# Manor Hall Academy Trust

# Remote Learning Policy

Responsibility for monitoring and reviewing this policy lies with the Headteacher and LAB. A review of this policy and recommendations for change should be presented to the Directors of the trust for verifications.

The Directors of the trust, in line with the Scheme of Delegation and Articles of Association have overall responsibility for the effective operation of MAT policies, but has delegated day to day responsibility to the Headteacher and LAB.

Directors will take account of recommendations from individual schools in review of this policy and seek HR advice as to such revisions.

| Date | Version | Change | Origin of Change | Changed by |
|------|---------|--------|------------------|------------|
| Spring 21 | 2 | None | Accepted by Directors | K Staples |
| Summer 23 | 3 | New schools and contacts added. Added information concerning the use, roles and responsibilities and to other documents Some reformatting changes and added page numbers | | J.Plant |

# Contents

## 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. Use of remote learning

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when we decide that opening our school is either:

  o Not possible to do safely

  o Contradictory to guidance from local or central government

- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:

  o They have an infectious illness

  o They are preparing for or recovering from some types of operation

  o They are recovering from injury and attendance in school may inhibit such recovery

  o Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing pupils with remote education on a case-by-case basis, in the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
- Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

## 3. Roles and responsibilities

### 3.1 Teachers

When providing remote learning, teaching staff must be available during normal school 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.

When providing remote learning, teachers should:

- Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners
- Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely

They are also responsible for:

- Setting work
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects
- Providing feedback on work
- Keeping in touch with pupils who aren't in school and their parents
- Attending virtual meetings with staff, parents/carers and pupils

### 3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during normal school 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.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely
- Attending virtual meetings with teachers, parents/carers and pupils

### 3.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- 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 teachers to resources they can use to teach their subject remotely
- Making decisions about the use of online video lessons.

### 3.4 Senior leaders

Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.

They should continue to overcome barriers to digital access where possible for pupils by, for example:

- Distributing school-owned laptops accompanied by a user agreement or contract (if possible)
- Securing appropriate internet connectivity solutions where possible
- Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern

They are also responsible for:

- Co-ordinating the remote learning approach across the school – if you've assigned 1 member of staff to lead on this, highlight them here

- 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 pupils and parents/carers

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

- Ensuring staff remain trained and confident in their use of online digital education platforms

- Training staff on relevant accessibility features that your chosen digital platform has available

- Providing information to parents/carers and pupils about remote education – specify if you will do this on your website or via email

- Working with the catering team to ensure pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

### 3.5 Designated safeguarding lead (DSL)

The DSL is responsible for ensuring that remote learning delivery and issues that may arise out of it is dealt with in line with school's child protection/ safeguarding policy.

### 3.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work

- Helping staff and parents/carers 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 (DPO)
- Assisting pupils and parents/carers with accessing the internet or devices

### 3.7 Pupils and parents/carers

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're not able to complete work
- Act in accordance with normal behaviour rules / conduct rules of the school (and any specific online behaviour rules where applicable)

Staff can expect parents/carers with children learning remotely to:

- Engage with the school and support their children's learning, and to establish a routine that reflects the normal school day as far as reasonably possible
- 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

### 3.8 Governing board

The governing board is responsible for:

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

## 4. 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 – talk to the relevant head of phase or year

- Issues with IT – talk to your IT staff or IT provider (Staffs Tech; support@manorhall.academy)

- Issues with their own workload or wellbeing – talk to their line manager

- Concerns about data protection – talk to the data protection officer (see below)

- Concerns about safeguarding – talk to the DSL (see below)

| School | Data Protection | Safeguarding |
|--------|-----------------|--------------|
| Chaselea | Headteacher@chaseleapru.staffs.sch.uk | j.seymour@chaseleapru.staffs.sch.uk |

| | | |
|---|---|---|
| **Cicely Haughton** | karen@cicely.manorhall.academy | karen@cicely.manorhall.academy |
| **Springfield** | Melanie.rothwell@themeadows.manorhall.academy | Sarah.rubanski@themeadows.manorhall.academy |
| **The Meadows** | l.smith@springfield.staffs.sch.uk | |
| **Merryfields** | G.Eld@merryfields.staffs.sch.uk | d.ellis@merryfields.staffs.sch.uk |
| **Rocklands** | bursar@rocklands.staffs.sch.uk | j.elliker@rocklands.manorhall,academy |
| **Loxley Hall** | t.bullock@loxley.manorhall.academy | headarmitage@loxley.manorhall.academy |
| **Shenstone Lodge** | Neil.toplass.shenstonelodge.co.uk | Leigh.bridgewater@shenstonelodge.co.uk / Allison. |
| **Bailey Street** | bursar@baileystreet.manorhall.academy | robertsj@baileystreet.manorhall.academy |
| **Castlewood** | d.williscroft@castlewoodschool.co.uk | m.farrell@castlewoodschool.co.uk / t.scott@castlewoodschool.co.uk |
| **Adelaide Heath** | clofthouse@adelaideheathacademy.com | lfarrall@adelaideschool.net |
| **Adelaide School** | j.smith@adelaideschool.net | lfarrall@adelaideschool.net |
| **Finch Woods** | mbrennan@finchwoodsacademy.net | jwest@finchwoodsacademy.net |
| **Oakfield Lodge** | bursar@oakfieldlodge.cheshire.sch.uk | head@oakfieldlodge.cheshire.gov.uk |

# 5. Data protection

### 5.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will must use a school device or log on through the school network.

### 5.2 Processing personal data

Staff members may need to collect and/or share personal data such as phone numbers and personal 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.

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

## 6. Guidance on appropriate conduct for remote working

- Staff should not communicate with pupils or parents outside of school channels.
- When uploading resources ensure that there is no personal data included on open areas.
- If using a facility with chat, please decide if you need to disable this function.
- If you do use chat, ensure that pupils are informed that they should only talk about school work in the 'Stream' and that you may 'mute' them, i.e. stop them from posting or commenting, if they post anything that's inappropriate or bullying in nature.
- Give parents the chance to opt out of their child posting in the chat too. If they opt their child out, mute them or disable the chat facility.
- Always sit against a neutral background and ensure there is no personal data in the background. Most platforms have a background facility if you have not got a suitable background at home.
- Never record in their bedroom where possible (if that's not possible, use a neutral background).
- Apply the same dress code to remote teaching as you would in the school environment.
- Ensure that all other tabs or files open on your computer are hidden if you are sharing your screen.
- Double check that any other tabs they have open in their browser would be appropriate for a child to see, if they're sharing their screen
- Use professional language
- Ensure pupils are in a shared space in their house and that they are dressed appropriately – if they are not than ask them to turn off their camera.
- Inform parents that other children might see or hear them and anything in the background.
- When phoning students do this through parents' phones only (unless this itself poses a safeguarding risk), particularly in primary school, and in all cases make sure parents are aware and agree
- Call in school hours as much as possible
- Make sure someone else at school is aware, and keep a record of the date and time of each call
- Have a parent there at the child's end, and have the phone on speaker phone
- If using your own phone always block your number so the recipient cannot see it.
- If possible, have another member of staff on the call. If this isn't possible, record the call, with parents' permission. Explain you're recording for school records only.

## 7. Links to other Policies

- Safeguarding Policy
- Data Protection Policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy