



BOURNEMOUTH SCHOOL
FOR GIRLS

Approved by:	Full Governing Body	Date: 21.1.21
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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 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

2.1 Teachers

When providing remote learning, teachers 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.

When providing remote learning, teachers are responsible for:

- Delivering the school curriculum:
 - Work should be provided for the classes normally taught. Heads of Department may decide to allocate a teacher (or group of teachers) to provide work for groups of pupils (e.g. a Year group) if this is more efficient.
 - Teachers should provide frequent, clear explanations of new content using high quality curriculum resources.
 - Work should be equivalent to each timetabled session (at KS3 and 4 the national expectation is that pupils have 5 hours of work for each school day).
 - Work should be available for pupils to access at the start of each timetabled lesson.
 - Staff should use the school's VLE (ItsLearning) to deliver lessons or Microsoft Teams (primarily this will apply to those in the Teams pilot). 'Live' elements may also be facilitated by the use of Zoom, Loom, the recording functions of Microsoft Stream etc. Teachers **MUST** use school emails when registering for e.g. Zoom accounts as this will enable educational accounts.
 - Teachers are strongly encouraged to network with their colleagues in order to share good practice and to share resources.

➤ Providing feedback on work

Perhaps a bigger challenge than delivering content, providing recognition of pupils' efforts and feedback on their work is vital if pupils are to remain engaged. Teachers are encouraged to think very carefully about assessment particularly with regard to ensuring feedback is effective without causing unmanageable workloads. One solution may be to create self-marking quizzes using the VLE or Microsoft Forms.

- Pupils may submit work via the VLE or the assignments function of Teams. Pupils may also submit work via email but this is less efficient (especially for large classes).
- Teachers should aim to provide feedback on work within a reasonable timescale. To manage workload, teachers should consider the use of whole class feedback, particularly if this can be delivered using live elements such as Zoom or in a recorded format.
- Teachers should use assessment to modify lesson plans in order to differentiate for classes and individual pupils, as appropriate

➤ Keeping in touch with pupils who aren't in school and their parents

- Teachers should maintain daily contact with their tutees and regular contact with the pupils that they teach. They should use contact details in SIMS, the VLE/Teams and the school email system to facilitate this.
- When contacted by parents or pupils, teachers should respond within 24 hours (Monday-Friday).
- Where complaints or concerns are raised, teachers should seek support from their Head of Department or Head of House if they are unable to resolve matters themselves.
- Teachers should use SIMS to record behaviour and achievement.

➤ Attending virtual meetings with staff, parents or pupils

- Dress code should be 'smart casual'
- Locations: You should conduct meetings in a suitable room (and not a bedroom), ensuring that any images behind you are appropriate. Colleagues should consider using backgrounds or, for example, the 'blur background' function in Teams when attending meetings or lessons.
- You must ensure that if you have arranged an individual discussion with a pupil that you have the parents' consent to do this and that you are accompanied by another adult (the parent or another member of staff).
- You may record the session, but you must explain that at the start.

- To be alert to signs of abuse in all forms and the impact of the lockdown on pupil's mental health This duty to safeguard applies to all pupils in their form and teaching groups and teachers must continue to use My Concern to report any safeguarding matters.

2.2 Teaching Assistants and Pastoral Support Workers

When assisting with remote learning, teaching assistants must be available during their normal working hours. However, they may not necessarily be working directly with an individual pupil during this time and may be deployed to support key worker pupils in school too.

Teaching assistants and pastoral support staff will continue to make regular check-ins with the pupils in their care and report this in My Concern so that Heads of House know what has been discussed too.

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:

- Supporting key worker and vulnerable pupils in school to access their learning
- Regularly making contact with the pupils in their care via the phone or video platforms
- Attending virtual meetings with staff, parents or pupils
 - Dress code should be 'smart casual'
 - Locations: You should conduct meetings in a suitable room (and not a bedroom), ensuring that any images behind you are appropriate. Colleagues should consider using backgrounds or, for example, the 'blur background' function in Teams when attending meetings or lessons.
 - You must ensure that if you have arranged an individual discussion with a pupil that you have the parents' consent to do this and that you are accompanied by another adult (the parent or another member of staff).
 - You may record the session, but you must explain that at the start.
- To be alert to signs of abuse in all forms and the impact of the lockdown on pupil's mental health and continue to use My Concern to report any safeguarding matters.

