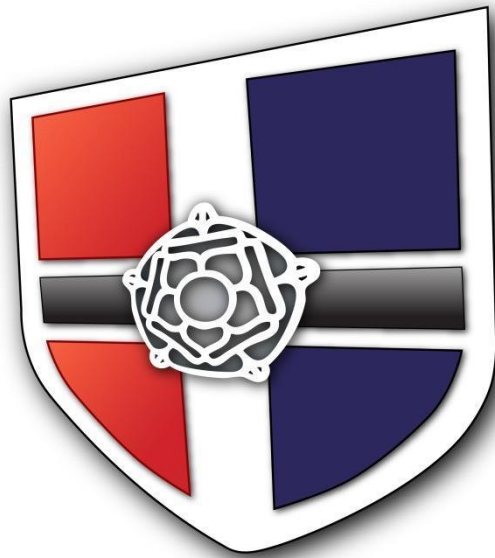


Sponne School



Remote Learning Policy



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1. Intention

In the event of a school closure that means students have to be taught remotely, Sponne is committed to providing continuity of high quality education and will do so through a process of online remote learning using Google Classrooms.

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for students who aren't in school
- Clarify 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 Teachers

Sponne appreciates that a successful period of remote learning relies on the experience teachers provide for students. Sponne acknowledges there may be times during remote learning when staff are unable to work. 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 (phoning the absence line by 8am on the morning of the absence).

When providing remote learning, teachers are responsible for:

1) Setting work

- a) for all lessons on their timetable. Remote lessons will follow the pre-Covid structure of the school day but lessons will be 50 minutes in length. To support students following their school timetables teachers should set work that lasts 50 minutes per lesson rather than issuing students with work for multiple lessons in one lesson. The only exception to this is where teachers are ill and unavailable to teach. In this situation work which may last multiple lessons may be added to Google Classrooms;
- b) wherever possible (and appropriate) lessons should have a 'live' element. Google Meet must be used for synchronous live lessons. These could take the form of the teacher:
 - i) introducing the learning and expectations before allowing students enough time to complete the task set for them independently
 - ii) introducing the learning and expectations before allowing students to complete the task set for them independently then returning to the Google Meet to conduct a plenary with students (known as 'top and tail' live lessons). If using this approach please avoid it during period 1 and 3 to allow time for both staff and student to get ready for their next lesson
 - iii) organising to meet students at a set time in the second half of the lesson to consolidate their independent learning
 - iv) teaching the whole lesson as a teacher would in the real classroom with the teacher explaining each task then giving the students time to complete each task
 - v) being available on Google Meet throughout the lesson so students can ask questions or ask for support whilst they work independently



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- vi) inviting a targeted group of students to attend a 'live' lesson or targeted support can be provided.
 - c) Where a 'live' element isn't appropriate or possible, teachers should provide a narrated slideshow (PowerPoint or slides) to support students in accessing their learning
 - d) Students who are unable to attend the 'live' element of the lesson must not be disadvantaged. The work (and instructions) uploaded to Classroom must be accessible for these students too.
 - e) Work must follow the faculty/department curriculum plan, be appropriate to the needs of the student and take no more than 50 mins to complete. If the teacher wishes to enhance the learning of the students (in the absence of homework) then the teacher should make it clear what needs to be complete by when.
 - f) Work must be uploaded to the appropriate Google Classroom. Teachers must 'assign' or 'schedule' work to appear at 8am on the day of the lesson. If teachers do not want the work to be visible to students before the 'live' lesson, then they should indicate on the 'stream' that the lesson will be live and 'schedule' the work to appear at the appropriate time. If students having access to the work before the lesson is not a problem then teachers can 'assign' or 'schedule' the work and notification of a live element (should the lesson have a 'live' element) at the same time.
 - g) Teachers do not need to record all lessons but are welcome too. Where there are situations where only one student is present in the lesson then teachers must record the lesson. Under no circumstances can recordings of lessons be shared with pupils.
 - h) Teachers must add their Subject Learning Leader, and if the class is supported by a Learning Facilitator, to their Classrooms.
2. Providing feedback on work:
- i) Teachers will access work of students on Google Classroom via 'Handed In', 'People' or 'Mark'.
 - j) Teachers are not expected to provide written feedback for every student on every piece of work. Teachers should still follow the school feedback policy. Teachers can feedback through:
 - i) Verbal feedback in 'live' lessons
 - ii) Whole Class Feedback (maybe as part of a future lesson)
 - iii) Written comments to students (either on their work or private messages)
 - iv) SPIN
 - v) The 'marks' allocated to a piece of work

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

- k) Teachers should make contact with a student once they have missed the work for two lessons. This contact can be a private message on Google Classroom.
- l) Following guidance from the DfE, form tutors will make contact with every member of their form every week. This contact can be via a conversation with the student in a Google Meet during registration, private message on Google Classroom, email or phone call.



