Policy Title:	**Remote Learning Policy**
Policy Reference:	R5
Version:	1.0
Member of Staff Responsible:	Headteacher
Governors' Committee Responsible:	
Status:	Statutory
Date adopted by governing body:	Jan 2021
Cycle of Review:	Annual
Date for next review:	Apr 2023

"Settle College promotes the safeguarding and welfare of children in its care; all policies support the "Child Protection Policy"

Change Record		
Version	Date	Description

Settle College Remote Learning Policy

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. Roles and Responsibilities

The following take a lead on remote learning across the school:

- Lead teacher for IT is to support staff and students in the successful use and implementation of Teams across school.
- Pastoral leads have oversight of the work that is set for their year group
- SENCO ensures work is set and differentiated through the TA team
- AHT for QE is instrumental in ensuring the processes are operational and working.

2.1 Teachers

When providing remote learning, teachers must be available between [08:30 and 15:20].

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. See U:\Cover.

When providing remote learning, teachers are responsible for:

Remote Learning For Absent Students with Covid or other longer term absence.

Setting work

- Work on the topic studied by the group should be uploaded and communicated through TEAMS. This will either be in advance of the lesson or shortly after. This work should be of the equivalent quantity to the lessons missed.
- Sixth form lessons shall be uploaded onto Teams and follow the same process as all others.
- Students who well enough are expected to complete and submit home learning tasks

Providing feedback on work:

- Well enough absent students should scan or photograph home learning tasks and classwork tasks (where requested). They should be marked alongside the rest of the group and scanned/photographed and returned by email.

Remote Learning For Absent (Well) Staff

- Lessons should be delivered live by TEAMS, wherever possible according to the timetable.

- Lessons may or may not involve video. In the event that video is used, please see below.

- Any teacher who is unable to provide the necessary teaching as outlined above, must make this clear and provide cover work through 'Absences' with the necessary support of their line manager/departmental colleagues.

Keeping in touch with pupils and their parents

- Please follow the school email policy when communicating with students and their parents.

- Any complaints/concerns should be dealt with according to that policy and with the support of your line manager/ Head of Year, as necessary.

- There should be no deviation of our use of Arbor, except sensitivity may be needed in the event of missing work if you are not totally clear about a student's state of health.

- Do not attend a virtual meeting alone with an individual student. If you do so with parents, dress code may be a little more informal but still needs consideration. Background should be appropriate or blurred. Headphones should be used if there is a danger of background noise.

2.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available as per contracted 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.

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

Differentiating tasks and giving feedback to students via teams and email processes, and providing academic support they will do this by -

- Supporting pupils who are attending remote lessons (Where necessary):
- Specified pupils as pre given timetables
- To attend online lessons, answer emails and take part in team sessions for support with specified pupils in the event of teaching reverting to online.

Attending virtual meetings with teachers, parents and pupils:

Using the school policy on remote learning and following specific guidelines on background of meet and dress code.

When teaching assistants are required to work in school the duties of these members of staff will be divided between the other members of the department.

2.3 Subject Leaders

Alongside their teaching responsibilities, subject leaders are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate students that are learning remotely

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

- Monitoring the remote work set by teachers through Microsoft Teams in their subject – subject leaders are expected to meet with teaching staff to monitor work on Teams where concerns are identified. This work must allow the students working remotely to meet the objectives of the lesson that occurred in school.

- Alerting teachers to resources they can use to teach their subject remotely (e.g. websites of resources, websites for student practice or online editions of textbooks)

- Devising an assessment and monitoring system that can be utilised consistently across the department for students in school and those that are working remotely, including procedures for collecting and storing work from students who are working remotely

- Ensuring that teaching staff are providing all students with feedback on their work, regardless of if they are working remotely or in school

- Monitoring data from assessments and using this to adapt the curriculum as necessary

- Monitoring that, where whole bubbles are working remotely, teaching staff are following the usual timetable and delivering lessons via Microsoft Teams in line with the agreed curriculum, including identifying and sharing any modifications that need to be made to the curriculum at this time

- Feeding back to their SLT link about their remote learning provision and their quality assurance of this provision

2.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school within link areas – JNU shall have full oversight through any enforced bubble closure or school lockdown.

- Monitoring the effectiveness of remote learning – This shall be through regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from pupils and parents. The weekly department link sheet shall underpin much of this work.

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations shall be led by GPA through school, all concerns to be raised with GPA for safeguarding and any breaches of data to GDA.

