

# Remote learning procedure

September 2020

**Approved by:** Jonathan Nicholls

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## 1. Aims

This remote learning procedure for aims to:

- › Ensure consistency in the approach to remote learning for students who aren't in school during a full school lockdown due to the coronavirus pandemic, or other full school closure such as extreme weather, power loss etc.
- › Ensure consistency in the approach to remote learning for students who aren't in school due to self-isolation or sickness whilst the rest of the school remains open
- › Set out expectations for all members of the school community with regards to remote learning
- › Provide appropriate guidelines for data protection

## 2. Preparing for remote learning

- › The Principals Group is responsible for formulating and overseeing the remote learning procedure.
- › Any questions about the operation of this procedure or any concerns about the viability of any part of this procedure should be addressed to Jennie Thomson (Assistant Principal – Teaching and Learning) in the first instance

UTC Reading will be proactive in ensuring that:

- › Staff have access to Microsoft Teams for Classes, and that these are set up
- › Students within classes have access to the relevant Microsoft Team
- › Students will receive Teams refresher sessions (and specific Teams Meetings instruction)
- › Students will be provided with printed resources, such as textbooks and workbooks, for students who do not have suitable online access
- › Staff are familiar with the main functions of Microsoft Teams
- › Staff have the ability to host a Teams Meeting (video and/or audio) with their classes either from their classrooms or from home
- › Parents and students are made aware in advance of the arrangements in place for the continuity of education

UTC Reading 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, that staff have suitable devices at home and if not, supply them with a device during the closure period.

Staff should ensure that they:

- › Have received appropriate training
- › That their computer- based teaching resources are available outside of school (on Microsoft Teams, OneDrive or OneNote)
- › That they have access to key resources not available online at home e.g. key textbooks
- › That they have access to a suitable device for home use and if this is not the case then staff should alert Jennie Thomson

### **3. Roles and responsibilities during a full school closure**

#### **3.1 Teachers**

When providing remote learning, teachers must be available between 8:30am and 4:00pm, in accordance with their published teaching timetable. The aim of this programme is to ensure that learning is of equivalent length to the core teaching pupils would receive in school, including daily contact with teachers

During a localised or national lockdown, all lessons will continue in line with the in school timetable, from 8:30-4:00pm. Enrichment sessions will not run during a local or national lockdown.

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. Absences must be reported to the absence telephone number before 7:30am. In the case of teacher absences, the normal expectation for setting cover work for daily classes will apply.

When providing remote learning, teachers are responsible for:

- › Setting work
  - Preparing online lessons to be delivered via Microsoft teams at the appropriate time that are planned and well-sequenced so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
  - Set assignments so that pupils have meaningful and ambitious work each day
  - Work for students should be uploaded to the relevant Microsoft Teams group for the class at least one hour in advance of the lesson
  - Provide frequent, clear explanations of new content and additional resources that can be used to support new learning
  - Teachers who are absent for any reason may need to consult with other members of staff in the building to ensure consistent delivery of education to students, and ensuring that all students can access the materials provided
  - Lessons should be recorded so that students can access them at a later time or for revision
- › Providing feedback on work:
  - Work should be completed by students and returned to the teacher via Microsoft Teams
  - Teachers will provide feedback to students via their normal methods and will aim to provide feedback by email within a week
  - Teachers will gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and teachers may need to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure understanding
- › Keeping in touch with students and their parents:

- Teachers should maintain regular contact with students through Microsoft teams online lessons
  - Teachers are expected only to answer emails and telephone calls during working hours
  - Any complaints or concerns shared by parents and students should be referred to the senior leadership team or where necessary to the designated safeguarding lead
  - For any issues with behaviour or failure to complete work, teachers should refer to the relevant year group pastoral leader
- Attending virtual meetings with staff, parents and Students:
- The dress code for all online meetings will be smart casual. It is not appropriate to wear offensive logos, pyjamas or clothes that show excessive amounts of skin.
  - Meeting locations should be appropriate (e.g. avoid areas with background noise, nothing inappropriate in the background)

### 3.2 Learning Support assistants

When assisting with remote learning, learning support assistants must be available between 8:30am and 4:00pm, in accordance with their published support timetable. The aim of this programme is to ensure that learning is of equivalent length to the core teaching pupils would receive in school, including daily contact with teachers

During a localised or national lockdown, all lessons will continue in line with the in school timetable, from 8:30-4:00pm.

If learning support assistants 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. Absences must be reported to the absence telephone number before 7:30am.

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

- Supporting Students who aren't in school with learning remotely:
  - Supporting Students who they would normally provide support for in school
  - Supporting Students by helping them to access the learning, completing assignments and organising their workload
  - Supporting student wellbeing through regular contact
- Attending virtual meetings with teachers, parents and Students:
  - The dress code for all online meetings will be smart casual. It is not appropriate to wear offensive logos, or clothes that show excessive amounts of skin.
  - Meeting locations should be appropriate (e.g. avoid areas with background noise, nothing inappropriate in the background)

### 3.3 Year Group Pastoral Leaders

Alongside their teaching responsibilities, year group pastoral leaders are responsible for:

- Working with teachers to ensure student behaviour and conduct in online sessions is good and allows good learning and progress to take place
- Overseeing the pastoral care of students through the team leader structure and developing additional support plans where necessary
- Alerting teachers to any individual student issues or additional support needs

### **3.4 Department Directors**

Alongside their teaching responsibilities, department directors are responsible for:

- › Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- › Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- › 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 by attending a range of remote lessons and meeting with teachers in their department to discuss how the lessons are going
- › Alerting teachers to resources they can use to teach their subject remotely

### **3.5 Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- › Co-ordinating the remote learning approach across the school – Jennie Thomson
- › Monitoring the effectiveness of remote learning –through regular meetings with teachers and subject leaders, reviewing work set, reaching out for feedback from Students and parents or attending online lessons to understand the teacher and learner experience
- › Monitoring the security of remote learning systems, including data protection and safeguarding considerations

### **3.6 Designated safeguarding lead**

The DSL is responsible for ensuring the safety of students and staff in line with in school safeguarding procedures.