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- m) Teachers are encouraged to set an 'out of office' notification on their emails stating they are working from home and will endeavour to reply to emails from parents within two working days.
- n) If a student raises any safeguarding concerns then teachers should follow the safeguarding procedures of the school.
- o) If a parent complains then teachers should try to resolve the issue initially and seek guidance from their line manager where necessary.
- p) If students are not engaging with remote live lessons or engaging with the written work then teachers should log this lack of engagement on Go4Schools by the end of the working day on a Friday.

Attending virtual meetings with staff, parents and students:

- q) Dress code- teachers must wear appropriate clothing, nothing less than smart-casual.
- r) Locations – where possible teachers are encouraged to avoid areas where background noises may disrupt the meeting, however whilst working from home this is not always possible. Teachers are encouraged to follow the protocol of the business world and state at the beginning of the meeting that as they are working from home there may be some background noise. Teachers must make sure there is nothing inappropriate in the background. Teachers may blur their backgrounds or choose an appropriate background from the selection on Google Classrooms. Staff are encouraged to turn their cameras off when they are not talking to students.

If teachers will also be working in school, they are still expected to provide remote learning.

2.2 Learning Facilitators

Sponne appreciates the significance of Learning Facilitators in enabling some students to have a successful period of remote learning. Sponne acknowledges there may be times during remote learning when learning facilitators are unable to work. 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 (phoning the absence line by 8am on the morning of the absence).

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

Supporting pupils who aren't in school with learning remotely:

- s) learning facilitators will continue to support the students they would normally support in their lessons (unless the SENCo has directed support elsewhere)
- t) learning facilitators will provide support in a number of ways including joining live lessons, messaging students directly, commenting on the work of students as they complete it, speaking to them directly via phone etc.

Attending virtual meetings with teachers, parents and students:

- u) Dress code- learning facilitators must wear appropriate clothing, nothing less than smart-casual.
- v) Locations – where possible learning facilitators are encouraged to avoid areas where background noises may disrupt the meeting, however whilst working from home this is not always possible. Learning facilitators are encouraged to follow the protocol of the business world and state at the beginning of the meeting that as they are working from home there may be some background noise. Learning facilitators must make sure there is nothing inappropriate in the background. Learning facilitators may blur their backgrounds or choose an appropriate background from the selection on Google Classrooms. Staff are encouraged to turn their cameras off when they are not talking to students.



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If learning facilitators will also be working in school, they will be supporting students in school and therefore may not provide the same level of support to their classes at home.

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 – through regular discussion with team members but also through regularly sampling the work and learning on Google Classroom. This monitoring will highlight strengths to be shared and any inconsistencies that need reducing. It will also identify and staff who need support with Google Classrooms.
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

Co-ordinating the remote learning approach across the school – Claire Cutler will take a lead on this.
Monitoring the effectiveness of remote learning –through regular meetings with Faculty Learning Leads, 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

2.5 Designated Safeguarding Lead

Emma Harris is Sponne's DSL. Staff must follow our Child Protection Policy and refer to Sponne's Child Protection and Safeguarding COVID Addendum.

2.6 IT Staff

IT staff are responsible for:

Fixing issues with systems used to set and collect work

Helping staff and parents with any technical issues, they are experiencing

Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

Assisting students and parents with accessing the internet or devices

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, from teachers or learning facilitators

Alert teachers if they are not able to complete work

Engage appropriately in 'live' lessons

Staff can expect parents with children learning remotely to:

Make the school aware if their child is sick or otherwise can't complete work



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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

2.8 Governing Body

The governing body 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:

Issues in setting work – talk to the relevant subject lead or SENCO

Issues with behaviour – talk to the relevant Progress Learning Leader

Support with Google – talk to Scott Cornelius

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 Jo Hockton, data protection officer

Concerns about safeguarding – talk to Emma Harris, the DSL

4. Data Protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:
use a school device rather than their own personal devices

4.2 Processing personal data

Staff members may need to collect and/or share personal data with other members of staff, such as email addresses or home 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.

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 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



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5. Safeguarding

Refer to our Child Protection COVID addendum

6. Monitoring Arrangements

This policy will be reviewed annually and in every sustained period of remote learning by Claire Cutler, Assistant Head. At every review, it will be approved by the full governing body.

7. Links with other policies

This policy is linked to our:

- 1) Behaviour policy and covid behaviour addendum
- 2) Child protection policy and COVID addendum to our child protection policy
- 3) Data protection policy and privacy notices
- 4) Home-school agreement
- 5) ICT and internet acceptable use policy

Reviewed by:	Claire Cutler – January 2021
Agreed by:	Local Governing Body
To be reviewed:	