



# KING JAMES I ACADEMY

## Remote Learning Policy

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## 1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school as a direct or indirect result of the Covid19 Pandemic. This could be if an individual/group/whole school is self-isolating following a positive test result or shielding due to themselves or family members living with them being categorized as medically vulnerable. This is now expanded to include other reasons for absence from school that are not related to Covid19.
- Set out expectations for all stakeholder within the school community with regards to remote learning.
- Provide appropriate guidelines for data protection

## 2. Roles and responsibilities

### 2.1 Teachers

When providing remote learning, teachers must be available between 8.30am and 4.30pm from Monday to Friday during term time. Where staff are required to attend remote meetings as part of their role within the Academy, these may be scheduled slightly later in the day for staff to leave the site and return home.

If staff 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 Academy's normal absence procedure.

When providing remote learning, teachers are responsible for:

- Setting work:
  - Work should be set for all of the teachers' usual classes.
  - This work will be available to students at the usual time that their lesson would take place according to the school day
  - This will enable the Academy to maintain delivery of a full timetable of lessons for all students in line with the school day.
  - The work provided should occupy students for the equivalent of a one-hour lesson. In accordance with the Academy timetable
  - Work will be differentiated to ensure an appropriate level of challenge for learners.
  - Work should be uploaded to Google Classrooms prior to the start of the lesson, and preferably before 9am each morning.
  - Online lessons can be delivered using a variety of methods; the best and most appropriate method should be determined by the individual teacher, based on their knowledge of the class or individual student, along with their own technological know-how. INSET has taken place which will support staff in using a variety of platforms to support learning. This includes but is not limited to Google Classrooms, Google Meet, Microsoft Teams, Bitmoji, Seneca, Kahoot, Quizlet, ExamPro and TeacherMade. Like all Academy electronic resources they will be accessed through Academy email addresses to maintain standards and student safeguarding.

- Where a teacher is unable to set work due to ill health, Director's of Learning will assume responsibility for setting and uploading this 'cover' work. Where appropriate this may be delegated to other staff within the department.
- Where staff become aware of students with limited access to devices they should communicate this to the Key Stage Academic Mentor who will attempt to rectify this in collaboration with Academy IT technicians.
- In certain circumstances, where students do not have access to the internet at home, paper based activities are also appropriate.

➤ Providing feedback on work:

- Students should submit work completed electronically through their Google Classrooms. Work should be submitted following each lesson in accordance with deadlines set by teachers using the 'hand in' function. This will allow staff to spot check students class work when not being assessed or as part of the 'best work' books or folders.
- In some cases, staff may ask students to email a piece of work, if so this should be via the school Gmail account. Under no circumstances should staff personal email accounts be used to communicate with students or parents.
- Staff should provide appropriate formative or summative feedback to students on the work they have submitted. This could be through the rubric function or by adding comments directly onto the students work electronically. Whole class feedback, where it is appropriate can be shared via the google classroom page.
- Whilst there is no specific timescale to feedback on student work, feedback should be provided in a timely fashion in accordance with the Academy's Teaching, Learning, Assessment and Reporting to Parents Policy.  
As with normal lessons, students will develop their ability to respond to the feedback electronically to improve their work.

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

- Whilst students are not in school, and in the event of a full or partial school closure, the primary responsibility for pastoral care lies with their parents/guardians; however, form tutors (under the guidance of the Pastoral Senior Leader and Heads of Year) should check in regularly with their tutees to monitor both academic progress and their general wellbeing. Form tutors will be expected to pass on feedback to Heads of Year via CPoms, particularly if there are concerns or a lack of communication. Staff who use their own telephones to communicate with parents/students should ensure that their phone number is not visible to the parent/student for GDPR and staff safeguarding reasons.
- Student Support Workers will support staff in communicating with home. Considering the relative deprivation of the catchment area; where a student is not completing work there could potentially be an issue with either the device or internet connection. The SSW will communicate with parents and the ICT technicians to work towards a solution. Where parents are not enforcing children to engage in the remote education provided by the Academy, the SSW will work alongside the family to ensure future engagement.
- Whilst teachers are expected to communicate with students through email/Google Classrooms in relation to the setting and submitting of work, staff are not expected to respond to student or parent emails outside of normal working hours. Staff wellbeing is vital in the current climate and the Academy encourages staff to maintain a work-life balance.
- Where a student or parent raises a concern or complaint to a member of staff this should be dealt with sensitively and discreetly. Teachers should exercise their professional judgement as to whether they are able to deal with the concern or complaint (in accordance with the Academy Complaints Procedure Policy), whether it can be referred to another member of staff, or whether the concern/complaint needs to be escalated in accordance with the policy.
- Any safeguarding concerns that staff become aware of should be reported to the DSL (Mhairi Barnfield) in the usual way. Safeguarding concerns should be reported immediately with no delay. Please refer to the Safeguarding section of this document.

➤ Attending virtual meetings with staff, parents and pupils:

- Where staff are engaging in virtual meetings with stakeholders they should uphold the standards expected from the teaching profession. Attire should be smart/smart casual. Staff

should have no visible tattoos or facial piercings and a professional dialogue should be maintained. Staff should use these meetings to model and promote the high standards expected from students.

- Staff should ensure that they have chosen a suitable location for the virtual meeting, with minimal background noise and no inappropriate material of any sort visible in the background.
- Student Support Staff will be available to support staff in meeting with and communicating with parents and other stakeholders during school time when staff are teaching. They will also support in the event of a full or partial school closure, particularly with contacting and supporting vulnerable students.

## 2.2 Learning Support Assistants

When assisting with remote learning, teaching assistants must be available between 8.30am and 4.30pm Monday to Friday during term time.

If staff are unable to work for any reason during this time, for example due to sickness, they should report this using the Academy's normal absence procedure.

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

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

- These will predominantly be students with Special Educational Needs, however this may be extended to cover some vulnerable students and those students struggling with emotional resilience and anxiety as a result of the pandemic.
- Support will be through virtual meetings with targeted students to review and support them through their work. Where students access work through Google Classrooms LSA's will coordinate teams or Google Meet sessions to talk through work and offer support. This may not be for a full lesson.

### › Attending virtual meetings with teachers, parents and pupils:

- Where staff are engaging in virtual meetings with stakeholders they should uphold the standards expected from the teaching profession. Attire should be smart/smart casual. Staff should have no visible tattoos or facial piercings and a professional dialogue should be maintained. Staff should use these meetings to model and promote the high standards expected from students.
- Staff should ensure that they have chosen a suitable location for the virtual meeting, with minimal background noise and no inappropriate material of any sort visible in the background.

## 2.3 Directors of Learning

Alongside their teaching responsibilities, Directors of Learning are responsible for:

- › Considering whether any aspects of the subject curriculum need to change to accommodate remote learning, communicating this change with department staff and ensuring that the change is implemented. For example, in Science, it wouldn't be practical or safe for staff to carry out practical experiments in their home environment. Therefore, this aspect of the curriculum may need to be amended
- › 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
- › Monitor and Quality Assure the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set.
- › 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. SW (HT) and JAI (DHT) will lead on policy and practice respectively in this area, supported by a range of other leaders to ensure the fullest curriculum is delivered to all students

- Monitoring the effectiveness of remote learning – Using ClassCharts and analysis of additional remote learning tools, leaders will Quality Assure the effectiveness of the online curriculum, reporting regularly on the content and completion rate to ensure both staff and students are adhering to expectations
- Working alongside IT specialists within the Academy and the Local Authority to monitor the security of remote learning systems, including data protection and safeguarding considerations
- Maintaining documentation pertaining to vulnerable students as required by the DfE/LA and ensuring that information is shared with relevant parties regarding these students, their wellbeing and their access to education.

## 2.5 Designated safeguarding lead

The DSL is responsible for:

Working alongside all school staff to ensure that the ongoing safety and wellbeing of students is maintained throughout any periods of remote learning.

Coordinating a team of staff to respond to potential safeguarding issues relating to KJIA students as well as working alongside external agencies to ensure appropriate support is provided to vulnerable students.

Ensuring staff are familiar with the revised Academy Child Protection Policy, updated annually to reflect any safeguarding risks, with additional safeguarding information included in the e-safety policy.

