



RICKMANSWORTH SCHOOL

Remote Learning Policy

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OVERVIEW

Purpose

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for students who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

A reference copy of this document is kept on the shared drive and it will be brought to the attention of all members of staff.

Review Process

This document will be reviewed in accordance with our policy review process on a yearly basis or on the introduction of new or amended relevant legislation.

Tony Walker
CHAIR OF GOVERNORS

Matthew Fletcher
HEADTEACHER

1. Rationale

In the event of a school closure, Rickmansworth School 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. An example of this circumstance would be the Covid-19 national lockdown. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term student absence.

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, 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 absent their child from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

2. Roles and responsibilities

When providing remote learning, teachers must be available during their normal working hours, as set out in Directed Time Budget.

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 providing remote learning, teachers are responsible for:

- Teaching 'live' lessons according to the normal school timetable.
- Using Google classroom to share resources and instructions with students to support their completion of work during live lessons.
- Ensuring work is accessible for all students, taking prior knowledge, current curriculum stage and gaps in learning into account
- Providing feedback on work of students, including verbal feedback, whole-class and individual feedback, in-line with the [School Feedback Policy](#).

- To follow departmental plans in order to ensure consistency across a subject e.g. medium term plans, department assessment matrix

Providing feedback:

- Students should be asked to submit evidence of their work once per cycle. The format of this work can be dictated by the class teacher. This could take the form of a Google doc, a completed Google quiz, pictures of work in exercise books, revision notes etc.
- Formal assessment should take place as per the Feedback Policy (one formative and one summative assessment per half term, or every 15 lessons in high frequency subjects).
- Feedback on formative assessments can be provided in a variety of forms, including whole-class feedback, verbal feedback comments, feedback video with model answers. Any feedback on formative assessment should provide students with the opportunity to reflect on their knowledge and skills and address misconceptions before they complete summative assessment.
- Summative assessment should be completed once per half-term. This must be teacher marked and consist of a fully in-depth assessed piece of work, essay or end of unit test with written feedback for which students receive a grade or KS3 assessment indication (Emerging - Mastery).
- The topics for feedback should be outlined within a department matrix, be clearly communicated to students and be in-line with the department's medium term plans.
- Students should always be made aware of the assessment criteria to be used prior to the piece of work being completed and the method of feedback they will receive.

Keeping in touch with students who are not in school and their parents:

- Staff should communicate with students and parents within their normal working hours. Priority should be given to responding to student queries that could impede their access to remote learning and students should be encouraged to utilise live lesson time if they need clarity around tasks set by their teachers.
- Staff are required to respond to parental communication within 2 working days.
- Staff should refer any complaints or concerns raised to the relevant member of leadership, as outlined below.

Professional Standards:

Despite changes to working arrangements, staff are reminded of the need to uphold professional standards. This includes:

- Upholding professional dress that is suitable to the task undertaken e.g. formal clothing if teaching, meeting remotely with colleagues, parents or other professionals
- Punctuality - to lessons, form time and to staff meetings

2.2 Teaching assistants and support staff

When assisting with remote learning and during partial or full school closure, teaching assistants and other support staff must be available during their normal working 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 normal absence procedure.

2.3 Heads of Department/Faculty

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning and sharing these changes with their team, students and parents, via amended planning documents on the school website
- Working with teachers teaching their subject remotely to make sure all work set is appropriate, consistent and of a high standard
- 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
- Monitoring the remote work set by teachers in their subject – through staff meetings, virtual quality assurance of classrooms and responses to student voice
- Alerting teachers to resources they can use to teach their subject remotely and sharing and celebration of best practice

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – the senior leader with this responsibility is Marie Parry, Assistant Headteacher - Teaching and Learning
- Monitoring the effectiveness of remote learning – through regular Line Management meetings with teachers and subject leaders, reviewing work that has been set and levels of student engagement. Responding to feedback from pupils and parents
- Constantly reviewing provision and ensuring we share examples of excellence with the wider staff and address emerging staff CPD needs, as and when they arise.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL and Deputy DSLs will adhere to the guidance outlined in the Child Protection Policy and the [Child Protection Addendum to Covid 19](#)

2.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents where possible, with technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting students and parents with accessing the internet in school or devices

2.7 Students and parents

Staff can expect students learning remotely to:

- Attend live lessons and 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 deadlines set by teachers
- Submit work according to the instructions given by teachers
- Seek help if they need it, from teachers, form tutors or wider pastoral support staff
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Support the School in upholding the [Behaviour for Learning](#) expectations for remote teaching.
- Make the school aware if their child is unwell or otherwise can't complete work
- Seek help from the school if they need it – as per instructions in all communication or via the relevant Director of Learning
- Be respectful when making any complaints or concerns known to staff

2.8 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 – contact the relevant subject lead or SENCO
- Issues with behaviour or lack of attendance – contact the relevant Director of Learning
- Issues with IT – email to IT staff
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – contact the data protection officer
- Concerns about safeguarding – talk to the DSL (Chris Hambleton) or a member of the wider DSL team
- Concerns/comments on quality of overall provision – Marie Parry – Assistant Headteacher

4. Data protection

Staff will ensure they are familiar with the School's Data Protection Policy and also pay particular attention to the following specific guidance:

4.1 Accessing personal data

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

- ensure they are either using or a school device, or;
- access student data only through the school's secure remote desktop.

Personal data should not be saved directly on an individual's personal device.

4.2 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. 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

4.4 Acceptable Use Policy

All staff and students must adhere to the school's ICT and Internet Acceptable Use Policy.

5. Safeguarding

Any safeguarding concerns should be raised according to the Child Protection Policy and the [CP Addendum](#).

6. Monitoring arrangements

This policy will be reviewed yearly, by At every review, it will be approved by the full governing body.

Quality Assurance of our remote provision will occur throughout school closure. This will follow the processes outlined within the School Quality Assurance overview, with some adjustments made to enable leaders to identify and respond to developing staff & student needs.

7. Links with other policies

This policy is linked to our:

- Behaviour policy and remote learning addendum
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- Feedback policy