



Remote Learning Policy

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1. Rationale and Aims

In the event of a full or partial school closure, Oaks Park is committed to providing continuity of education to its students and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of students and teachers are healthy, and able to work as normal from home.

Remote learning may also be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer term illness, assuming students are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, students are self-isolating at home but are not suffering with relevant symptoms. There is no obligation for the school to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take students on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to not send their children to school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease or other critical incident.

This policy may be revised as necessary in light of further experience of remote learning and the circumstances around its necessity. For example, the extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both students and teachers to participate in remote learning, owing to widespread illness, for example.

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 and safeguarding

2. Use of remote learning

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

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

We will consider providing remote education to students 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

- Contradictory to guidance from local or central government
- Occasions when individual students, 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 students with remote education on a case-by-case basis.

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

- Gain mutual agreement of remote education by the school, parents/carers, students, 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 student back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the student back into school at the earliest opportunity
- Set a time limit with an aim that the student returns to in-person education with appropriate support

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

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available between 8.30am and 3.10pm.

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 (from home or in school), teachers are responsible for:

- Following the curriculum and assessment plan and associated schemes of work as directed by the Curriculum Leader for all classes
- Follow the tutorial programme as directed by the Pastoral Leader for all tutor time sessions
- Providing communication to classes via google classroom for all lessons
- Providing a mixture of recorded and live google meet lessons in line with the school timetable which will be published when the decision to move to remote learning has

been approved

- Setting work for students that is appropriately differentiated, to complete from home with clear instructions for submission and where lessons fit into the overall scheme of learning via google classroom
- Providing teaching and learning resources that students can use at home to supplement their learning
- Setting assignments and assessments with clear deadlines on google classroom
- Providing feedback to students on their work and assessments either orally or via google to enable them to identify areas of improvement or gaps in learning
- Maintain assessment and reporting deadlines in line with the ARR policy and schedule.
- Reporting students not engaging or of concern (e.g behaviour issues/wellbeing) to the associated Pastoral Leader
- Report any safeguarding concerns to the Designated Safeguarding in line with the Safeguarding policy
- Nominate students for rewards who have been positively engaged with remote learning
- Regularly conduct keeping in touch calls to parents of students within your tutor group
- Keeping in touch with their Curriculum Leader and Pastoral Leader and attending all virtual meetings as required
- Regular communication with TAs to ensure that students have appropriate access to learning materials and are making progress in line with expectations.
- Teachers are responsible for sharing learning and assessment materials that are appropriate for VI/Deaf students. Where students require specialist adaptations it is the responsibility of the teacher to provide these materials to the VI/Deaf team two weeks in advance.
- Attend online parental engagement events in replacement of other directed time events. E.g. Parents' Evenings/Options Evening
 - Teachers should adhere to the normal dress code
 - Teachers should be in a suitable location and avoid areas with background noise and ensure nothing inappropriate is in the background.

3.1.1 Remote Learning Practice

Having significant experience of remote learning in 2020-21, we are mindful that:

- online learning operates on a very different dynamic
 - some subjects and activities do not lend themselves well to remote learning
1. All work should be assigned to teaching groups via **Google Classroom**.
 - a. This work should be assigned per timetabled lesson.
 - b. Work should be assigned with clear instructions
 - c. Appropriate resources should be shared. Preferably in google format.
 - d. Any work to be handed in should be assigned as 'copy for each student'
 - e. All work should be set a date and time deadline
 2. All assignments in Google classroom should be clearly labelled and organised into relevant topics.
 3. **Google Meet** will be used for all learning interactions during timetabled lessons.

- a. Meets should be recorded and posted to the Google Classroom
 - b. Pupils will have the opportunity for face-to-face interaction with their class teacher on a usual timetable basis
 - c. Lessons may be pre-recorded to support team collaboration. This should be agreed with CTL and LM in advance.
 - d. Where lessons are pre-recorded teachers should make themselves available online during the lesson to support students
4. Teachers should complete a register of attendance within 10 minutes of the lesson commencing
 - a. Students who fail to attend should be reported via the behaviour incident system
5. Teachers will use a range of resources to present information/interact with students. These include, but are not limited to:
 - a. Presenting screen
 - b. Slides
 - c. Docs
 - d. Jamboard
 - e. Forms
6. All work should be 'handed in' via Google Classroom.
 - a. Feedback should be provided on work handed in

3.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available between 8.30am and 3.10pm.

