



New Mills School

Remote learning policy

Revision	Authorised by	Date	Adopted by	Date
Draft	Alison Barker	12/1/21	QoE feedback	19/1/21
Final	Alison Barker	20/1/21	Chair's Action	20/1/21

Revision	Date	Description of Changes
Draft		New Policy related to Coronavirus Crisis Situation

Signed:
Chair of Governors

Date:

1. Aims & Rationale

This remote learning policy aims to:

- Ensure coherence in the approach to remote learning for students during the periods of self-isolation, national and regional lockdowns. New Mills School Teachers will plan and deliver remote learning lessons which are a combination of:
 - Resources that students would have encountered in school, adapted so they can be accessed whilst students are learning remotely and independently which will include: presentations, extracts from text books, learning activities, reading material, links to explainer videos etc.
 - Voiced or talking head presentations or films which support students in accessing the subject content generated by the teacher;
 - Some live lessons or live episodes within lessons representing between 20-40% of the remote teaching in that subject over a fortnight;
 - Curated virtual lessons from reputable sources that complement the curriculum;
 - Opportunities to independently practise applying knowledge or skills;
 - Assignments suitable for remote teacher feedback with clear success criteria;
 - Retrieval quizzes that with automated feedback so students can test their knowledge and receive immediate feedback.
 - This list is not exhaustive.
- 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 NMS Teachers

When providing remote learning, teachers must be clear how a student who is struggling can access help.

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 to the Heads PA and their Faculty Team Leader.

When providing remote learning, faculties or subjects may choose to use collaborative planning to enhance the subject offer to students and/or support wellbeing and rationalise workload for teachers. Whether working with their own classes or within these structures, teachers are responsible for:

- Setting work
 - Appropriate to their classes taking account of the differing abilities within each class group.
 - Work is planned to ensure the students are still following the NMS curriculum plans for their subject.
 - In quantities that is commensurate with the student's timetabled allocation had they been in school.
 - Vary the learning activity to the material covered to maximise student progress, engagement and motivation.
 - Upload the students' entire week's work to 'go live' on a Monday morning and expire on a Sunday on ClassCharts. The week's work will be 'chunked' and labelled to indicate which timetabled lesson it would apply to if they were learning in school.

- Have completed the above by midnight on Thursday the previous week to allow middle leaders to quality assure the work they have offered and feedback to their line-manager..
- To make it clear within the work set, which activities should be submitted to the teacher for assessment and to make it clear how students should do this.
- Provide complementary paper-based learning for those students who do not have access to IT equipment which also should be made available to the Reprographics department by the Thursday of the previous week.
- Teachers will actively seek to develop their skills in remote teaching both by accessing and absorbing school CPD and independent enquiry as outlined in our Performance Management goals.
- Liaising with their Faculty Team Leader, DSL, SENCO, allocated TAs, pastoral team and/or relevant support staff as necessary,
- Providing feedback on work.
 - Ensure that the work set includes activities that will be assessed by the teacher proportionate to teacher feedback that would have been expected/provided in school.
 - Ensure the work set includes mechanisms by which the teacher can gauge that the student has engaged with their remote learning that week (this may be the same as above).
 - It should be clear which learning activities will receive feedback, give clear success criteria to their students and clear deadlines within the instructions for the task.
 - Communicate how they would like students to submit this work.
 - Communicate how and when the students will receive feedback on the work they submit; this may be whole class feedback, reteaching material students have struggled with, individual feedback, R-points with comments, etc – whatever is most appropriate to the task and conducive to progress.
 - Responsively adapt their teaching in line with students' understanding of the material covered.
- Maintaining contact with pupils who aren't in school and their parents:
 - Teachers will feedback on a student's engagement levels with remote work weekly which will be shared with parents and students. Low engagement notifications will be accompanied by a short comment identifying what the student has to do to address this.
 - Teachers will use the announcement buttons on ClassCharts to 'nudge' students not engaging as they would like between engagement feedback.
 - If this proves ineffective, they will escalate the announcement to parents.
 - Students with low engagement will be contacted either by their tutor or the school's pastoral team to support them appropriately.
 - Emails from students will be responded to as soon as possible, wherever possible within 24 hours.
 - Emails from parents will be responded to in line with school's communications policy; acknowledged within 24 hours and if necessary a fuller response issued within 5 working days.
 - If a member of teaching staff has any safeguarding concerns they should follow the school's safeguarding policy, including the Covid19 appendix, reporting through 'Safeguard my School' where appropriate but making direct contact with the school's DSLs if appropriate.
- Attending virtual meetings between staff, parents and pupils:
 - Dress code – as you would be dressed to attend a formal meeting in the workplace
 - Locations should be selected carefully (e.g. be respectful of privacy, avoid areas with background noise, nothing inappropriate in the background)

2.2 Students and parents

To maximise progress whilst learning remotely students need to:

- Be engaged in their remote learning every weekday for a minimum of five hours – although recognise they may not always be in front of an IT device the entire time.
- To look after their own wellbeing by only doing a maximum of 2 extra hours work daily to finish of activities that they did not complete during the day (eg. 7 hours a day maximum).
- Wherever possible to have set themselves up a quiet place to work.
- Submit work to the deadline set by teachers detailed within the instructions of task and not to the due date of the assignment which represents when the learning activity will cease to be available.
- Seek help if they need it, from their peers, their parents and carers as well as teachers or teaching assistants
- Demonstrate resourcefulness and resilience and accessing their learning in an unfamiliar way.
- Attempt activities, even if they don't feel confident so their teacher can identify what their block to progress may be.

