



Remote Learning

This policy was written in January 2021

The policy must be reviewed and updated at least every 12 months.

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1. Aims.

This remote education policy aims to:

- set out and explain our approach to remote education during Covid-19 to the whole school community
- ensure consistency in the approach to remote education for pupils who are not in school
- set out expectations for all members of the school community with regards to remote education
- provide appropriate guidelines for data protection.

This policy is to ensure the ongoing education of students under unusual circumstances. This policy will future-proof against closures that could happen at any time due to school closure from Covid-19. It also covers the ongoing education of pupils who cannot be in school as a result of Covid-19 restrictions but are able to continue with their education when the school remains fully open. If one or more of the following events occur, remote education will be implemented by the School for all affected students:

- An individual student is awaiting a Covid-19 test result
- An individual student is self-isolating due to Covid-19
- A proportion of students from a class/base group/bubble are self-isolating due to Covid-19
- A whole class/base group/bubble is self-isolating due to Covid-19
- The school is only open to critical workers/vulnerable children due to Covid-19
- The school is closed due to Covid-19.

2. Roles and responsibilities

Meadowbrook College commits to the following minimum standards for remote education provided in the above scenarios:

- Work will be provided for all affected students and will be accessible on our pre-agreed platform(s).
- Affected students will have access to remote education which is equivalent to core teaching every day.
- Affected students will be provided opportunities for feedback and assessment on a regular basis.
- Work provided will be ambitious and in line with the in-school curriculum.
- Affected students will have the opportunity for daily contact with a member of staff.

Resources to deliver these minimum expectations include:

- Online tools in G Suite for Education (e.g. Google Meet, Google Classroom),
- Use of Hegarty Maths
- Use of Recorded video for instructional videos
- Phone calls home
- Printed learning packs and or physical materials such as text books and writing tools
- Use of BBC Bitesize, Oak Academy, online textbooks, etc
- Downloadable printable documents and curriculum resources

2.1 Teachers (Including Instructors, Education Workers, and Coach Mentors)

When providing remote learning, teachers must be available between 9am and 3pm. If they are 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 are responsible for:

Setting work:

- Teachers will set work for the pupils in their classes.
- The work set should follow the usual timetable for the class had they been in the centres, wherever possible

- Weekly/daily work or links to work will be shared in Google Classroom

Providing feedback on work:

- In a live lesson, group or individual feedback can be provided verbally so as to respond to the development of the lesson
- Where possible, teachers will provide live feedback using Google docs or sheets, or via Hegarty Maths
- Teachers will comment on completed tasks by the end of the same week.

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

- If there is a concern around the level of engagement of a pupil/s, parents should be contacted via phone to assess whether MBC intervention can assist engagement.

2.2 Learning Mentors

Learning Mentors must be available between 9am and 3pm. If they are 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.

During the school day, learning mentors may support teachers in their online lessons, provide mentoring support for pupils and must complete other tasks as directed by a member of SLT.

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
- 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
- Alerting teachers to resources they can use to teach their subject remotely

Children with SEND

It is primarily the role of the SENCo to ensure all SEND needs are supported effectively and that appropriate resources are allocated and available to meet pupil need. However, all teachers and learning mentors have a duty to support children with SEND. Teachers should ensure that work is differentiated as required for all learners when setting online tasks.

To support children with SEND and/or learning difficulties with remote education, the SENCo will:

- know which students they are expected to support
- have a good knowledge of 'their' student need, the barriers they may face and how best to support
- share access to, SEND or EHCP plans to ensure successful strategies and interventions are used to support
- ensure that statutory EHCP Part F school provisions are covered

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the college inc daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject leaders,
- reviewing work set or reaching out for feedback from pupils and parents

2.5 Designated safeguarding lead

The DSLs are responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy Appendix on remote learning.

2.6 IT Support 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
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

2.7 Pupils and parents

Meadowbrook College is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs. MBC can provide induction for parents if they require or request it on how to use Google Classroom and where possible, provide personalised resources. Where possible, it is beneficial for young people to maintain a regular and familiar routine. We would recommend that each 'school day' maintains structure. We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration. Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact MBC promptly and alternative solutions may be available. These will be discussed on a case-to-case basis.

All children sign an 'Acceptable Use Policy' when they join MBC which includes e-safety rules and this applies when children are working on computers at home.

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 other key staff
- Alert teachers 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

2.8 Governing body

- Monitoring the college'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

All parent/carer emails relating to remote education should come through the school admin account (officeox@meadowbrookcollege.org or officeban@meadowbrookcollege.org)

If staff receive a email directly from a parent/carer, they will respond and copy in a line manager

Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to a DSL

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 team leader or SLT
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

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

- Explain how they can access the data, such as on a secure cloud service or a server in your IT network
- Which devices they should use to access the data – if you’ve provided devices, such as laptops, staff should use these rather than their own personal devices.
- Follow the Acceptable Use Agreement

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as names, email addresses and telephone numbers as part of the remote education 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. Staff will only collect and/or share as little personal data as possible online.

4.3 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 eight 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.
- Keeping operating systems up to date – always install the latest updates.

5. Safeguarding

With the increased use of digital technologies that comes with remote education, safeguarding implications need careful consideration. Parents are advised to spend time speaking with their child(ren) about online safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online. Please refer to the ICT and Acceptable use policy for further information. While we will be doing our best to ensure links shared are appropriate, there may be tailored advertising which displays differently in your household or other changes beyond our control. If parents or students have any concerns over any online content related to the college they should contact the Headteacher at officeox@meadowbrookcollege.org. If parents have any safeguarding concerns that need discussing, they should contact the DSL, Elaine Kinnell, ekinnell@meadowbrookcollege.org, Susy Morgan, smorgan1@meadowbrookcollege.org or Jacqui West at jwest@meadowbrookcollege.org. Staff should continue to be vigilant at this time and follow our usual Online Safety for Staff and Child Protection and Safeguarding Policy and procedures.

6. Monitoring arrangements

- Monitoring the college'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

7. Links with other policies

This policy is linked to our:

- Behaviour & Relationships policy
- Safeguarding and Child protection policy
- Teaching, Learning & Assessment policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy

Governor Approval and Review Dates

This policy was updated in January 2021.

The policy is due to be approved by the Radcliffe Academy Trustees at the full governing board/business committee meeting in January 2021.

It is due for review by January 2022.

Date	Change	Trustee Review
25.1.2021	New policy	To be reviewed at Trustees meeting in January 2021