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:

- Communicating with classroom teachers to ensure differentiated materials are appropriate for SEND students
- Liaising with classroom teachers to differentiate online assessments for VI students (2 weeks notice for all adaptations)
- Supporting SEND students remotely via Google Meets with the classroom teacher
- Supporting SEND students remotely in small breakout groups via Google Meet
- Supporting SEND students remotely via the teacher's Google Classroom
- Supporting SEND students remotely via Google Classrooms created specifically for

small support groups

- Communicating with SEND students via Google Classroom and Google Meet e.g. posts from students on the classroom stream or direct messages, to ensure they are able to access the curriculum
- Assist classroom teachers in monitoring the progress of SEND students, flagging up concerns to teachers where necessary e.g. students who require additional support
- Support classroom teachers to report SEND students who are not engaging with work to the relevant Pastoral Leader
- Support classroom teachers to communicate with parents of SEND students when there are concerns regarding their engagement with work
- Complete daily/weekly check-ins with their allocated vulnerable students e.g. ECHP, LAC, and complete the check-in log
- Complete online CPL, as directed by the SENCo
- Keep in touch with their SENCo and team leaders, and attend all virtual meetings as required
- Report any concerns about the work set for SEN students to their line manager daily

3.3 Curriculum Leaders

Alongside their teaching responsibilities, Curriculum Leaders are responsible for:

- Daily communication with members of their team
- Monitoring the remote work set by teachers in their subject by accessing all google classrooms and through regular meetings with teachers
- Monitor the wellbeing of team members and raise any concerns with the appropriate Senior Leader and HR
- Identification of areas of the subject curriculum that need to be adapted to accommodate remote learning
- Quality assure remote teaching to ensure student experience is appropriate, consistent and differentiated to the needs of the students
- Identify and share effective teaching strategies relevant to subject discipline
- Directing team members to resources they can use to teach their subject remotely
- Promote collaboration amongst the team
- Working with other subject leads and senior leaders to ensure assessments set remotely across all subjects is appropriate and consistent.
- Maintain assessment and reporting deadlines in line with the ARR policy and schedule.
- To ensure that cover work is provided for any online lessons when the member of staff is unwell
- Organise and collate paper packs for students who are unable to access remote learning
- Report any concerns about the work set for SEN students to their line manager daily

3.4 Pastoral Leaders

Alongside their teaching responsibilities, Pastoral Leaders are responsible for:

- The daily monitoring of student engagement
- Identify and support students who do not engage with remote learning.
- Ensure concerns are recorded and reported to parents/carers daily
- Continuing to provide pastoral care to all students in the year group to include the tutor programme and assemblies.
- Continue to liaise with and direct their tutor team to ensure Form Tutors are maintaining daily contact and interaction with their form groups.
- Maintain the production of the pastoral bulletin to direct form tutors.
- Continue to use the vulnerable students list to support students and keep this up-to-date.
- Continue to monitor and raise the academic progress and behaviour standards of the year group and coordinate interventions where necessary
- Coordinate virtual parental engagement events in replacement of other events. E.g. parents' evenings.
- Keep in touch with their line manager and attend all virtual meetings as required

3.5 Student Support Services (Student Services/Sixth Form team)

All Student Support Services are responsible for:

- Maintaining the tasks outlined in their job descriptions that are still required e.g Yr 6 Admissions processes
- Daily calls to students and families on the vulnerable student list
- Support with calls to all families in the school community
- Coordinate communications with families including enquiries between teachers and parents and external agencies (e.g social workers)
- Ensure daily attendance logs are accurate
- Ensure non engagement notifications are sent daily
- Ensure welfare logs are accurate and actioned as necessary
- Support school leaders as required
- Support the coordination of virtual parental engagement events in replacement of other events. E.g. Parents' Evenings.
- Keep in touch with their line manager and attend all virtual meetings as required

3.6 SENCO

Despite the restrictions of lockdown and remote learning, continue to oversee the day-to-day operation of the school's SEND policy, coordinate the provision for SEND students and work with the headteacher and Governing Body to ensure the school meets its responsibilities under the Equality Act. In particular:

- When completing risk assessments for EHCP students, ensure that their ability to access work from home is taken into account and recommend they return to school wherever necessary
- Review risk assessments for EHCP students on a weekly basis to identify a change of circumstance e.g. student needs to attend school in order to access the curriculum
- Liaise with Curriculum Leaders to ensure that classroom teachers are communicating with TAs when developing differentiated materials and are provide additional support in remote lessons
- Monitor the quality of intervention delivered by TAs in breakout Google Meets and Google Classrooms
- Support TAs via regular team meetings and provision of online CPL
- Liaise with outside agencies to continue provision of specialist support remotely e.g. SALT, OT, EP, etc.
- Liaise with VI team to ensure adaptations are completed for VI students and are shared online or delivered home
- Oversee communication with parents and SEND students, including the daily/weekly check ins for the vulnerable students e.g. EHCP, LAC.
- Coordinate communication with parents of SEND students during virtual online events e.g. parents' evenings
- Ensure One Page Profiles are accessible to all staff remotely
- Continue to engage with EHCP reviews remotely
- Look for examples of good practice in other settings in order to support SEND pupils during remote learning
- Report any concerns about the work set for SEN students to their line manager daily
- Keep in touch with their line manager and attend all virtual meetings as required