The child protection procedure can be found in section 7 below.

### **3.7 SENCO**

Alongside any teaching responsibilities, the SENCO is responsible for:

- › Ensuring that teachers and learning support assistants have access to the correct information about all students with additional needs using Provision Map
- › Providing advice and guidance to teaching staff on how to support students with additional needs
- › Supporting the learning support team to provide the correct support for students

### **3.8 IT support 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 Students and parents with accessing the internet or devices

### **3.9 Administration staff**

Administration staff are responsible for:

- › Handling telephone calls and emails from students and parents, and passing on to relevant staff where necessary
- › Keeping up to date with absences reported by parents (through email, telephone or Parent Mail) and ensuring teaching staff are aware of absences
- › Assisting Students and parents with accessing the teaching staff via email

### **3.10 Students and parents**

Students who are learning remotely are expected to:

- › Be contactable during the school day
- › Attend all scheduled online meetings on time and ready to learn
- › Complete work to the deadline set by teachers
- › Seek help if they need it, from teachers or learning support assistants
- › Alert teachers if they're not able to complete work

Parents with children who are learning remotely are expected to:

- › Make the school aware if their child is sick or otherwise can't complete work
- › Support their child in accessing remote learning by providing a suitable space for them to work
- › Seek help from the school if they need it for any learning or pastoral matters
- › Be respectful when making any complaints or concerns known to staff

### **3.11 Local Governing committee**

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

## **4. Remote support for students and staff who need to self-isolate**

### **4.1 Teachers**

- › If a teacher is absent because they are sick, then normal absence procedure should be followed and cover work set for all classes.
- › If a teacher is absent because they are required to self-isolate, and they are healthy and able to teach, then they should follow the guidance in section 3 above for remote teaching from home.

- › Students who are in the classroom within the UTC building will have a supervising member of staff to support them, but their lesson will be delivered through Microsoft Teams.
- › For teachers to support students who are self-isolating or not attending school, all lesson materials should be uploaded to the relevant team at the end of each day
- › Students will access the work from home and return to the teacher via Teams or email
- › Teachers should provide feedback on the work in line with other students who are in class and completing this work.
- › Teachers should aim to reply to student enquiries and requests for support within 48 hours, and within normal working hours

## 4.2 Students

- › If a student is absent because they are sick, then normal absence procedure should be followed and students are not expected to complete school work, they should focus on their health and recovery.
- › If a student is absent because they are required to self-isolate, and they are healthy and able to learn, then they should access their learning remotely via Microsoft Teams
- › Students who are unable to attend the lessons in the classroom within the UTC building will have access to class materials through Microsoft Teams
- › Live online lessons will not be available for students who are self-isolating, unless the school closes as part of a local or national lockdown.
- › Students should access lesson materials through Microsoft Teams, complete work and return it to their teacher via Teams or email.
- › Teachers will provide feedback along with their feedback to other students in the class who have completed the same work
- › Students who require additional learning support should contact their teacher directly
- › Students who require additional pastoral support should contact their team leader or year group pastoral leader

## 5. Who to contact

If there are any questions or concerns about remote learning, contact the following individuals:

- › Issues in setting work – talk to the relevant department director or SENCO
- › Issues with behaviour – talk to the relevant year group pastoral leader
- › Issues with IT – talk to IT staff via UTC enquiries
- › Issues with their staff 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

## 6. Data protection

### 6.1 Accessing personal data

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

- › Use Progresso, CPOMS, SISRA and E-praise as per normal school protocols

- › Use school laptop to access any personal data for students and parents

## 6.2 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.

## 6.3 Keeping devices secure

All members of UTC 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)
- › 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

## 7. Safeguarding

For any safeguarding concerns, staff, students and parents should contact the DSL – Jax Snipp at [DSL@utcreading.org.uk](mailto:DSL@utcreading.org.uk)

The Child Protection and Safeguarding Procedure can be found here:

[http://www.alet.org.uk/wp-content/uploads/2016/09/GOV007\\_V3\\_ALET-child\\_protection\\_and\\_safeguarding-2019-2.pdf](http://www.alet.org.uk/wp-content/uploads/2016/09/GOV007_V3_ALET-child_protection_and_safeguarding-2019-2.pdf)

The COVID safeguarding addendum can be found here:

[http://www.alet.org.uk/wp-content/uploads/2020/09/GOV007\\_V4\\_ALET-child\\_protection\\_and\\_safeguarding-2020.pdf](http://www.alet.org.uk/wp-content/uploads/2020/09/GOV007_V4_ALET-child_protection_and_safeguarding-2020.pdf)

## 8. Monitoring arrangements

This procedure will be reviewed half termly by Jonathan Nicholls, Principal.

## 9. Links with other policies

This procedure is linked to our:

- › Behaviour procedure
- › Child protection policy and coronavirus addendum to our child protection policy
- › Data protection procedure and privacy notices
- › ICT and internet acceptable use procedure
- › Online safety procedure