NICHOLAS CHAMBERLAINE SCHOOL

Remote Learning Policy

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Reviewed Annually

NICHOLAS CHAMBERLAINE SCHOOL

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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
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Use of remote learning

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when we decide that opening our school is either:
- Not possible to do safely for a period of time exceeding 5 working days
- Contradictory to guidance from local or central government

Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:

- They have an infectious illness
- They are preparing for or recovering from some types of operation
- They are recovering from injury and attendance in school may inhibit such recovery
- Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing pupils with remote education on a case-by-case basis. Remote education will only be provided where it is appropriate and reasonably practicable to do so.

In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
- Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the

pupil back into school at the earliest opportunity.
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

3. Roles and responsibilities of live lesson delivery in the case where the school is closed for more than 5 working days

3.1 Teachers

When providing remote learning, teachers must be available for their usual contracted hours. 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 standard absence procedure.

When providing remote learning, teachers should:

- Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners
- Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely

They are also responsible for:

- Planning and delivering "Live Lessons" and supporting materials using Google Classroom. The post should include a reference to the date and the time of each lesson.
- Being available online and following their regular timetable alongside their students. This enables staff to respond quickly to student needs and maintains a structure to the working day. This also includes tutor time to help keep support for student care.
- Ensuring they only use Google Meet to deliver "Live Lessons".
- Setting appropriate tasks to reflect the lesson's length, which may include video conferencing, viewing media, reading and completing directed tasks.
- Remaining focused on curriculum objectives; some learning activities may differ from those in a classroom setting.
- Providing 'Extended Learning' during periods of remote learning which complement the lesson content.
- Taking reasonable steps to contact parents for periods of student non-attendance or missing work.
- Providing paper packs for children without access to online learning.
- Adhering to the NCS marking and feedback policy.

Keeping in touch with students and their families:

- Weekly Overviews to be sent to all families
- Emails received from the parents and students are to be checked between 08:30 and 15:30- Mon- Fri. Emails must be replied to within 48hrs.
- Any concerns received are to be dealt with in line with school policies. If necessary, teachers should contact a member of SLT for advice.
- Tutors are to make contact via telephone conversation weekly if students have not attended tutor time. Information will be accessed via ARBOR and recorded. Safeguarding concerns should be raised in line with regular school processes.
- Vulnerable students may have additional contact as deemed necessary. This may include daily contact. All contact details must be logged on the appropriate tracking sheet.
- Contact should be polite and encouraging. Teachers will adhere to email procedures and not give out any personal details. Any concerns should be forwarded to a member of SLT who may contact the parents directly.

Attending virtual meetings with staff, parents and students:

- All members of staff will dress professionally and conduct themselves as they would in a school setting.
- All members of staff will ensure that they access virtual meetings in a quiet space with an appropriate background.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available for work during their contracted working hours.

If support 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 standard absence procedure.

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

- Supporting individual and groups of students with working remotely.
- Undertaking continuous professional development which will directly impact on outcomes for students.

3.3 Subject Leads

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Quality Assuring the learning experiences of students within their subject area.
- Reviewing and making any necessary amendments to the curriculum.
- Provide teachers with appropriate resources to support the delivery of 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 – quality

assuring the effectiveness of remote learning
- Maximising the channels of communication between the school and NCS families.
- Focusing on whole school and trust priorities.
- Reviewing remote learning provision regularly.
- Listening to and acting on feedback from NCS students and their families.
- Monitoring and acting on the security of remote learning systems, including data protection and safeguarding considerations.

3.5 Designated Safeguarding Lead (DSL)

The DSL is responsible for:
- Maintaining contact with key families; collating, passing on pertinent information and responding swiftly to any concerns in line with school policy.
- Ensuring that Nicholas Chamberlaine continues to play an active role in the multiagency response.

3.6 IT Staff

IT staff are responsible for:

- Creating email accounts.
- Fixing issues with systems used to set and collect work.
- Assisting with any technical issues that impacts student learning.
- Reviewing the security of systems and flagging any data protection breaches to the data protection officer.
- Assisting students and parents with accessing the internet or devices.

3.7 Pupils and Parents/Carers

Staff can expect pupils learning remotely to:
- Be contactable during the school day – recognising that they may not always be in front of a device the entire time.
- Complete all work within the deadlines set by the class teacher.
- 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.
- Be respectful when making any complaints or concerns known to staff.

3.8 Governing Body

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. Provision of Remote Work via Goggle Classroom

In cases where students are unable to attend school due to individual circumstances (e.g., illness, recovery from surgery, or other personal reasons), teachers will provide work via Google Classroom. This will allow students to continue their learning remotely without the need for live lessons.

4.1 Work Distribution

- Teachers will post subject-specific assignments and resources on Google Classroom for each class the student is enrolled in.
- The work will be aligned with the in-person curriculum to ensure continuity in learning.

4.2 Completion and Monitoring

- Students are expected to complete the assigned work within the deadlines set by the class teacher.
- Teachers will monitor submissions and provide feedback where necessary, in line with the school's marking and feedback policy.
- Parents are encouraged to support their child in completing the work and to communicate with the school if there are any issues.

4.3 Communication and Support

- Teachers will be available during regular school hours for queries regarding the assigned work. Students and parents can contact teachers through Google Classroom or school email.
- Reasonable adjustments will be made to support students with SEND to ensure they can access and complete the work effectively.

4.4 Expectations

- Students should aim to keep up with the work to prevent falling behind. If a student is unable to complete the work for any reason, they should inform their teacher as soon as possible.
- Teachers will ensure that the work is accessible and mirrors in-school learning as closely as possible.

5. Who to contact

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

- Setting work –Relevant subject lead/SENCO/SLT.
- Learning behaviour –Head of Year/Progress Leader
- IT – ICT Support.
- Workload or wellbeing –Subject Leader, line manager or member of SLT.
- Data protection – Data protection officer (Business Manager).
- Safeguarding –Head or Year or the DSL/DDSL.

6. Data protection

6.1 Accessing personal data

When accessing personal data for remote learning purposes:

- Teachers are able to access parent contact details via Arbor using a secure password. These are not to be shared with third parties and staff should ensure Arbor is logged off after use.
- SLT have the ability to locate personal details of families, when required, through securely accessing Arbor. SLT are not to share their access permissions with other members of staff.
- School devices are the school's preferred devices to be used when accessing any personal information on students.

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. Where this process is necessary for the school's official functions, individuals are not required to give permission.

However, staff are only to collect and/or share as little personal data as possible online.

6.3 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).
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device among family or friends.
- Only using secure storage devices, such as an encrypted thumb drive, for any confidential or sensitive information.

7. Monitoring arrangements

This policy will be reviewed annually by the Head of School.At every review, it will be approved by the Board.

8. Links with other policies

This policy is linked to our:

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