3.7 Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Maintaining the quality and continuity of education for all students through the process of remote learning
- Ensuring the welfare of all members of our school community
- Coordinating a high quality and consistent remote learning approach across the school
- Monitoring the effectiveness of remote learning through the maintenance of line management meetings for curriculum leaders and pastoral leaders, reviewing work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Coordinating key communication with all stakeholders
- Maintaining a regular programme of CPL relevant to the context and needs of the school.
- Keep in touch with their line manager and attend all virtual meetings as required

3.8 Designated Safeguarding Lead

The DSL is responsible for:

- [Safeguarding and child protection policy](#)

3.9 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Supporting staff with hardware and software support
 - All support requests should be made via the helpdesk itsupport@oakspark.redbridge.sch.uk
- Helping staff 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

3.10 Students and Parents

Staff can expect pupils learning remotely to:

- Be available to complete their learning remotely using google suite according to the timetable published when online learning has been approved.
- Regularly check and read their school emails and google classroom notifications
- To participate as fully as possible in the remote learning process to the best of their ability
- Attend all google meet sessions
- Complete all work or assessments assigned by teachers and by the deadlines set
- Act on all feedback from teachers to improve their work and make better progress
- Communicate any difficulties they are encountering with their learning to their class teacher promptly
- Communicate any other difficulties they are encountering to their form tutor or Pastoral Leader
- Students will also be expected to read and respond to communication from the school (e.g. an email from a Form Tutor) on a regular basis.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or any other reason they can't complete work
- Support their children to adhere to the remote learning expectations outlined above
- Seek help from the school if they need it – please contact the relevant Pastoral Leader in the first instance
- Be respectful when making any complaints or concerns known to staff

3.11 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

4. Who to contact

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

- Issues in setting work – Email the relevant curriculum leader or SENCO where applicable
- Issues with behaviour/lack of engagement – Email the relevant Pastoral Leader
- Issues with IT – Email itsupport@oakspark.redbridge.sch.uk
- Issues with their own workload or wellbeing – talk to your line manager
- Concerns about Data Protection – talk to the data protection officer (Mr D Smith)
- Concerns about Safeguarding – talk to the DSL (Ms E DeGrove)

5. Data Protection

All members of the school community are responsible for ensuring that all data that is processed remains safe and secure.

5.1 Accessing personal data

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

- Access all school data through G Suite or Bromcom only
- Delete any downloaded data when the task it is being used for has been completed
- Staff should utilise school hardware as much as possible
- When using personal devices, no personal data must be stored there
- No personal data should be shared without consent from the designated data protection officer or the designated Safeguarding Lead

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as names, email addresses, academic data, key student details (PP, EAL, SEND etc) and medical information as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen.

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

5.3 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

Should there be any concerns about a data breach, these must be reported immediately to the designated data protection officer. Please refer to the Data Protection Policy for more information.

6. Safeguarding

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in

relation to remote working.

The DSL and headteacher will identify 'vulnerable' students (students who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

The DSL will arrange for regular contact to be made with vulnerable students, prior to the period of remote learning.

Phone calls made to vulnerable students will be made using school phones where possible. The DSL will arrange for regular contact with vulnerable students once per week at minimum, with additional contact, including home visits, arranged where required.

All contact with vulnerable students will be logged recorded on paper and suitably stored on Sims of with the pastoral teams records

The DSL will keep in contact with vulnerable students' social workers or other care professionals during the period of remote working, as required.

Vulnerable students will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.

The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable students learning remotely.

All members of staff will report any safeguarding concerns to the DSL immediately.

Students and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The SHARP system will also be available via the school website should students need to report concerns.

7. Wellbeing

During periods of remote learning, it is essential that all members of the school community are able to look after themselves. This means that they use the times of the school day to complete key teaching and learning activities. Additionally, the following strategies may be utilised to support with wellbeing:

- Undertake regular exercise
- Practice mindfulness techniques
- Communicate with others
- Giving to others

The school has purchased the School's Advisory Service as a support for staff.

8. Monitoring arrangements

This policy will be reviewed continuously by the senior leadership. At every review, it will be approved by the governing executive committee or curriculum committee as appropriate.

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
- E-Safety
- BTEC Policies & Procedures