





# HASTINGS HIGH SCHOOL

## Remote Learning Policy

<b>Version</b>	1
<b>Document owner</b>	Claire Hardman - AHT (Teaching and Learning)
<b>Governors oversight committee</b>	Pupil Outcomes Committee
<b>Status</b>	Approved
<b>Source</b>	National guidance
<b>Date approved</b>	Tabled for approval at the meeting to be held on 23.09.20
<b>Next review due</b>	September 2020
<b>Signed – Chair of Governors</b>	Paper copy to be signed
<b>Signed – Co-Headteachers</b>	 Miss Bradley  Mr Shipman

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## 1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the quality of 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

At Hastings High School our aim is to provide Care and Excellence for All. We strive to be a supportive, innovative and inclusive school community which empowers every individual to thrive and excel.

Hastings High School aims to:

- Provide a sense of **community** with staff, pupils and their families working together
- Be highly **ambitious** for our pupils and for our school to ensure we provide the best possible education
- Encourage pupils to take **responsibility** for their behaviour and learning
- Provide an **enriching** school curriculum which develops pupils all round skills for future success
- Empower pupils to undertake **self-development** activities to develop all aspects of their capabilities

These values are integral to our approach to Remote Learning which is in line with our Teaching and Learning Policy: *The Best for Every Child*. So that we can achieve our aim - to ensure high quality learning for all our pupils – we will follow a blended approach using online and offline resources that are appropriately linked to our curriculum expectations and the nature of individual subjects. In addition, staff will maintain an approach that is in keeping with quality first teaching to address individual pupil need. This includes giving pupils access to a range of remote learning resources, made available as standard practice on Google Classroom and Google Meet. This applies across all subjects. Where accessing work online is not possible, we will provide printed resources, such as textbooks and workbooks. Also, this applies to pupils for whom paper-based learning is more appropriate. We recognise that some pupils with SEND may not be able to access remote education without adult support; therefore, we will work with families so that we can still to deliver a broad and ambitious curriculum for these pupils.

**Staff responsible:**

Assistant Headteacher Teaching & Learning

Heads of Year

Heads of Department/Subject Leads

SENCOs

Lead DSL

Individual teachers

**2.1 Teachers**

When providing remote learning in the event of a full or partial closure, staff will be in school and teachers will be available (in the classroom that they would normally teach the lesson) during the time that they are due to be teaching.

If a member of staff 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 procedures. (SEE STAFF HANDBOOK FOR ABSENCE PROCEDURES)

**When providing remote learning in the event of a full or partial closure, teachers are responsible for:**

- Following the planned and well-sequenced curriculum that has been agreed by subject leads so that knowledge and skills are built over time.
- Setting meaningful and ambitious work for each of their timetabled classes who need to access work remotely.
- Where possible, setting work that is consistent with what pupils would access if in school. However, staff should be mindful that the way pupils work at home is likely to be dependent on individual context and this should be given consideration.
- Assigning work on Google Classroom in time for the timetabled lesson; this includes a time for pupils to log in to Google Meet and for a register to be taken. It is expected that this will be checked am and pm, and that pupils will log in at 9am. Work may be set on

other learning platforms such as Mathswatch, Seneca and Oak National Academy resources, etc. However, this should still be assigned on Google Classroom and a register of pupil engagement should be taken.

- Setting deadlines for the completion of work. This is likely to be by the end of the school day and should be set through the teacher's communication with pupils as well on Google Classroom.
- Ensuring that the learning is clear and that pupils understand what is being taught and how to apply what they have learnt. This may be done through high-quality curriculum resources, videos, recorded explanations, etc.
- Enabling pupils the opportunity to communicate and ask questions about the work set. This may be during a Google Meet session or via messages sent on Google Classroom. However, teachers should not be expected to communicate outside of normal school hours.
- Checking how well pupils are progressing through the curriculum, using questions, quizzes and other suitable tasks.
- Adjusting the pace or difficulty of what is being taught in response to questions or assessments. This might include, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- As far as possible, ensuring that the individual needs of pupils are met using knowledge of individuals and utilising quality first teaching as appropriate.
- Ensuring that they (the teacher) take up opportunities to develop their skills around remote learning.

**When providing remote learning for individual pupils who may be self-isolating (staff will be alerted to this via an X on the register), teachers are responsible for:**

- Setting work that is consistent with the curriculum content that the pupils would have accessed in school. This work should be assigned to the individual via Google Classroom.
- Referring the pupil and parents to additional resources that could be used to bridge learning such as BBC Bitesize, Oak National Academy, etc.

