# King's Academy Ringmer "in pursuit of excellence"

# Remote Learning Policy

**Date:** agreed at FG on 23 February 2023, reviewed in July 2023
**Review date:** July 2024

## Contents

## 1. Rationale

King's Academy Ringmer is committed to being creative, innovative and research-led in our approach to teaching and learning. We support our parents and students in the best way possible to make learning purposeful, holistic and successful. Our strategy for remote learning also reflects this.

## 2. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for all students (Inc. SEND) who aren't in school through use of quality online and offline resources and teaching videos.

- Provide clear expectations to members of the school community with regards to the delivery of high quality interactive remote learning

- Provide continuous delivery of the school curriculum

- Support the motivation, health and well-being of our students and staff

- Support parental support

- Consider continued education for staff and parents (e.g. CPD and supervision)

- Support effective communication between the school and families to support attendance

- Outline the curriculum parents are to expect for students working remotely

## 3 .Who is this policy applicable to?

- A student (their parent/carer) or member of staff who is absent because:

    1. The academy site has been officially closed and students are expected to work remotely.
    2. Circumstances may fall under: Unsafe weather conditions/ Strike Action/ Travel issues.
    3. NB: Should a student or staff member be absent due to illness, work will not be set.

## 4. Expectations for Students

Assuming an absence has been agreed with the school, and the student/s in question is healthy enough to work from home:

- The student must access Google Classroom and either:
    1. join the lesson live via Google Meet
    2. complete the tasks that the teacher has set for the lesson
    3. the teacher will communicate what is expected of the student via Google classroom
- The student will follow their regular timetable lessons as if they were in school
- If there is no device or internet access at home, in the first instance a loan device will be issued and if required a wifi dongle. If this is not possible the collation of work and paper pack will be coordinated by the assistant head in charge of teaching and learning
- If a significant number of students are absent from school, but the school remains open, the Principal will decide whether the method of remote learning operated will take the form outlined here, or as outlined below.

### 5. Expectations for Whole-School Closure

In the event that there is a whole-school closure:

- Staff will live teach via Google Meet
  1. Students follow regular timetabled lessons as if they were in school

### 6. Roles and responsibilities

### 6.1 Teachers

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 normal absence procedure and set work in line with current measures on document:

https://docs.google.com/document/d/1l3EptOtojKBL3Ms6iQYzxuI95DFV-vOE/edit?usp=sharing&ouid=112972291668425099973&rtpof=true&sd=true

If staff are setting work whilst remote this will be on Google Classroom.

**Teaching staff** to ensure that all Subject Leads/ Heads of Faculty have access to all Google Classrooms for their Subject Google Classroom.

**Tutors** to ensure that all Key Stage Leaders and Pastoral staff have access to their tutor Google Classroom.

Teachers are responsible for:

1. Setting work:
   - Lesson information should be available to students by 8.30am, and is set as an assignment, due on the day of the lesson, with the following standard title:

     Date_lesson number_subject

   - The monitoring of specific assignments that are submitted electronically, and on which feedback is given
   - Tasks to be set in accordance with existing schemes of work, and tasks will be designed to allow students to progress through schemes of work, albeit at a different pace. Remote learning will require students and teachers to take different approaches to working through content
   - Tasks set should allow students to learn independently without specific support of an adult at home
   - Tasks will be set through Google Classroom for each individual class they teach. The types of tasks set will vary between subjects, but appropriate learning might include:

     Reading and noting new material from a common subject area electronic resource
     Working through subject-specific presentations or worksheets
     Watching a relevant video resource and making notes on it
     Completing a listening exercise (e.g. in languages)
     Written responses to prompt questions, essay plans, etc.
     Working through relevant tasks offered by external providers (e.g. Seneca Learning, Tassomai, GCSE Pod)
     Through additional functionality using tools such as Google Forms. These could be tailor-made quizzes (containing either multiple choice or extended answers).

2. Lesson Delivery

All remote lessons are to be on Google Meet, and accessed via the link in Google classroom.

3. Providing feedback on work:

Providing timely and helpful feedback is a cornerstone of good teaching, and whilst this is more challenging with remote learning, teachers will endeavour to provide regular feedback to students on selected pieces of work. Under normal circumstances, not all pieces of work are given feedback by teachers and this would continue to be the case should the school employ remote learning.

