

- All EHCP students will be provided with support via Google Classroom.
- LSAs contact students to offer help, guide students through work that has been set and liaise with both SEN teacher and subject teacher when required.
- LSAs scribe for students if required during exams.
- LSAs record all contact/support with students on a centralised contact sheet.

2.3 Head of Department/Key Stage leads

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, including setting work when a member of staff is unwell or absent.
- Working with other HODs 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.
- Monitoring the work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set.
- Directing teachers to resources they can use to teach their subject and facilitating department CPD opportunities.
- Supporting their teachers when contacting home for incomplete work or failure to attend live lessons.

2.4 Senior leaders

Responsible for:

- Coordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from students and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.5 Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) will carry out their role in accordance with the responsibilities outlined in Annex B of 'Keeping Children Safe in Education'. This role also includes:

- The responsibility of the Prevent Duty as part of the Government's counter-terrorism strategy.
- Providing advice and support to other staff on student welfare and child protection matters.
- Any concern for a student's safety or welfare will be recorded in writing and given to the DSL.
- The DSL or a deputy DSL representing the school at child protection conferences and core group meetings.
- The DSL or a deputy, through appropriate training, knowledge and experience liaising with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services.
- The DSL or a deputy taking part in strategy discussions and other multi-agency meetings and contribute to the assessment of young people. This includes referring cases to the Channel programme where there is a radicalisation concern as required,

referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required and referring cases where a crime may have been committed to the Police as required.

- Maintaining accurate written records of concern and referrals and child protection files ensuring these are kept confidential, stored securely and separately from the student general file.
- Ensuring that all staff members and volunteers are aware of this policy and the procedures they need to follow.
- Ensuring that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the school.

2.6 IT support staff

IT staff are responsible for:

- Fixing issues with Google Classroom and other elements of GSuite.
- Ensuring the Remote Desktop Service functions effectively.
- Helping staff and parents with any technical issues they're experiencing.
- Reviewing the security of systems and flagging any data protection breaches to the data protection officer (DPO).
- Assisting students and parents with accessing the internet or devices.

2.7 Students and parents/carers

Staff can expect **students** to:

- Be contactable during the required times – although consider they may not always be in front of a device the entire time.
- Attend timetabled live lessons and 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.
- Conduct themselves online and on Google Classroom spaces in the same way that they are expected to do in school.

Staff can expect **parents/carers** 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 – if you know of any resources staff should point parents towards if they're struggling, include those here.
- 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 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 staff:

- Issues in setting work – talk to your HOD or SENCO - Lizzy Lenferna.
- Issues with behaviour – talk to the relevant Head of Year or/and HOD.
- Issues with IT – talk to IT staff - Sam Ciupac.
- Issues with their own workload or wellbeing – talk to your line manager, SLT or Eluned Davies.
- Concerns about data protection – talk to the data protection lead - Craig Weightman.
- Concerns about safeguarding – talk to the DSL - Adam Gladstone.

4. Data protection

4.1 Accessing personal data

When accessing personal data, all staff members will:

- Be able to access our SIMS server through the Remote Desktop Service.
- Be able to use their own personal devices but, if the device is shared with other household members, they must increase security through having separate usernames/passwords.

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 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.

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

5. Safeguarding

Please refer to the Remote Learning addendum to our Safeguarding policy.

6. Monitoring arrangements

This policy will be reviewed annually. If the school has to operate a long-term period of remote learning it will be reviewed every 3 months.

At every review, the updates will be taken to the Student and Community Committee and then approved by the Board of Governors.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding policy and additional Remote Learning addendum
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy
- Evacuation policy