REMOTE LEARNING POLICY

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1.   Aims

This remote learning policy for staff aims to:

● Ensure consistency in the approach to remote learning for pupils who are not attending 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

2.1   Teachers

When providing remote learning, teachers must be available during their usual working hours as per the terms and conditions of their contract and set by their line manager and/or Principal.

Absence procedures:

If a colleague is sick/is unable to report to work for any reason, s/he must telephone the nominated representative for the school/academy in which they work:

Folkestone Academy:
Mr Steven Shaw, Head of School

Folkestone Primary:
Miss Emily Beck, Assistant Principal

Martello Primary School:
Mr Wayne Beech, Principal

Morehall Primary School:
Mrs Am'e Moris Principal

Turner Free School:
Mrs Krissy Yates, Principal

A telephone call must be made at the earliest opportunity, between 6.00am and 7.30am. Emails and text messages will not be picked up during this period and contact must be made by telephone, unless in an

absolutely, exceptional circumstance where this is not possible. In these cases, an email must be sent to HR@turnerschools.com.

Similarly, the employee should make contact personally and not ask anyone else to do this for them, unless there are exceptional circumstances where this is not possible.

The employee should communicate:

● The reason for their absence.
● How long they expect to be off sick.
● Any action they intend to take, e.g. whether they are planning to see a doctor etc.
● Details of any work already planned for that day/period, to enable other arrangements to be made.
● If appropriate, when they will next contact work to update them as to their progress.

Where possible, employees should notify their line manager of any relevant cover work or outstanding, urgent issues that require attention during their absence.

Where illness occurs during the working day and it becomes difficult for the individual to continue working, s/he may wish to go home. In such cases, all reasonable effort should be made by the individual to seek approval from the nominated colleague in the school/academy in which they work, as listed overleaf, or the most senior deputy should they be unavailable.

HR must be notified of all absences, as soon as they occur. This is to ensure that appropriate HR support can be implemented, if necessary, and the HR/payroll system is updated for accurate absence statistics to be maintained.

Repeated or long term absences will be managed in accordance with the Trust's absence management policy.

Providing remote learning:

When providing remote learning, teachers are responsible for:

● Setting work as instructed by their subject leader/line manager

  ○ Follow the instructions from subject leaders/line managers with regard to which classes work is to be set for. This may not necessarily be a class or year group teachers usually teach in school
  ○ Set the amount of work requested by subject leaders/line managers. This is based on the allocation for the subject in line with the school's remote learning timetable
  ○ Work must be uploaded to Google Classroom and include any instructions agreed with subject leaders/line managers. Google Classroom guides and training are available
  ○ Work set should follow the Turner Schools lesson guidelines for lessons.

● Providing feedback on work:

  ○ Pupil work is accessed via Google Classroom and feedback is provided as requested by subject leaders/line managers in line with the Turner lesson guidelines
  ○ Feedback can be shared in the lesson materials using whole group feedback; through MCQ (multiple choice quiz) scores; through automated answers on Google Form MCQs; through messages on the Google Classroom stream or the Google Classroom private messaging facility; or via pupils' emails.
  ○ Time scales for providing feedback should be agreed with subject leaders/line managers

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

  - If asked to contact a pupil, this must be in line with the Turner Schools' Online Safety Policy
  - Contact with pupils should only be through Turner Schools' accounts either via email or Google Classroom
  - Teachers are not expected to answer emails from parents and pupils outside of working hours. However, teachers should aim to reply within 48 hours.
  - Teachers should discuss any complaints or concerns shared by parents and pupils with their subject leader/line manager – for any safeguarding concerns, refer to the Safeguarding section below
  - Pupil engagement is tracked via MCQ data and pupils not engaging with remote learning will be addressed by pastoral and behaviour leads
  - Behaviour issues such as misuse of the Google platform should be discussed with subject leaders/line managers with reference to the school's behaviour policy

- Attending virtual meetings with staff, parents and pupils:

  - Dress code should be appropriate
  - When attending meetings, avoid areas with background noise and there is nothing inappropriate in the background
  - Ensure that the meeting can be private and confidential

When working in school, responsibilities during this time should be discussed with subject leaders/line managers to ensure that workload is reasonable and lessons continue to be set as per the expectations outlined above.