2.5 Designated Safeguarding Lead

The Designated Safeguarding Lead: GPA/GWH

The DSL role is set out in full in KCSIE 2021 Annex B and this should be explicit in the DSL's job description. They should be a senior member of staff on the College's leadership team and take lead responsibility for safeguarding and child protection (including online safety). They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

The DSL and Deputy (if appropriate) will:

Manage referrals

- Refer cases of suspected abuse to the local authority children's social care as required
- Support staff who make referrals to local authority children's social care
- Refer cases to the Channel panel through the universal referral form where there is a radicalisation concern as required
- Support staff who make referrals to the Channel panel
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and

- Refer cases where a crime may have been committed to the Police as required (the guidance NPCC- When to call the police should help DSLs understand when they should consider calling the police and what to expect when they do.)
- If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re- consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves
- Report cases of prejudice, hate based incidents or hate crimes to the Local Authority through the online reporting system. Hate crimes should also be reported to the police
- Access a range of advice to help them identify children in need of additional mental health support

Work with others

- Act as a point of contact with the three safeguarding partners
- As required, liaise with the 'case manager' and the LADO for child protection concerns in cases which concern a staff member
- Liaise with the Headteacher or principal to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- For Looked-After children have available the details of the child's social worker and the name of the virtual school head in the authority that looks after the child
- Liaise with staff on matters of safety and safeguarding (including online and digital safety,) and when deciding whether to make a referral by liaising with relevant agencies; and
- Act as a source of support, advice and expertise for staff
- Hold information on which children have a social worker so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes

Undertake training

- Undergo training to provide them with the knowledge and skills required to carry out the role. This training should provide them with a good understanding of their own role and the process, procedures and responsibilities of other agencies, particularly children's social care and should be updated at least every two years.
- Undertake Prevent awareness training and Action Counters Terrorism (ACT) Training
- Refresh their knowledge and skills (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments and news such as those provided by the NYSCP (https://www.safeguardingchildren.co.uk/professionals/nyscp-e-bulletin/) and NSPCC) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the College's or college's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation (GDPR).
  Are able to keep detailed, accurate, secure written records of concerns and referrals;
  Understand and support the College with regards to the requirements of the Prevent duty, including online safety and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the College may put in place to protect them.
- Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at College;
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example from online bullying, grooming and radicalisation and be confident and have the capacity to support SEND children to stay safe online.

Raise Awareness

- Ensure the College's child protection policies are known, understood and used appropriately.
- Ensure the College child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors and staff regarding this.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the college in this; and
- Link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on safeguarding arrangements.
  help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and college leadership staff. Their role could include ensuring that the college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Child protection file

Where children leave the College ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. Receiving schools should ensure that key staff such as DSLs and SENCOs are aware as required. This includes in year transfers.

- In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.
- Ensure that CP records are retained for an appropriate length of time and the school has regard to any other requirement requiring specific retention periods. The current requirement under IICSA (Independent Inquiry into Child Sex Abuse) is that records of child sex abuse should be retained for the period of the inquiry. Please see details here Ensure that, if a child goes missing or leaves to be educated at home, the child protection file is stored securely in College in line with College's data storage arrangements.
- Ensure that the worker North Yorkshire Children & Families Service is informed where the child leaves the College.
- NYCC Elective Home Education Policy and Procedures can be accessed for further guidance

Availability

- During term time always be available (during school hours) for staff in the college to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, it is a matter for individual College, working with the DSL, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable
- It is a matter for individual schools and colleges and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities
- It is a matter for individual schools and colleges as to whether they choose to have one or more deputy DSL(s). Any deputies should be trained to the same standard as the DSL.
- Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the DSL. This responsibility should not be delegated.

2.5 IT Staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work, primarily Microsoft Teams, which will be kept up to date using the MIS
- 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 GDA.
- Updating passwords for students where needed
- Supporting students with technical difficulties in accessing Microsoft Teams remotely
- Assisting pupils and parents with accessing the internet or devices (in liaison with JNU for PP students)

2.6 Pupils and Parents

Staff can expect pupils learning remotely to:

- 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 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 – if you know of any resources staff should point parents towards if they're struggling, include those here

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

2.8 The 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

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 subject lead or SENCO

- Issues with behaviour – talk to the relevant head of year

- Issues with IT – talk to the head of IT or our network manager

- Issues with their own workload or wellbeing – talk to their line manager

- Concerns about data protection – talk to the data protection officer GDA

- Concerns about safeguarding – talk to the DSL – GPA KS3/4, SMU KS5

4.0 Data Protection

4.1 Accessing personal data

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

http://www.settlecollege.org.uk/wp-content/uploads/sites/6/2014/03/ICTAcceptable-Use-Policy-2018.pdf

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as 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 or lock it when you leave it
- 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

5.0 Safeguarding

Please remind yourself of the basic rules before starting an online lesson:

- Please make sure you record your lessons at the start and inform your group that this will happen. Students must not be seen, they should disenable their camera.
- Record in a safe and appropriate place with no bedrooms or inappropriate objects/information visible - blur your back ground.
- Keep a log of everything - what, when, with whom and anything that went wrong.
- Only use school-registered accounts, never personal ones.
- Do you want chat turned on for students?
- *No 1 to 1. Cancel the event.*
- Remind the students that they have signed the ICT agreement.
- What are your ground rules - when can students speak?
- Any safeguarding issues, add to CPOMs.
- If you feel at any point that you are not safe, cancel the lesson.

6. Monitoring Agreement

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

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- 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