



Moundwood Academy

Remote Learning Policy

For

Moundwood Academy

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1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

Moundwood Academy believes that online learning can play a key part in continuing education and reducing the pressures of social isolation during the Covid-19 pandemic. This guidance recognises the need to balance the opportunities and safeguarding challenges in the digital environment when staff and children are going online much more than usual. Moundwood Academy will promote the established culture of nurture, kindness and concern of our schools through all our virtual communication. Moundwood Academy has invested in a number of chromebooks and internet dongles which are being distributed to the children who do not have online access. This project will enable all children to receive online education and to preserve the crucial relationships that are required to work successfully with children with complex social, emotional and communication needs. This project will serve as a pilot to consider the effectiveness and potential of working virtually for children with complex needs during difficult times when they cannot attend school.



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2. Roles and responsibilities

2.1 Teachers

Teachers must be available between 8.00am and 2.30pm. 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. ie ELAS.

Teachers are responsible for:

Setting work –

- o Set daily lessons for the children in your nurture group or for secondary age, your subject.
- o For primary class groups, the expectation is that there are at least 3 activities for each child: one English, one Maths and one topic which will include all the other subject areas such as Science, PE, Art, Geography, History etc.
- o Set weekly times for learning about online safety through activities or video sessions using resources such as the Thinkuknow Online Safety At Home activity packs to ensure that children are aware of this aspect of their learning.
- o All work will be differentiated for each particular pupil's ability and level of need.
- o For secondary class groups, the subject leaders will set at least one activity for each class they were due to teach that day. This can include links to other online platforms such as GCSEPod.
- o Sharing with SLT a weekly overview or schedule of the work they are setting for the classes they teach, this may include using systems such as the calendar in gsuite to log all learning activities.
- o The platform to be used is google classroom via gsuite login which has been distributed to all teaching staff and pupils.
- o Lessons will be activities or pre-recorded lessons by the regular teachers. Live sessions on google meet will be set up for specific skills teaching where a pre-recorded session will not be effective for specific children whose level of need is not compatible with such learning methods. Live sessions may be set for small groups of children or where required for children on 1:1, with the safeguarding considerations outlined in the school's guidance on online teaching and learning, found in teachershare, curriculum global.
- o The work needs to be set by 8.30 on the morning of each day. Each class teacher is responsible for making sure that their team of teaching



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assistants have contributed activities (where appropriate) for specific agreed areas of learning by emailing the activity to the teacher. The teacher will check the material and upload it for the relevant pupils alongside the other key lessons they have prepared.

- o Teachers will talk to all pupils directly or through their agreed Teaching assistants to explain the work to the child or parent as relevant, on a daily basis or less if agreed with the parent.
 - o Teachers will attend weekly teachers meetings on line using platforms such as Microsoft teams, or google meet and zoom.
 - o Teachers will talk regularly to their colleagues to share resources and to ensure that there is consistency of work being set across the school.
 - o Teachers will work with the senior leadership team to identify which pupils do not have access to technology to be able to work online and will prepare differentiated workpacks to be sent to these pupils.
 - o Teachers will work with senior leaders to identify which children require chrome books to be loaned to them to be able to access learning online.
- Providing feedback on work:
 - o Teachers will comment on pupils work through google classroom, once the pupils have uploaded their work.
 - o Teachers will comment on pupils work when they make phonecalls and video chats to students.
 - o Teachers will keep a log of work completed by each student.
 - Keeping in touch with pupils and parents:
 - o Before the arrival of chromebooks, each Head of School will agree with each teacher on the frequency of phonecalls for each child depending on level of need and parental and family requirements. This should be at least weekly and can also be via email.
 - o Form tutors to coordinate class teams (teaching assistant) to contact students and parents, all calls should be logged weekly
 - o All correspondence with parents need to be done individually (No group emails or messages) to protect the data and contacts of the parents/carers and to be GDPR compliant.
 - o After the distribution of chrome books, all pupils will receive a daily videochat via Google meet for a nurture time session of between 15 and 30 minutes from a member of their staff team. This will support the pupil's welfare and may also support the daily learning tasks.