2.2   Teaching assistants

When assisting with remote learning, teaching assistants must be available during their usual working hours as per the terms and conditions of their contract and set by their line manager and/or Principal.
If a colleague is sick/is unable to report to work for any reason, s/he must telephone the nominated representative for the school/academy in which they work as outlined in section 2.1.

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

- Supporting pupils who are not in school with learning remotely:

  - Support pupils and/or subjects assigned by the SENCO or line manager
  - Regularly contact and support designated pupils via email, phone or through Google Classroom
  - Provide support by providing scaffolding where appropriate and in coordination with subject leaders and teachers
  - Record intervention sessions for key groups, as instructed by line managers and following the guidelines for remote lessons

- Attending virtual meetings with teachers, parents and pupils:

  - Dress code should be appropriate
  - When attending meetings, avoid areas with background noise and there is nothing inappropriate in the background
  - Ensure that the meeting can be private and confidential

When working in school, responsibilities during this time should be discussed with line managers to ensure that workload is reasonable and pupils continue to be supported as outlined above.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to be adapted to accommodate remote learning
- Assigning work to teachers with clear instructions, deadlines, and expectations
- Meeting regularly with those they line manage to check wellbeing and workload
- Working with teachers teaching their subject remotely to make sure all work set is appropriate, consistent and in line with lesson guidelines by regularly sampling work set and providing feedback as required
- 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
- Alerting teachers to resources and training they can use to teach their subject remotely
- Monitor pupil engagement in their subject and use this to support planning on return to classroom teaching

2.4 Pastoral and progress leaders

Pastoral and progress leads are responsible for:

- Supporting pupils who are not in school with learning remotely:

  - Regularly contact and support designated pupils via email, phone or through Google Classroom
  - Support provision of devices for pupils who do not have access to devices
  - Follow up on low engagement and provide support to pupils where appropriate
  - Coordinate and communicate with teachers and teaching assistants to ensure appropriate support is provided to pupils

- Attending virtual meetings with teachers, parents and pupils:

  - Dress code should be appropriate
  - When attending meetings, avoid areas with background noise and there is nothing inappropriate in the background
  - Ensure that the meeting can be private and confidential
  - Ensure meetings with external agencies continue as required

When working in school, responsibilities during this time should be discussed with line managers to ensure that workload is reasonable and pupils continue to be supported as outlined above.

2.5 SENCO

Pastoral and progress leads are responsible for:

- Supporting pupils who are not in school with learning remotely:

  - Assign teaching assistants appropriate work when working from home

- ○ Regularly contact and support pupils via email, phone or through Google Classroom, as appropriate
- ○ Work with teachers and teaching assistants to ensure work provided for pupils with SEN is appropriate
- ○ Follow up on low engagement and provide support to pupils where appropriate
- ○ Coordinate and communicate with teachers and teaching assistants to ensure appropriate support is provided to pupils

- Attending virtual meetings with teachers, parents and pupils:

  - ○ Dress code should be appropriate
  - ○ When attending meetings, avoid areas with background noise and there is nothing inappropriate in the background
  - ○ Ensure that the meeting can be private and confidential
  - ○ Ensure meetings with external agencies continue as required

When working in school, responsibilities during this time should be discussed with line managers to ensure that workload is reasonable and pupils continue to be supported as outlined above.

2.6   Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school by supporting those they line manage and ensure that expectations and responsibilities are clear
- Meeting regularly with those they line manage to check wellbeing and workload
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders they line manage, reviewing samples of work set and providing feedback where appropriate
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Alerting those they line manage to resources and training they can use to teach and support pupils remotely

2.7   Designated safeguarding lead

Each of the Trust's schools has a Designated Safeguarding Lead (DSL) and Deputy DSLs.

