Remote learning* policy

Spring 2021

Approved by:	Claire Smart	Date: 25-1-21
Last reviewed on:	25-1-21	
Next review due by:	24-2-21	

Contents

Introduction and context – Remote Learning at Pace

Following the Government announcement on 4th January 2021, changes were made in line with Government guidance to the way in which Pace school students access their learning and specialist therapy input in order to minimise the risk of covid-19 transmission whilst balancing the need for students to continue to access school and therapy.

*Remote learning at Pace includes all learning that takes place as part of our specialist provision.

This includes but is not limited to:
- Academic learning
- Physiotherapy
- Occupational therapy
- Speech and language therapy
- Conductive education
- Social Emotional and Mental Health support

Under current arrangements, Pace school students are accessing school provison in one of the following ways:

Group 1 – Full time on site (for our most vulnerable students, and the children whose parents are keyworkers/critical workers). These students access specialist integrated Pace provision 5 days per week.

Group 2 – Blended/hybrid learning - Part time on site, part time remote learning - Small bubble groups are in place to reduce the number of students and staff on site at a time.   Bubbles are on site for 2 days a week and during this time the onsite provision prioritises physical therapy and social, emotional and mental health. 2 days per week these students access remote learning provision including live lessons and self directed activities. One day per week is self directed, via activities uploaded on Google Classroom.

Group 3 - Exclusively remote learning from home. This is either due to Parental preference or due to being extremely clinically vulnerable. 4 days per week are directed and include remote lessons and teletherapy. One day per week is self directed using acitivies uploaded on Google Classroom.

Further details can be found in the **'Spring term 2021 Curriculum Statement'**.

1. Aims of this policy

This remote learning policy for staff aims to:

- Outline key arrangements, roles and responsibilities in relation to Pace remote learning arrangements for the Spring term 2021, pending further Government directives

- Ensure consistency in the approach to remote learning for all pupils

- 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 and Conductors

When providing remote learning, teachers and conductors must be available during their usual working hours unless an individual arrangement has been made.

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.

When providing remote learning, teachers and conductors are responsible for:

- Overseeing individual (Home) learning plans for the students in their usual school class
- Working with therapy colleagues to ensure that individual learning arrangements are in line with EHCP provision and outcomes
- Setting work/self-directed activities as per the timetable which has been agreed with the deputy headteachers who oversee and co-ordinate school timetabling.
- Ensuring that work is set by 9 am on the day it is needed.
- Ensuring that all self-directed work is uploaded to Google Classrooms. All live lessons will be taught through Google Classrooms (Meets)
- Liaison with bubble staff to ensure both are aware of what is covered while in school (for Group 1 and Group 2 students)
- Providing feedback on work and sharing next steps with students in line with planning and assessment policy via Google Classroom or during the live lesson.
- Keeping in touch with pupils and families in their group irrespective of how they are currently accessing School provision
- Attending virtual meetings with staff, parents and pupils
- Planning and assessing progress in relation to the integrated curriculum and each individual student's 'Integrated Learning Plan' (ILP) using Evidence for Learning (EFL)

See 'Spring term 2021 Curriculum Statement' for further details of the Pace hybrid* learning arrangements

*hybrid/blended learning: when remote and on-site learning are combined according to individual circumstances and risk assessment

2.1.1 Therapists

When providing remote learning, school therapists must be available during their usual working hours unless an individual arrangement has been made.

- Working with teacher/conductor colleagues to ensure that individual learning arrangements are in line with EHCP provision and outcomes.
- When planning, delivering and assessing teletherapy as part of Pace School's remote learning offer, school therapists are required to do so in line with this policy, as well as the Pace teletherapy policy.
- Clinical notes should be recorded in the usual way.
- School therapists will work closely with colleagues to ensure consistency and collaboration when planning and delivering each child's remote learning offer.
- Lead therapists within the SMT team will monitor and quality assure teletherapy being delivered remotely by their respective team and will feed back to the SMT fortnightly.

2.2 Learning Support Assistants and Therapy Assistants

When assisting with remote learning, LSAs must be available during their usual working hours, unless individual adjustments/flexible furlough arrangements have been agreed.

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.

- LSAs and therapy assistants will support either on site or remotely. When supporting remotely, this may include 'buddying' up with a programme leader in line with safeguarding policy for two members of staff to be present during a live session.

- LSAs and therapy assistants will support with facilitation of remote learning by creating resources, supporting during live lessons and undertaking any other supportive responsibilities as appropriate.

- Therapy assistants will also continue to fulfil their therapy assistant role/responsibilities remotely with oversight from the therapist/lead therapist as appropriate. This may include planning, delivering and assessing sessions, keeping therapy notes and supporting with equipment issues dependent on role.