To maximise progress whilst their children are learning remotely parents need to:

- Support their children in working as detailed above.
- Make the school aware if their child is sick or otherwise can't complete work.
- Wherever possible to set their children up with a quiet place to work.
- Wherever possible to establish regular routines that allow students to share the household's IT resources and have an opportunity to access their remote learning activities.
- Support their child in structuring and managing their workload ensuring they are spending time commensurate with the timetable requirement on each subject; not encouraging children to prioritise certain areas of the curriculum at the expense of others.
- Engage actively with the ClassCharts App which is the portal to all remote learning.
- Support their child in spending between 5 and 7 hours a day on their school work, although this can be structured flexibly.
- Recognise that learning activities will be varied and will not require a student to be in front of a computer all day.
- Recognise that not all work receives teacher feedback and that some tasks are preparation tasks but nonetheless need to be completed
- Read the communications sent from school and respond where necessary
- Be respectful and proportionate when making raising any concerns, taking into account that their query will be prioritised, but will not necessarily generate an immediate response.

2.3 SEND Team

The SEND team comprises of our SENCO and team of teaching assistants. Each student with SEND has a linked TA. When students are accessing remote learning the link TA is responsible for:

- Contacting link students on a weekly basis to ensure they can access the work provided (method to be determined on a case by case basis), and to offer support
- Liaising with teachers if individual issues arise
- Working with other teams within the school (e.g. pastoral teams or IT) to resolve issues for the students

- Being the initial point of contact if parents have concerns
- Liaising with line manager in the case of home-based working

The SENCO is responsible for

- Meeting weekly with the SEN team to discuss remote learning
- Managing workload and wellbeing of SEN team
- Liaising with parents and other staff should any problems escalate from the link TA
- Liaising with line manager in the case of home-based working

2.4 Inclusion Team

The DSL is responsible for:

- Ensuring the implementation of the Child Protection and Safeguarding Policy and the covid-19 annex to this, including ensuring the inclusion team make relevant contacts with vulnerable students and follow up as needed
- Managing the workload and wellbeing of the inclusion team
- Liaising with line manager in the case of home-based working

The Year Managers are responsible for:

- Making welfare phone calls to vulnerable students self-isolating at least weekly
- Following up safeguarding concerns using established school systems (including self-isolators)
- Monitoring Class Charts for remote learning rewards/sanctions and identifying follow-up needed
- Rearranging meetings with external agencies and informing relevant stakeholders
- Liaising with line manager in the case of home-based working
- Informing alternative provision providers of students who require remote learning

The Student Support Manager is responsible for:

- Ensuring attendance registers of students in school are kept up to date and accurate
- Maintaining and distributing information of students requiring remote learning
- Liaising with line manager in the case of home-based working

The Family Support Worker is responsible for:

- Contacting case load and follow up as needed including self-isolators
- Liaising with line manager in the case of home-based working

2.5 Student Development Team

The student development team are responsible for:

- Ensuring the personal development curriculum lessons are available as per student timetables
- Ensuring tutorials are available as per student timetables
- Quality assuring the student development remote learning offer, following up on any concerns
- Analysing Class Charts data to address any lack of engagement with SD work
- Checking teachers are providing weekly acknowledgement to those students who have made progress
- Producing and distributing self-regulation videos/pack for students at home on how to work effectively
- Liaising with tutors to contact students who struggle to engage with subjects across the curriculum

- Where possible, providing remote events in line with the school calendar
- Liaising with line manager in the case of home-based working

2.6 Support Staff Team

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, for example by reissuing email passwords
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Liaising with line manager in the case of home-based working

Reprographics is responsible for:

- Photocopying work for individual self-isolating students and identified students when remote learning on a fortnightly basis
- Organising distribution of paper based work via post or other methods.
- Liaising with line manager in the case of home-based working

The librarian is responsible for:

- Making Myon reading recommendation(s)
- Supporting the Accelerated Reader Programme for appropriate year groups.
- Liaising with line manager in the case of home-based working

2.7 Faculty Leaders

Alongside their teaching responsibilities, Faculty Leaders are responsible for:

- Co-ordinating their faculties in meeting the responsibilities laid out in Section 2:1
- Actively seeking to develop their skills in remote teaching both by accessing and absorbing school CPD and independent enquiry as outlined in our Performance Management goals in order to support their faculty and share good practice.
- Working with their faculties to identify whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with other Faculties and senior leaders to make sure whole school guidelines related to work set remotely are effectively disseminated to their teams and provide support where necessary.
- Monitoring the remote work set by teachers in their faculties weekly and providing feedback to support the championing of good practice and to address any concerns.
- Making 'wellbeing checks' of their team at least fortnightly as colleagues work from separate locations.

2.8 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

Co-ordinating the remote learning approach across the school.

- Communicating responsively and proactively with the whole school community to build an understanding of the remote learning offer.
- Monitoring the effectiveness of remote learning – through weekly QA and follow-up of any issues recognised.

- Developing a continuous improvement approach to remote learning, but engaging with research and good practice and providing opportunities for staff CPD.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Working to procure the 'kit' required to enhance this experience wherever possible, for staff and students.

2.9 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. Data protection

3.1 Accessing personal data

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

- Wherever possible, use school devices to produce and distribute remote learning
- Use their school 365 account for contacting students
- Access student data via Class Charts, Provision Map, Safeguard My School SIMS, all of which are accessed securely
- Store personal data in accordance with GDPR

3.2 Processing personal data

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

3.3 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

4. Safeguarding

All staff must abide by the Child Protection and Safeguarding Policy and the covid-19 annex to this policy. Both of these documents can be found on the school website and whole school CPD has been provided.

5. Monitoring arrangements

The remote learning offer to students is reviewed weekly and New Mills School is committed to being an evidence-informed school and responsive teaching environment. Should it be desirable to adapt or alter this policy, it will be agreed by the QoE Committee if feasible and if not by Chair's Action.

6. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Assessment policy
- Online safety policy