#### **Providing feedback on work:**

- Staff will provide feedback on key pieces of work as agreed at subject level. This feedback may be personalised to individual pupils or it could be whole class feedback; any feedback should be in accordance with subject Feedback Policies and teacher judgement.
- Feedback may be in the form of comments on Google Classroom, numerical scores/grades on other platforms, online marking of individual pieces of work with WWW/EBIs, etc.

### **Keeping in touch with pupils who aren't in school and their parents:**

- Teachers will communicate with pupils at agreed points during the timetabled lesson and will be available to respond to messages either via Google Meet or messages sent on Google Classroom. However, teachers should not be expected to communicate outside of normal school hours.
- Where appropriate, teachers will respond to emails from parents. However, teachers should not be expected to respond to emails outside of school hours and they should seek advice before communicating should they feel the need to do so.
- Any complaints or concerns shared by parents, or any safeguarding concerns should be shared with Heads of Subject or DSL respectively; this will be in line with normal safeguarding procedures.
- If pupils have not completed work teachers should communicate with the pupil and, if necessary, the parent to establish why a pupil has not completed any work.

### **Attending virtual meetings:**

- All staff should regard virtual meetings with the same level of professionalism that would be expected in a face to face meetings.
- If teachers attend virtual meetings from outside of their school setting they should ensure that the environment is secure and appropriate.
- If teachers choose to stream live lessons from school they should ensure that they have followed strict protocols around data protection and sought appropriate advice.

## **2.2 Learning Support Assistants (LSAs)**

Learning Support Assistants will continue to support pupils' learning as designated by the SENCO.

If a member of staff 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 procedures. (SEE STAFF HANDBOOK FOR ABSENCE PROCEDURES)

When a large proportion of pupils are learning remotely, LSAs will support those pupils who continue to attend school. These pupils may include:

- Those with Education, Health and Care Plans (EHCP)
- Other vulnerable pupils
- The children of key workers

If an EHCP pupil does chooses not to attend school the LSA who usually works with that pupil can be expected to make contact with that pupil during the school day to check that they are able to access the work set and to check their well-being. LSAs and other members of the support team may also contact pupils who do not have an EHCP, but may need support.

### **Attending virtual meetings:**

- All staff should regard virtual meetings with the same level of professionalism that would be expected in a face to face meetings.
- If LSAs attend virtual meetings from outside of their school setting they should ensure that the environment is secure and appropriate.

### **2.3 Heads of Department/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.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent with the agreed curriculum.
- 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 by securing access to staffs' Google Classrooms, holding discussions during department meetings, carrying our pupil voice, etc.
- Alerting teachers to resources they can use to teach their subject remotely.
- Giving consideration to ongoing assessment and how this might be delivered remotely.

### **2.4 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 pupil, staff and parent voice, line management meetings, monitoring of Google Classroom.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Ensuring that professional development opportunities are available to staff so that they are able to deliver remote learning.

### **2.5 Designated safeguarding lead**

The DSL is responsible for Safeguarding is Pat Whitehurst. For information regarding our safeguarding arrangements please see:

**Hastings High School**

**Child protection and safeguarding: COVID-19 Appendix**

## **2.6 IT staff**

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff with any technical issues.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.

## **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 teachers.
- Seek help if they need it.
- Make the teacher aware if they are unsure how to use Google Classroom.
- 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.

## **2.8 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:

- AH Teaching and Learning (Claire Hardman) regarding overall policy.
- Subject Leads if in relation to curriculum, workload, etc

- Laura Woodward (SENCO) if in relation to questions regarding the support of SEND pupils.
- HOY if in relation to behaviour of a pupil in specific year group.
- Pat Whitehurst (DSL) if in relation to a safeguarding concern.
- James Booth if in relation to IT.
- Pete Tilbury (Business Manager) in relation to data protection.

## **4. Data protection**

### **4.1 Accessing personal data**

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

- Use the available data in the same way that they would if pupils were in school.
- Access the data using school equipment and while on the premises.
- Avoid taking paper-based personal data off-site.
- Those staff who have access to school equipment while not on the premise should follow the same procedures around keeping devices secure (see 4.2)

### **4.2 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



## **5. Safeguarding**

For information on Safeguarding issues in relation to Remote Learning, please read the following document:

**Hastings High School**

**Child protection and safeguarding: COVID-19**

**Appendix**

## **6. Monitoring arrangements**

This policy will be reviewed as appropriate and as and when government advice and guidelines are updated.

It will be reviewed by AH Teaching and Learning and other relevant stakeholders.

## **7. Links with other policies**

This policy is linked to our:

- Behaviour policy
- Child protection policy COVID-19 Appendix
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy