



St Mary Magdalene Academy

**The Courtyard**

# **THE COURTYARD**

## **REMOTE LEARNING POLICY**

The Courtyard aims to offer an outstanding educational and social provision that will equip our students with the skills and experiences needed to discover and live out their potential.

## REMOTE LEARNING - POLICY STATEMENT

**ST MARY MAGDALENE ACADEMY  
THE COURTYARD**

<b>Approval Committee:</b>	<b>Curriculum and Standards</b>
<b>Author:</b>	<b>Deputy: Teaching and Learning</b>
<b>Last reviewed:</b>	<b>January 2021 (Version 3)</b>
<b>Next review date:</b>	<b>March 2021</b>
<b>Required to publish on website?</b>	<b>Yes</b>
<b>Statutory?</b>	<b>No</b>

## **1. Background and Aims**

This policy is to ensure the ongoing education of The Courtyard pupils under unusual circumstances. This policy will future-proof against closures that could happen at any time due to: school closure from illness epidemic, extreme weather, power-loss, etc. It also covers those who are able to attend school due to being classed as vulnerable, the child of a keyworker or else deemed necessary to attend school due to other mitigating circumstances, and finally, the ongoing education of pupils who cannot be in school but are able to continue with their education when the school remains fully open.

It aims to:

- Ensure consistency in the approach to remote learning for all of these groups of pupils.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection

## **2. Remote Learning Lead**

The Deputy for Teaching and Learning is responsible for formulating and overseeing The Courtyard's Remote Learning Policy. Any questions about the operation of this policy or any concerns about the viability of any part of this policy should be addressed to the Deputy for Teaching and Learning in the first instance.

## **3. Roles and Responsibilities for Remote Learning**

### **3.1 Teachers**

When providing remote learning, teachers must be available between 8:30am – 3:30pm Monday to Friday.

If teachers 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
  - Ensure that lessons and tasks are created for their regular timetabled classes.
  - Ensure that lessons and tasks are uploaded to Google Classroom at the appropriate time for their scheduled lessons.
  - Ensure that Google Classrooms are shared with appropriate alternative staff.
  - Ensuring paper copies are made available for pupils unable to access Google Classroom / online learning.
  - Ensure that high standards of teaching remain in place and that work is suitably differentiated for the different levels and needs of pupils.
  - Ensure that any 'live' lessons are recorded and added to Google Classrooms for pupils who may have missed the lessons to catch up on.
  - Ensure that they have received appropriate training and seek further training opportunities if they require them.
  - Ensure that they have access to key resources not available online at home e.g. key textbooks
  - Ensure that they have access to a suitable device for home use and if this is not the case then staff should alert the Deputy for Teaching and Learning to the situation
- Providing feedback on work
  - Staff will provide timely (within the day) feedback to pupils via Google Classroom
  - Staff will provide feedback on work completed on paper within 3 days of receipt (via email or post)

- Staff will update the school's tracking sheet to monitor the engagement and completion rates of pupils.
- Keeping in touch with pupils who aren't in school and their parents
  - Teachers will make regular contact with pupils via Google Classroom regarding lessons and tasks set.
  - Pupils and parents will be contacted every Monday with updates of the number of lessons attended/work completed the previous week.
  - Parents will be contacted regularly by a member of SLT regarding low attendance/engagement.
  - Staff should reply to contact from pupils/parents during working hours only - 8:30am – 3.30pm Monday to Friday.
  - Any complaints or concerns shared by parents/pupils should be forwarded to SLT. Any safeguarding concerns should be directed to the DSL or Deputy DSL for consideration. Staff should follow the Courtyard's Safeguarding procedures in all incidences.
  - Any behavioural incidents (online bullying, failure to complete work, inappropriate interaction) should be directed to the appropriate member of SLT (Deputy: Pastoral, Deputy: Teaching and Learning, Headteacher)
  - Staff should coordinate via email, weekly all staff meetings and Pupil Snippets to ensure that there is a transparency in pupils' circumstances, behaviour and mood which might affect their learning or ability to engage.

Attending virtual meetings with teachers, parents and pupils

- Dress code – staff must ensure that they are dressed according to the staff dress code – refer to Staff Handbook
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

### 3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8:30am – 3:30pm Monday to Friday.

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
- 1:1 Pupil
- Make contact with parents regarding the best way to support pupils at home. Daily telephone calls, daily virtual meetings, completing online learning during virtual meetings.
- Support pupils with alternative learning programme if determined to be appropriate by SLT.

Attending virtual meetings with teachers, parents and pupils

- Dress code – staff must ensure that they are dressed according to the staff dress code – refer to Staff Handbook
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

### 3.3 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 – monitoring on Google Classroom, weekly Link meetings, responding to all emails from subject teachers daily.
- Alerting teachers to resources they can use to teach their subject remotely

### **3.4 Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – Deputy: Teaching and Learning / PAIL Leader
- Monitoring the effectiveness of remote learning – engagement tracking via shared tracking document. Regular Link meetings with subject teachers, reviewing work set or reaching out for feedback from pupils and parents
- Headteacher/DSL - Monitoring the security of remote learning systems, including data protection and safeguarding considerations

### **3.5 Designated safeguarding lead**

The DSL is responsible for:

- acting as a source of support and expertise to the Courtyard staff;
- attending child protection conferences;
- ensuring that all staff sign to indicate that they have read and understood the Child Protection and Safeguarding policy;
- liaising with the nominated Governor as appropriate;
- keeping written records of all concerns, ensuring that such records are stored securely but kept separate from, the child's general file;
- referring cases of suspected abuse to children's social care or police;
- ensuring that when a student with a child protection plan leaves the Courtyard, his/her information is passed to their new school and the student's social worker is informed;
- having an understanding of and implements procedures of the Local Safeguarding Children Board (LSCB);
- developing effective links with relevant statutory and voluntary agencies;
- making the Child Protection and Safeguarding policy available to parents.

### **3.6 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're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

### **3.7 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 teaching assistants
- 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 – 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 Who to contact**

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – Deputy: Teaching and Learning
- Issues with behaviour – Deputy: Pastoral
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – Member of SLT
- Concerns about data protection – Headteacher
- Concerns about safeguarding – Headteacher/DSL

### **3.9 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

The Courtyard will be proactive in ensuring that:

- Staff have access to Google Classroom and that these are set up for pupils in the school to have access to their relevant Google Classes.
- Pupils understand how Google Classroom works, how to access their classes, complete work and submit work.
- Pupils will receive Google Classroom refresher sessions including specific Google Meet instructions and test sessions.
- Staff are familiar with the main functions of Google Classroom.
- Staff have the ability to host a Google Meet (video and/or audio) with their classes either from their classrooms or from home.
- Parents and pupils are made aware in advance of the arrangements in place for the continuity of education.

The Courtyard should ensure that staff are supported in the development of the above framework by:

- Using staff meetings or setting aside professional development time.
- Ensuring that staff have access to a suitable device in their classroom or, in the event of closure, supply them with a device during the closure period.

## **4. Continuity of Education in Event of a Closure**

The Courtyard School will make provision for remote contact with pupils on a daily basis in two forms:

- Pupils will have access to work that allows them to continue learning and make progress while at home. This will either be via online lessons or printed booklets of work for those pupils who require them.
- Pupils will have the opportunity for face-to-face interaction with their teacher(s) on a regular basis

- Pupils will have the opportunity for face-to-face interaction with staff and their peers through a daily assembly.

In as far as is possible The Courtyard should attempt to replicate the timetable that pupils follow through the course of a normal school day. Teachers will need to make themselves available for teaching during their normal working hours and should communicate with the Deputy for Teaching and Learning if this is not possible.

We are mindful of the challenges of operating in an unfamiliar environment in that:

- online learning operates on a very different dynamic
- some subjects and activities do not lend themselves well to remote learning

## **5. Remote Learning Practice and Recommendations**

- Google Classroom will be the single hub for all Remote Learning interactions.
- Google Meet (or sometimes Zoom) will allow teachers to host video and audio calls and automatically invite members of their classes (pupils join by clicking the relevant meeting invite).
- Teachers should record any 'live' lessons to enable any pupils unable to attend to catch up on what was missed.
- Screen sharing will allow teachers to broadcast their screens and open documents during the Google Meet calls for discussion and sharing with the class
- We are mindful that if remote working/learning is happening nationally then there may be bandwidth restrictions across the UK internet providers. In this event, dropping the Google Meets down to just audio might be necessary
- Classwork that can be handed in online will be set through Google Classroom and marked online with feedback and support being communicated via Google Classroom.
- Paper copies of work sent home require photos of completed work to be emailed to teachers in order to receive feedback and support.
- Pupils who are deemed eligible to continue their education in school will continue to access their learning through Google Classroom or via paper copies but with the support of the skeleton rota of staff on-site each day.

## **6. Information for parents**

- All pupils have a copy of their timetable but parents can request an additional copy if needed by contacting either the Deputy for Teaching and Learning or the Deputy for Pastoral.
- Parents can email any member of staff for support or to ask questions regarding their child's remote learning by using the same format: [firstname.surname@smmathecourtyard.org](mailto:firstname.surname@smmathecourtyard.org)

## **7. Data protection**

### **7.1 Accessing personal data**

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

- Access data via Secure Google Shared drive

- Staff should only use their school laptops to access personal data

## **7.2 Processing personal data**

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

## **7.3 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
- Informing IT of any issues with antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

## **8. Safeguarding**

Refer to Safeguarding and Child Protection Policy for amendments in light of remote learning.

## **9. Links with other policies**

This policy is linked to our:

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