2.3 Middle Leaders

Heads of Department

Alongside their teaching responsibilities, heads of department are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- 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
- Alerting teachers to resources they can use to teach their subject remotely
- If appropriate, allocating responsibility for the delivery of curriculum content to e.g. a whole year group to a teacher or group of teachers.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning – this will be done during line management meetings and via feedback from parents and pupils.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

We aim to have a trained DSL or deputy DSL on site wherever possible.

The DSL is responsible for:

- Identifying and arranging support for the most vulnerable pupils in the school community
- Updating and managing child protection files
- Daily checking of entries made in My Concern and ensuring that a plan of action to support the child is agreed
- Liaising with social workers, the police and other medical professionals where appropriate
- Monitoring attendance and engagement of the most vulnerable pupils in school

2.6 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
- Assisting staff where they need help to access the school network

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Attend morning registration at 8.45am
- Attend live lessons
- Be contactable during the school day
- Complete work to the deadline set by teachers
- Seek help if they need it from teachers
- 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 ill or otherwise can't complete work
- Seek help from the school if they need it

2.8 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 Head of Department
- › Issues with behaviour – talk to the relevant Head of House
- › Issues with IT – talk to IT staff; for help with use of the VLE or other ICT software contact Nick Rowe or David Sims.
- › Issues with their own workload or wellbeing – talk to their line manager
- › Concerns about data protection – talk to the data protection officer, Kathy Jackson
- › Concerns about safeguarding – report using My Concern and talk to Anna Collins or Mel Braye.

4. Data protection

4.1 Accessing personal data

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

- › Have access to the school network (for help with this contact Chris Perry or Rob Davies)
- › Ensure that they follow the protocols set out in the school's safeguarding policy.

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 devices 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

5. Safeguarding

All staff should continue to refer to and to apply the current safeguarding policy (a copy of which can be found on My Concern)

6. Monitoring arrangements

This policy will be reviewed every three years. At every review, it will be approved by the staff and students committee.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy [insert if relevant:] 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

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Teaching colleagues will do their best to post work on a lesson by lesson basis but parents should appreciate that remote learning is significantly more demanding on staff workload and it may take several days before a 'full service' can be implemented.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, it may not be possible to cover the full curriculum in subjects with practical elements (e.g. technology, science, PE etc.)

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 3 and 4	5 hours
Key Stage 5	5 hours

Accessing remote education

How will my child access any online remote education you are providing?

Pupils will access materials via:

The school's Virtual Learning Environment (VLE) ItsLearning and/or

Microsoft Teams

Shared storage areas such as Sharepoint

At BSG we are following a tripartite approach:

- Assignments set for independent study via the VLE/ Teams
- Online help from the teacher when pupils would have had their normal lesson to access the work
- Live /recorded lessons or help sessions on a regular basis

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Pupils may be lent a school laptop
- All Pupil Premium pupils in years 7-11 who would like one have been issued with a laptop on permanent loan while they are a member of the school
- Where pupils are having difficulties accessing the internet, the school will endeavour to provide support.
- We have made available phone providers' offer of free data for educational purposes to parents

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- live teaching (online lessons) via Zoom or Teams
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- online help via VLE messaging with teachers
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Parents can help support the school by ensuring that:

- Pupils attend daily registrations and any live lessons
- Pupils are appropriately dressed and attend lessons in public areas of the home
- Pupils turn cameras on as requested by staff
- Pupils keep their microphones off unless contributing to the lesson
- If your child is struggling at all with online learning you will let us know so that we can provide additional support

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Tutors will make daily contact with their form groups via VLE registration and will in addition make contact with their tutees individually on a weekly basis

Vulnerable children not in school will be contacted on a more frequent, often daily, basis

School staff will contact parents when attendance or engagement is a concern via email or by telephone.

How will you assess my child's work and progress?

Pupils will receive regular feedback on their work. This may include:

- Whole class feedback (e.g. via Zoom or a video recording)
- Teachers provide individual feedback to pupils via the VLE or Teams assignments
- Feedback may be provided via digital platforms (e.g. VLE quizzes)

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Pupils with an allocated teaching assistant will receive regular contact with that person. The teaching assistant will be able to give additional support to access school work and liaise with teaching staff as necessary.
- Pastoral support staff will continue to make contact with pupils and parents where appropriate.
- Teaching staff are available to discuss any concerns you or your child may have.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Teachers will ensure that work is provided via the VLE, Teams, email or post. Pupils are strongly encouraged to contact teachers to ask for work from teachers as required and as they are able to complete it..