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- All calls by staff need to be welfare checks as well as communication. It is important to be monitoring the welfare and mental health of our pupils in these difficult times. During video and voice calls, staff will check that children are well and report any concerns to the Head of School.
- Calls and emails should take place during school hours.
- A brief record of the calls should be made using the appropriate system for each site this may include the SIMs communication log or a shared secure folder online.
- Any concerns should be reported to Heads of School and for safeguarding concerns via My Concern.
- Refusal to complete work should be dealt with under the school's behaviour policy as much as possible. The key person for that child will talk to the child and encourage them to engage, will talk to the parents and advise on ways of encouraging engagement.
- Teachers will follow the staff behaviour code for online learning in teacher share, global curriculum, Moundwood Academy online teaching and learning guidance.
- Teachers will complete online training as designated by the Head of School..
- Teachers will report any data breaches to the GDPR manager, Dee Fullerton.
- Teachers will assist parents and children with accessing the online learning and will request help from the IT supporting senior manager Jayesh Parmar.

2.2 Teaching assistants

Teaching assistants must be available between 8.00am and 2.30 pm.. 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. ie ELAS.

Teaching assistants are responsible for:

- Supporting pupils with learning remotely :
 - Preparing work for key pupils agreed with class teacher or subject leader and sending to the teacher at the agreed time.
 - Making video or phone calls to agreed key children on a regular basis.
 - All calls by staff need to be welfare checks as well as communication. It is important to be monitoring the welfare and mental health of our pupils in these difficult times. During video and voice calls, staff will



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check that children are well and report any concerns to the Head of School.

- o Following online training designated by their Head of School
- Teaching assistants will follow the staff behaviour code for online learning in teacher share, global curriculum, The Beckmead Trust online teaching and learning guidance.

2.3 Subject leads

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

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject to make sure work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set across subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the work set by teachers in their subject
- Alerting teachers to resources they can use to teach their subject
- Ensuring all work set adheres to guidelines set by the respective AO, for example not setting active NEA's online or other work which requires a specific level of supervision.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning –
 - o Through regular senior leadership planning meetings
 - o Regular teachers meeting explaining the requirements for online learning, feedback to pupils and welfare calls, video chats.



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- o Talking to a selection of staff, parents and pupils on a regular basis and monitoring the collection of relevant consent from parents for online learning.
- o Checking that digital records are up to date and being used accurately for example, the weekly overview in the Gsuite calendar and the weekly phone log.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations, by following the safeguarding advice in the appendices to this document.
- Setting regular, relevant online training for all staff on their site and ensuring that this is completed.

2.5 Designated safeguarding lead

The DSL for each site will follow the guidance in the document in teacher share, curriculum global, Moundwood Academy Online teaching and learning guidance.

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2.6 Pupils and parents/carers

Staff can expect pupils to:

- Be contactable during the required times – 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
- Follow the Pupils code of conduct and home school agreement found in teachershare, curriculum global, Online teaching and learning guidance.

Staff can expect parents 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



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

2.7 Executive Head Teacher and 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 systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

If staff have any questions or concerns, they should contact the following individuals by phone or by email:

- Issues in setting work – talk to the relevant Head of School or subject lead
- Issues with behaviour – talk to the relevant head of school
- Issues with IT – talk to Jayesh Parmar
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer, Dee Fullerton
- Concerns about safeguarding – talk to the DSL for your site.

4. Data protection

4.1 Accessing personal data

When accessing personal data, all staff members will:

- Use Igflmail, sims and gsuite
- Use school phones or laptops wherever possible

4.2 Sharing personal data



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Staff members may need to collect and/or share personal data as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

While this may be necessary, 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
- Store information in the schools secure cloud areas wherever possible – in the Remote Desktop, GSUITE Google areas and but not limited to other applications hosted by school such as in SIMS, MyConcern & GCSEPod
- 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 that is kept up to date
- Keeping operating systems up to date – always install the latest updates

5. Safeguarding

Arrangements for safeguarding are found in the document in teacher share, curriculum global, Moundwood Academy Online teaching and learning guidance.

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6. Monitoring arrangements

This policy will be reviewed every 8 weeks by Judith Azzopardi and Dean Monfries, and approved by the EHT and Governing Body.

7. Links with other policies

This policy is linked to our:



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- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy