



Remote learning policy

Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school.
- Sets out expectations for all members of the school community with regards to remote learning.
- Provides appropriate guidelines for data protection.

Roles and responsibilities

Supervisors

- Academic.
- Overall responsibility for the VLC.
- Responsible for controlling the progress of the student academically.
- Connect with student through VLC in Microsoft teams giving individual attention to each student.

Monitors

- Checking scoring that is done by the student and checking the goals by viewing their Goal Cards daily and pages to be scored.

Within the Virtual Learning Centre Group (VLC Group)

- The parent should assist their children; or unless otherwise resolved, communicate with the staff in a separate private Text Message.
- When the student needs to request permission for Check-ups and Self-Test, the student should use Microsoft teams to “raise their flag” for the Supervisor. Their Supervisor will directly communicate with the student inside the VLC.
- Please let the students know that staff may be busy helping other students. The student should work on other subjects while waiting for the “flag” to be answered.

The Parents' Role in VLC

- Provide a quiet and bright place as the student ‘office’, which will help to reduce distraction while the student is learning.
- Supervise the student’s learning habits if the parent can stay at home during the daytime. It means the parent should check the student from time to time, but not necessarily be responsible for the academics.
- Motivate and encourage the student. The staff cannot meet the student face to face, even though we can still use merits to encourage the student, but the motivation from the staff cannot be as strong as in the physical learning centre. The parents should find more ways to encourage the learning.

- Parents, please contact the supervisor for all academic work, for example your child has reading pages, does not understand a concept, quizzing of tests and any other academic questions you may come across in your child's PACE's.
- Ensure students and parents are dressed appropriately for online calls with staff members.
- Parents to ensure there is no background noise, or anything inappropriate in the background whilst on teams calls with staff.

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, this will be done through regular meetings with supervisors and the monitoring of student's pacework.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated safeguarding lead

The DSL is responsible for:

- The School Designated Safeguarding Lead (DSL) is the first point of contact for any member of the school staff who has a concern about the safety and well-being of a student. The DSL and Deputy DSL are most likely to have a complete safeguarding picture and will be the most appropriate individuals to advise on any safeguarding concerns.

Vulnerable children

Vulnerable children for the purposes of continued attendance during the coronavirus outbreak are those across all year groups who:

- are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child.
- have an education, health and care (EHC) plan and it is determined, following risk assessment ([risk assessment guidance](#)), that their needs can be as safely or more safely met in the educational environment.
- have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued attendance. This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers and others at the provider and local authority's discretion.

Read more in the guidance on [vulnerable children and young people](#).

Local authorities have the key day-to-day responsibility for delivery of children's social care. Social workers and virtual school heads will continue to work with vulnerable children in this difficult period. School and college staff (supported by the DSL or deputy) should continue to work with and support children's social workers, virtual school heads and any other relevant safeguarding and welfare partners to help protect vulnerable children.

Attendance

Vulnerable children attendance is expected, where it is appropriate for them (that is, where there are no shielding concerns for the child or their household, and/or following a risk assessment for children with an EHC plan), so that they can gain the educational and wellbeing benefits of attending. Vulnerable children – regardless of year group – that have not been attending in the recent period are expected to return to nursery, early years, school, or college provision where this would now be appropriate for them to do so. We expect educational providers and other relevant partners to work with and support the relevant

families and pupils to return to school or college, where attendance is appropriate. A brief summary of attendance expectations across the different groups of vulnerable children is as follows:

- for vulnerable children who have a social worker, attendance is expected unless the child/household is shielding or clinically vulnerable (see the advice set out by Public Health England on [households with possible coronavirus infection](#) and [shielding and protecting people defined on medical grounds as clinically extremely vulnerable](#)).
- for vulnerable children who have an education health and care (EHC) plan, attendance is expected where it is determined, following [risk assessment](#), that their needs can be as safely or more safely met in the educational environment.
- for vulnerable children who are deemed otherwise vulnerable, at the school, college or local authority discretion, attendance is expected unless the child/household is shielding or clinically vulnerable (see the advice set out by Public Health England on [households with possible coronavirus infection](#) and [shielding and protecting people defined on medical grounds as clinically extremely vulnerable](#)).
- Read more in the guidance on [vulnerable children and young people](#).

Schools and colleges should continue to notify social workers where children with a social worker do not attend. They should also continue to follow up with any parent or carer whose child has been expected to attend and does not. To support the above, schools and colleges should take the opportunity when communicating with parents and carers to confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

Parents and carers will not be penalised if their child does not attend educational provision.

Schools and colleges should resume taking their attendance register from 1 June and continue to complete the online Educational Setting Status form which gives the Department for Education daily updates on how many children and staff are attending.

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 pupils and parents with accessing the internet or devices

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.

Data protection

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 have provided devices, such as laptops, make staff use these rather than their own personal devices

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.

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.

Policy Adopted by Governors and Trustees: March 2020

Policy Last Reviewed: January 2021

Policy Due for Review: Ongoing