## 2.6 SENCO

The Special Educational Needs Coordinator is responsible for:

- Ensuring that students with SEND are fully incorporated into the online learning available.
- Monitoring the ongoing completion and updating of SEN Support plans during any periods of absence.
- Liaising with staff and key agencies for those students who have EHC Plans to ensure that they receive as much support as is possible during any school closure or absence
- Holding the LA to account regarding the need to specialist provision for those students with the most complex needs which can't be catered for in a mainstream environment.
- Working alongside senior staff to effectively deploy LSA's to best support students
- Work alongside the Finance Director, the HT and DHT to secure additional top up funding to support those students with SEN, but without an EHCP.

## 2.7 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work as well as supporting staff with any technical issues they might have
- Liaising with the Academic Mentor and SSW to help students and parents with any technical issues they're experiencing as well as ensuring that devices are allocated to the appropriate students. This includes and devices or connections provided by the Government for the most disadvantaged students.
- Regularly reviewing the security of remote learning systems and flagging any data protection breaches to the Data Protection Officer (Karen Sams) or a member of SLT
- Assisting pupils and parents with accessing the internet or devices.
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## 2.8 Pupils and parents

Staff can expect pupils learning remotely to:

- Register each morning at the appropriate time using Google Classrooms and then work throughout the day on the lessons assigned to them in the Google Classroom. Where lessons are being live streamed, students should ensure that they have joined the lesson via Google Meet, are actively taking part in the lesson and completing the work set for them by the teacher

- › Follow the guidance for working safely online, as set out by the Academy and their teachers.
- › 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 Support Assistants
- › Alert teachers if they're not able to complete work
- › Submit work through Google Classrooms via the 'hand in' function (email is also acceptable but not the preferred method) to their teachers before the deadline set by staff

Staff can expect parents with children learning remotely to:

- › Make the school aware if their child is sick or otherwise can't complete work. This can be done via text message or a phone call to the school as would normally happen.
- › Monitor their child to ensure that they are engaging in online learning, accessing the lessons available to them and completing all work set to the best of their ability. Parents should also monitor internet use by their children and ensure that they are using the internet safely and appropriately.
- › Engage with the school. Including where parents are having difficulties in getting their children to engage in the work set or where there are issues with accessing the work. Parents should contact the school to enable staff to support their child and attempt to re-engage them in their studies
- › Seek help from the school if they need it. This could be in relation to issues with devices, connectivity, the wellbeing of children or attitudes towards learning.
- › Be respectful when dealing with Academy staff. This includes when making any complaints or concerns known to staff

## 2.9 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 Director of Learning
- › Issues with behaviour – Follow the Academy protocol (class teacher>>Director of Learning>>Tutor>>Head of Year)
- › Issues with IT – talk to IT support staff
- › Issues with their own workload or wellbeing – talk to their line manager
- › Concerns about data protection – talk to the data protection officer (Karen Sams)
- › Concerns about safeguarding – talk to the DSL (Mhairi Stewart) or a member of the safeguarding Team

## 4. Data protection

### 4.1 Accessing personal data

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

- › Use approved, secure access to Sims via a networked school PC or remotely, using the CC4 Remote Access Program
- › Not store any personal student data on any device to be removed from the Academy. This includes laptops, tablets, memory sticks or external hard drives.
- › Where possible staff should use Chromebooks provided by the Academy to access personal data as these can be monitored by IT staff. Where using other devices staff should ensure that suitable encryption is in place to protect students and comply with GDPR.
- › Not leave their device unattended where it is possible that personal data can be accessed by individuals without appropriate authorisation

## 4.2 Processing personal data

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

## 5. Safeguarding

The Academy Safeguarding policy is updated annually each September to incorporate a range of additional safeguarding risks, some of which may relate to Covid-19. This policy can be viewed on the KJIA website.

## 6. Monitoring arrangements

This policy will be reviewed annually by Simon Whitehead (HT).

## 7. Links with other policies

This policy is linked to our:

- › Behaviour policy
- › Child Protection policy
- › Data Protection policy and privacy notices
- › Home-School agreement
- › ICT and internet acceptable use policy
- › Teaching, Learning, Assessment and Reporting to Parents Policy
- › E- Safety policy
- › GDPR Policy