

Remote Learning Policy

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Essential reading for:		Teaching staff	
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1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils 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 should be available during form and lesson time between 8.45 – 15.40.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, this should be reported using the normal absence procedure.

When providing remote learning, teachers are responsible for:

- Setting work:
 - o For the classes or year group agreed with their subject leader
 - o Ensuring the amount of work is appropriate for the students
 - o Work should be set by 5pm on the day the lesson would normally take place
 - o Work should be made available to students through the Google Education Suite
 - o Subject Leaders should coordinate across their team, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work
- Providing feedback on work
 - o Teachers should access student work for assessment and provide feedback to students using the Google Education suite
- Keeping in touch with pupils not in school and their parent:
 - o Form tutors should keep in touch with their class using the google Form Group Classroom
 - o Teachers are not expected to respond to emails or phone calls from parents or students outside of working hours (8.30am – 17.00 pm)

- o Any complaints or concerns shared by parents or students should be managed through the normal channels informing appropriate senior colleagues, or the Designated Safeguarding Lead and recording using CPOMS
- o Students failing to complete work should be addressed initially by the teacher making contact with the child and parent, and then seeking support from the Head of Year as appropriate.

2.2 Subject leaders

Alongside their teaching responsibilities, 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 remotely to make sure all work set is appropriate and consistent
- Working with other subject leads 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 remote work set by teachers in their subject through regular meetings with teachers or by reviewing work set in the Google Education Suite
- Alerting teachers to resources they can use to teach their subject remotely

2.3 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.4 Designated safeguarding lead

The DSL is responsible for:

- referring cases of suspected abuse to the local authority children's social care as required
- supporting staff who make referrals to local authority children's social care
- referring cases to the Channel programme where there is a radicalisation concern as required
- supporting staff who make referrals to the Channel programme
- referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- referring cases where a crime may have been committed to the Police as required
- liaising with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCO) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- acting as a source of support, advice and expertise for all staff
- being aware of pupils who have a social worker
- helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school leadership staff

If the Designated Safeguarding Lead is not available, you must refer your concerns to the person named as a deputy for this role.

2.5 IT support 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

2.6 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 teaching assistants
- 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 it
- Be respectful when making any complaints or concerns known to staff

2.7 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. 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 subject lead or SENCO
- Issues with behaviour – speak to the relevant head of year
- Issues with IT – contact ictsupport@qmhs.org.uk
- Issues with their own workload or wellbeing – please speak to your line manager or any of the senior leadership team
- Concerns about data protection – contact the school data protection lead, Dr Bruton
- Concerns about safeguarding – contact the DSL Mrs Connell, or the Deputy DSL's Mrs Plimmer or Mrs York

4. Data protection

4.1 Accessing personal data

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

- Access personal data through the password protected systems in place such as GoForSchools, SIMS, CPOMS and Google Education Suite

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses 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.

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)
- Making sure the device is locked when not in use or 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

Further advice is available here [GDPR and remote learning.](#)

5. Safeguarding

Safeguarding and promoting the welfare of children is defined as:

*Safeguarding and promoting the welfare of children is **everyone's responsibility**. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.'*

Safeguarding and promoting the welfare of children is:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18.

Our staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating. All our staff have a responsibility to provide a safe environment in which children can learn. We have a designated safeguarding lead (and trained deputies) who provide support to staff and volunteers to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

We are trained and prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Any staff member who has a concern about a child's welfare follows the referral processes set out in appendix 1 of the Child Protection and Safeguarding Policy. Our staff understand they may be required to support social workers and other agencies following any referral.

The Teachers' Standards 2012 state that teachers, including Head Teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

(Keeping Children Safe in Education, DfE September 2020)

6. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection and safeguarding policy
- Data protection policy
- Home-school agreement
- ICT acceptable use policy
- Mobile devices policy