

Chellaston Academy

Remote Learning

Policy



Policy Owner:	Jodie Powers	Date of Adoption:	09/25
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1. Aims.

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for all 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. Use of remote learning.

All pupils should attend school, in line with Chellaston Academy's Attendance Policy and remote education is not viewed as an equal alternative to attendance in school.

We will consider providing remote education to pupils in circumstances when in-person attendance is not possible. These situations could include:

- Occasions when it is not possible to open Chellaston Academy safely e.g. snowfall, flooding, pandemic.
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but can continue learning e.g. pupil has an infection illness, they are preparing for or recovering from an operation; they are recovering from an injury and attendance may inhibit their recovery.
- Occasions when pupils have been directed to a remote provision e.g. suspension, part-time timetable.

Chellaston Academy will consider providing pupils with remote education on a case-by-case basis.

3. Roles and responsibilities for remote learning when it is not possible to open Chellaston Academy safely.

During short periods of closure e.g. snow days, remote learning will take place using Firefly, where pupils will be directed to undertake tasks linked to their timetable for that

day. During extended periods of closure e.g. a pandemic, each pupil's timetable will be migrated into Microsoft Teams and live lessons will be delivered.

Teachers

When providing remote learning during a school closure, teachers will be available between 8.20am and 3.10pm, with a flexible lunch.

If a teacher is 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. Staff must email staffabsence@chellaston.derby.sch.uk by 7am to report their absence. Likewise, if staff have appointments in school time, they must complete the request using SAM People.

When providing remote learning, teachers are responsible for:

	Short Period School Closure	Extended period of school closure.
Setting work	▪ Setting lessons for the pupils they teach daily as per their timetable using Firefly. ▪ Pupils should have 60 minutes' worth of work per lesson at a level they can manage independently. ▪ Work should be sequenced over time and linked to the curriculum. ▪ The work will be set in advance, at least the day prior to the learning (for a known closure).	▪ Delivering live lessons for the pupils they teach as per their timetable using Microsoft Teams. ▪ Pupils will have a live lesson which lasts for 60 minutes. ▪ The lesson will be sequenced over time and follow the intended curriculum.
Providing feedback	▪ Once a pupil has submitted their independent learning on Firefly, the teacher will review the work within 72 hours. ▪ Feedback to pupils will be provided on Firefly.	▪ Pupils will be provided with feedback on their work as per the school marking policy. ▪ Pupils will be able to submit files using Microsoft Teams and feedback will be provided.
Attending meetings	▪ Staff should be appropriately dressed in business wear/<i>in accordance with the staff uniform policy.</i> ▪ Blurred backgrounds are advised for teachers.	

Learning Mentors

When providing remote learning during a school closure, Learning Mentor will be available between 8.20am and 3.10pm, with a flexible lunch.

If a Learning Mentor is 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. Staff must email staffabsence@chellaston.derby.sch.uk by 7am to report

their absence. Likewise, if staff have appointments in school time, they must complete the request using SAM People.

When assisting with remote learning, Learning Mentors are responsible for:

- Supporting pupils who aren't in school with learning remotely:
 - Checking understanding by emailing pupils offering help and guidance during short-period closures or attending live lessons where possible for periods of extended closure.
 - Supporting and motivating pupils to navigate tasks and learning.
 - Making regular contact as required to provide positive support for pupils.
- Attending virtual meetings with teachers, parents/carers and pupils.

Heads of Subject.

Alongside their teaching responsibilities, TLR holders are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Planning the curriculum delivery so this is understood to support continuity over time, whether face to face or remotely, or as a blend of both.
- Working with colleagues within their subject to make sure all work set is appropriate and consistent.
- Monitoring the remote work set by teachers in their subject.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school. SLT line managers will have oversight of the frequency that work is set, its quality and its form for their subject areas.
- Monitoring the effectiveness of remote learning through regular meetings with teachers and Heads of Subject, 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 that must be referred to the DSL.

Designated safeguarding lead

The DSL is responsible for:

- Overseeing that all pupils on plans are contacted weekly.
- Directing the checking of pupils where there are concerns.
- Ensuring that pupils where we have not had contact with are visited.

- Making staff aware of their safeguarding responsibilities regarding the contacting of home and their expectations with any remote learning.

IT staff

IT staff are responsible for:

- Ensuring the availability of school-based devices where appropriate.
- Maintaining the IT system and its capacity to support remote learning safely,
- 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.