Teachers are encouraged to ensure when they set work to be assessed, that it is designed in such a way that meaningful and manageable feedback can be provided. Methods of providing feedback:

- Providing whole class feedback rather than feedback on individual pieces of work
- Using the "Comments" function on online documents on Google
- Providing feedback directly in the tasks on Google Classroom, with specific feedback/targets
- Feedback via another website/learning platform (e.g. Seneca Learning)
- Recording oral feedback and sharing an audio file with the student directly on the piece of work (e.g. Mote)

4. Keeping in touch with students who aren't in school:

- Any issues that are received are to be dealt with professionally by the class teacher and the Head of Faculty/Subject should be cc'd in the communication
- For any safeguarding concerns, refer immediately to the DSL

Attending virtual meetings with staff, parents and students:

- Staff should be professionally dressed
- Staff should be in a quiet location with a plain background

## 6.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available for their usual working hours. If they 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.

During the school day, teaching assistants must complete tasks as directed by the SENCO and/or class teacher. Teaching assistants will continue to support pupils with SEND via live Google Meets either within the whole-class Google Meet or in separate breakout rooms.

## 6.3 Faculty/Subject Leaders

Alongside their teaching responsibilities, faculty and subject leaders are responsible for:

- Detailing the key aspects of the subject curriculum that need to change to accommodate remote learning

- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent

- Monitoring the remote work set by teachers in their subject – Faculty/Subject Leaders are to be invited to each Google Classroom in their subject to review work being set

- Hold regular meetings with teachers and support them in the delivery of remote learning

### 6.4 Key Stage Progress Leaders

Alongside their teaching responsibilities, Key Stage Progress Leaders are responsible for:

- Supporting the regular communication with parents and students where there are wellbeing concerns
- Planning and delivering live assemblies to continue the sense of community
- Supporting their tutor team/class teachers with pastoral support possibly at tutor time via the Tutor Google Classroom
- Flagging up and following up concerns about student participation

### 6.5 Attendance Officer and attendance staff

- Attendance Officer to:
  1. assess and monitor daily absence from live lessons
  2. communicate daily with attendance staff of absence from live lessons
- Attendance Officer and attendance staff to communicate with parents regarding students not attending live lessons

### 6.6 SENCO

- Ensuring that students with EHCPs continue to have their needs met while learning remotely whether at home or in school. Liaising with teachers, subject leaders, teaching assistants and/or senior leaders to make any adjustments required

- Liaising with SLT and any organisations to make any alternate arrangements for students with EHCP and IHPs

- Identifying the level of support needed for students and coordinating teaching assistants tasks for each day

### 6.7 Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school – liaising with Digital Learning Lead on the suitable approaches

- Monitoring the effectiveness of remote learning – through regular meetings with subject leaders, reviewing work set or analysing student/parental surveys

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

### 6.8 Designated Safeguarding lead & Child and Family Support Advisor

The DSL and Child and Family Support Advisor are responsible for managing and dealing with all safeguarding and wellbeing concerns.

### 6.9 IT staff

IT staff are responsible for:

- Supporting on 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 or online safety breaches to the DSL

### 6.10 Students and parents

Staff can expect students learning remotely to:

- Attend all lessons unless there is a valid reason not to

- Complete work to the deadline set by teachers

- 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 – from teachers or form tutors

- Be respectful when making any complaints or concerns known to staff

### 6.11 Local Governing Board

The local 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

### 7. 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 faculty/subject lead or SENCO

- Issues with behaviour – talk to the relevant key stage leader/faculty/subject leader in the first instance

- Issues with IT – email ringmer.helpdesk@kingsacademies.uk

- Issues with their own workload or wellbeing – line manager

- Concerns about data protection – SLT

- Concerns about safeguarding – DSL

### 8. Data protection

### 8.1 Processing personal data

Staff members may need to collect and/or share personal data such as student name and email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions and learning, and where the organisation is GDPR compliant, 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.

### 8.2 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

- Ensuring any updates that have been scheduled are applied

### 9. Safeguarding

In the event of a school closure, students, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between students and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

Any questions or concerns about safeguarding should continue to be raised to the Designated Safeguarding Lead, Mr M Madriaga- [mark.madriaga@kingsacademies.uk](mailto:mark.madriaga@kingsacademies.uk)

### 10. Links with other policies

This policy is linked to our:

- Behaviour for Learning policy

- Child protection and Safeguarding Policy

- Data protection policy and privacy notices

- Home-school agreement

- ICT and internet acceptable use policy

- Online safety policy