2.3 Subject Leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning arrangements

- 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 – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set

- Alerting colleagues leading lessons to resources they can use to teach their subject remotely

2.4 Senior Leaders

Alongside other responsibilities, senior leaders are responsible for:

- Co-ordination of remote learning offer and arrangements overall (Polly Kempson and Shleena Lee –Deputy Headteachers)

- Lead therapists within the SMT team will monitor and quality assure teletherapy being delivered remotely by their respective team and will feedback to the SMT fortnightly.

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations (IT manager Chris Watts, Ian Sansbury – CEO/GDPR)

2.5 Designated Safeguarding Lead The DSL(s) are

responsible for:

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations in line with child protection policy

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're 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
- Facilitating training as required to support and upskill staff with remote learning technology (both hardware and software.)

2.7 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 school staff
- Seek help if they need it, from school staff
- Alert school staff if they're 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 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 Management board

The management 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

Quality assurance will take place via the 'Education Subcommittee' via termly meetings and interim discussions as required. The Education sub committee will report back to the full management board termly, or more frequently if required.

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following

individuals: Claire Smart – Headteacher

Polly Kempson or Shleena Lee – Deputy Headteachers

Chris Watts – IT manager

4. Data protection

4.1 Accessing and processing personal data

When accessing personal data for remote learning purposes, all staff members will continue to follow Pace GDPR policy.

Staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

See 'Computer Resources policy', GDPR policy and Bring your own Device (BYOD) policy.

All staff members will take appropriate steps to ensure their devices remain secure. Staff instruction includes but is not limited to the following:

- Do not disclose your password to others, or use passwords intended for the use of others.
- Please respect, and do not attempt to bypass security in place on the computers or attempt to alter the settings.
- In the interests of confidentiality and data protection requirements, do not to reveal, publicise or email confidential information, which includes financial, medical or educational information, business ideas, marketing strategies, databases and the information contained therein, computer/network access codes and any information relating to children and staff.
- All information should be saved to SharePoint or to one drive. It should not be stored direct on a desktop or laptop. All data saved to SharePoint or one drive is backed up and can be accessed from any machine.

Use of Pace Computers, Laptops or Tablets

When using a Pace provided computer, laptop or tablet the following applies:

- Devices must either be in a "logged off" or "locked" state when not in use.
- When leaving the desk even for a short time, the device should be left in a "locked" state.
- All data should either be deleted or saved on SharePoint or OneDrive when you have finished using the device.
- All photos which need to be saved should be saved on the group hard drive.
- Sensitive data relating to pupils or Pace staff shall under no circumstances be stored on general use laptops or tablets.
- General use machines not issued to a specific individual by IT services must not be removed from the work area, except in exceptional circumstances. Exceptional circumstances are to be agreed by a member of the strategic team or School SMT. Any member of staff taking a device offsite is required to sign the Acceptable Use Agreement, detailed in Appendix 1.
- General use machines will be wiped of all documents and returned to a "fresh" state every term.

Backup of Data

Staff must ensure that any data which needs to be kept is backed up or copied to the Pace Office 365 cloud.

Users must ensure the amount of data that is stored on their device is kept to a minimum and no sensitive data should be stored on the device itself. Pace devices should be used to access data stored In the Pace Office 365 system.

Monitoring and Tracking

Pace IT services will maintain a record of the make, model and serial number of all devices within Pace, and any issued to staff for their sole use.

Use of laptop or tablets with Pace pupils as part of the Pace curriculum

In addition to the general guidance described above, staff using laptops or tablets with pupils must ensure that the device use is supervised, and that data that needs to be kept is either stored on the group external hard-drive, e.g. in the case of photos, or in the relevant part of SharePoint. All other data should be deleted at the end of the session.

Staff taking laptops or tablets or other computing devices off site for any reason are required to:

- Keep the device in a locked and secured environment when not being used.
- To not leave the device in a vehicle, especially in extreme temperatures.
- To keep food and drinks away from all computers.
- To not leave the device unattended at any time in an unsecured location (e.g. an unlocked empty classroom or office).
- To keep the computing device in sight at all times while in public places, such as public transport, airports, restaurants, etc.
- To ensure the amount of data that is stored on the device is kept to a minimum. Ideally no sensitive data should be stored on the laptop or tablet itself, instead the device should be used to access data stored In the Pace Office 365 system.
- To ensure that, as the Pace employee, you are the only person who has access to the laptop or tablet.

For a Pace owned laptop or tablet to be issued to you, either for a single event or on an ongoing basis, staff will be required to sign a copy of the acceptable use agreement

5. Safeguarding

See Child Protection policy and Covid 19 addendum.

6. Monitoring arrangements

This policy will be reviewed annually, or as required pending changes to Government guidance.

7. Links with other policies

This policy is linked to our:

- Behaviour policy

- Child protection policy and coronavirus addendum

- Data protection policy and privacy notices

- Computer Resources Policy

- Online safety policy

- Curriculum statement/ Spring term 2021 Curriculum statement'