Pupils and parents, guardians and carers

Pupils and parents should:

- Be contactable during the school day – although 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 Learning Mentors.
- Alert teachers if they are unable to complete work.
- Make the school aware if their child is sick or otherwise can't complete work.
- Seek help from the school if they need it using:
 - Admin: ESTAdministration@chellaston.derby.sch.uk
 - Safeguarding: SafeguardingTeam@chellaston.derby.sch.uk

Governing Body

The Governing Body is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high as possible.
- Ensuring the staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

4. Roles and responsibilities for remote learning when a pupil is unable to attend school.

Remote learning will take place using non-live teaching methods which will be communicated to pupils using Firefly. This may include situations where a pupil has an

infection illness, they are preparing for or recovering from an operation; they are recovering from an injury and attendance may inhibit their recovery.

Teachers

When providing remote learning for a pupil who is absent from school due to the aforementioned reasons, staff will be available during their usual working hours, but parents and pupils will need to be aware of the teaching commitments of staff which may delay their response to any queries posed. Staff will endeavour to reply within 48 working hours to support pupils and their parents/carers with remote learning.

	Pupil absence
Setting work	▪ Setting lessons for the pupil on a daily basis as per their timetable using Firefly. ▪ Pupils should have 60 minutes' worth of work per lesson at a level they can manage independently. ▪ Work should be sequenced over time and linked to the curriculum. ▪ Departments may wish to work together to collaborate to make a remote learning pack for students to minimise workload and prevent duplication of tasks. ▪ The work will be set in advance, at least the day prior to the learning (for a known absence).
Providing feedback	▪ Once a pupil has submitted their independent learning on Firefly, the teacher will review the work within 72 hours. ▪ Feedback to the pupil will be provided verbally (once the pupil has returned to school, depending on the length of their absence) or through Firefly.

Pupils and parents, guardians and carers

Pupils and parents should:

- Be contactable during the school day – although 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 Learning Mentors.
- Alert teachers if they are unable to complete work.
- Seek help from the school if they need it using:
 - Admin: ESTAdministration@chellaston.derby.sch.uk
 - Safeguarding: SafeguardingTeam@chellaston.derby.sch.uk

5. Roles and responsibilities for remote learning when pupils have been directed to a remote provision.

Remote learning will take place using a mixture of live and non-live lessons which pupil's will be directed to undertake by the Senior Leadership Team. Pupil's will be emailed the work that needs to be completed during their remote provision using their Chellaston Academy email address. This will include instructions for joining live lessons.

6. Roles and responsibilities for homework.

Purpose

Home learning is an invaluable opportunity for students to continue their learning outside the timetabled curriculum. When home learning tasks are set and completed effectively, it becomes a crucial way of raising standards in progress and encouraging young people to develop a positive attitude to learning that they will carry with them for the rest of their lives. The Education Endowment Foundation have found that homework has a positive impact on average (+5 months) particularly with pupils in secondary schools, with homework that is linked to classwork tending to be more effective.

Please refer to the Home Learning Protocol for further details regarding homework.

Teachers

The teaching staff will follow the homework timetable as per the Chellaston Academy Home Learning Protocol.

Heads of Subject

The Head of Subject will:

- Plan home learning to ensure that it is an integral part of the curriculum.
- Monitor the setting of homework by members of their department to ensure it is meeting the needs of pupils but also set regularly in accordance with the school homework timetable.

Parents, Guardians and Carers

Parents, guardians and carers should:

- Make it clear to pupils that they value home learning and support the school in explaining how it can help their learning.
- Encourage pupils and praise them when they have completed their homework.
- Check students have completed their homework by signing their planner each week.

Pupils

Pupils should:

- Actively record their homework in their planner on the day it is set by recording:
 - The subject
 - A brief description of the homework
 - The due date for the homework.
- Ask their teacher for help if they are unclear on the homework task.
- Approach their homework with Integrity, Care and Excellence.
- Complete their homework on time.

7. Data protection

Accessing personal data

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

- Use the school MIS or remote servers to store or access work.
- When accessing pupil data, Go4Schools should be used and the data must not be shared with third parties without permission from a school leader.
- The school will use Firefly as an interactive platform to set homework.
- Staff should not use personal devices that can expose their personal email address, phone number or other personal details.

Processing personal data

Staff members may need to collect and/or share personal data such as their school email address as part of the remote learning process. If this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online. The school will follow its data protection policy in terms of handling data.

Keeping devices secure

Our digital footprint is one we must ensure protects the children and staff. Care must be taken when working remotely or away from school that data is not exposed or compromised. Staff are responsible for the safety of any device or information that holds pupils or staff identities. Staff must do all they can to protect this. If you are concerned about any data, please discuss this with the school's Data Protection Officer [DPO] for more help, and the school's IT staff.

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 or unattended.
- 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.