At Turner Free School, the Designated Safeguarding Lead is Michael Chapman.
The Deputy Designated Safeguarding Leads are Sophie Tyler, Carrie Baker and Kristina Yates.

At Folkestone Academy, the Designated Safeguarding Lead is Louisa Coppins.
The Deputy Designated Safeguarding Leads are Jo Stokes, Kate Bird and Sharon Atkins.

At Folkestone Primary, the Designated Safeguarding Lead is Alison Grimmett.
The Deputy Designated Safeguarding Leads are Emily Beck, Louise Feaver and Maria Cunningham.

At Martello Primary, the Designated Safeguarding Lead is Wayne Beech.
The Deputy Designated Safeguarding Leads are Charlotte Speed and Hayley Prescott.

At Morehall Primary, the Designated Safeguarding Lead is Coralie Buckle.
The Deputy Designated Safeguarding Leads are Am'e Moris, Ruth Palmer and Hannah Barrow.

Where staff have a concern about a child, they should continue to follow the process outlined in the school's Safeguarding Policy, this includes making a report via MyConcern, or CPOMS which can be done remotely. In the unlikely event that a member of staff cannot access MyConcern or CPOMS from home, they should email the Designated Safeguarding Lead or a member of the Turner Schools Safeguarding Team. This will ensure that the concern is received by all members of the team. There are paper forms in two locations and a clear system for their use communicated to all members of the Trust team.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report the concern directly to the Principal. If there is a requirement to make a notification to the Principal whilst away from school, this should be done verbally and followed up with an email to the Principal.

Concerns around the Principal should be directed to the CEO, Seamus Murphy.

The Trust's COVID-19 - School Safeguarding Policy Addendum provides detailed guidance for safeguarding during remote learning.

2.8   IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

2.9   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 are not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is unwell or otherwise cannot complete work
- Seek help from the school if they need it by contacting the dedicated support teams and referring to the school website
- Be respectful when making any complaints or concerns known to staff

2.10 Challenge & Community Committee

The Challenge & Community Committee is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Monitoring the school's approach to wellbeing and workload

- 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:
Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

- Issues in setting work – contact the relevant subject lead or line manager
- Issues with behaviour – contact the line manager or pastoral/behaviour or progress lead, as appropriate
- Issues with IT – contact BCTEC
- Issues using Google platforms (staff only) - contact Google Champions
- Issues with their own workload or wellbeing – contact their line manager
- Concerns about data protection – contact the data protection officer
- Concerns about safeguarding – contact the DSL

4.   Data protection

4.1   Accessing personal data

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

- Access required data via SIMs, Google Drive, Google Classroom, Class Charts or any other school-based platform
- Staff should use the devices provided to access the data rather than their own personal devices. See the Trust's Working from Home Policy and Data Protection and Information Policy for further guidance

4.2   Processing personal data

Staff members may need to collect and/or share personal data such as email addresses, parent/carer contact details, and pupil accounts 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.

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 using strong passwords
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Liaising with the IT team to ensure anti-virus and anti-spyware software is up to date
- Liaising with the IT team to keep operating systems up to date – always install the latest updates

5.   Safeguarding

The Trust's COVID-19 - School Safeguarding Policy Addendum provides detailed guidance for safeguarding during remote learning. Safeguarding and Child Protection policies are available on school websites.

6.   Monitoring arrangements

This policy will be reviewed annually by Claire Hill, Trust's Vice Principal. At every review, the policy will be approved by the CEO and Principals.

7.   Links with other policies

This policy is linked to our:

● Behaviour policy
● Safeguarding & Child protection policy and Coronavirus addendum to our Safeguarding & Child Protection policy
● Data Protection & Information policy and privacy notices
● Home-school agreement
● ICT and Internet Acceptable Use policy
● Online Safety policy
● Working from Home Policy