



Remote Learning Guidance Document for Staff

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1. Aims

This remote learning guidance for staff aims to:

Ensure consistency in the approach to remote learning for pupils 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.

2. Roles and Responsibilities

2.1 Teachers

When providing remote learning, teachers should provide remote education in line with the government expectations [Remote education good practice - GOV.UK \(www.gov.uk\)](https://www.gov.uk).

Teachers are expected to be available during their usual working hours, allowing for breaks in line with the pattern of the school day.

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:

Lessons will either be: 1. 'On demand' – a Loom video or a narrated lesson that guides students through the tasks. 2. A 'Live' lesson using Microsoft Teams.

Teachers need to ensure that the work is uploaded to Satchel: One by 8.30am on the day of the lesson.

Teachers provide work as per the normal timetable.

Work will be uploaded in line with the guidance document 'UCC Remote Learning Guidance for Parents' on the College website.

All live lessons on Teams should be recorded to allow 'on demand' access for students with connection or other issues at the time of the lesson.

Teachers need to make it clear to students what they are expected to complete and submit for each remote lesson.

Teachers should give feedback on students learning in an appropriate manner. This may take various forms in line with our feedback for learning guidance, for example: SMHW quiz, Teams quiz, Teams assignment, formative feedback within the chat function in Teams etc. Teachers should balance workload considerations with the ability to give quality feedback on the most appropriate work.

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

- Tutors should make pastoral contact with students / parents following the guidance from their Progress Leader.
- Teachers should avoid giving reprimands or negative feedback to students via Satchel One after 4pm.
- Complaints or concerns from students or parents should be forwarded by teachers to the appropriate Progress Leader.
- Safeguarding concerns should be forwarded via CPOMs in line with our safeguarding procedures.
- Incomplete or non-complete work should be followed up sensitively. In the first instance, teachers are to post a comment in Satchel One such as 'I would have expected you to have submitted the work by now – is everything ok?' Subsequent lack of work is then recorded in the spreadsheet of remote learning engagement.

Attending virtual meetings with staff, parents and students:

- Dress code – in line with usual College expectations.
- Locations - avoid areas with background noise, nothing inappropriate in the background.

If teachers are providing lessons in school for students, then they may choose to offer a live lesson to students working remotely via Teams, set bespoke work via Satchel One or direct students to access the self-isolation work on the College website.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants are expected to be available during their usual working hours, allowing for breaks in line with the pattern of the school day.

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 pupils who aren't in school with learning remotely:

- As directed by SENCO and/or Head of Department.
- Support could be provided by joining Teams lessons, interacting with Satchel One or via school e-mail.

Attending virtual meetings with staff, parents and students:

- Dress code – in line with usual College expectations.
- Locations - avoid areas with background noise, nothing inappropriate in the background.

2.3 Heads of Subject

Alongside their teaching responsibilities, Heads of Subject are responsible for:

Updating the self-isolation of the College website to ensure that the each year group has clear access to novel and appropriate independent work.

Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.

Working with other Heads of Subject 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 – looking at work set on Satchel One, regular communication and/or meetings with teachers.

Alerting teachers to resources they can use to teach their subject remotely.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

Co-ordinating the remote learning approach across the school – Deputy Principal, Teaching and Learning.

Monitoring the effectiveness of remote learning – Regular scrutiny of Satchel One, 365 feedback from parents, students and teachers.

Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.5 Designated safeguarding lead

The designated safeguarding lead is responsible for ensuring that all staff are updated with relevant guidance via the safeguarding policy.

2.6 IT staff

IT Support Team are responsible for:

Fixing issues with systems used to set and collect work.

Helping staff and parents 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.

Assisting students and parents with accessing the internet or devices.

2.7 Students and parents

Staff can expect students 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 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 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 Subject

Issues with behaviour – talk to the relevant Progress Leader

Issues with IT – talk to IT Support Team via Helpdesk@ucc.rutland.sch.uk

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

Concerns about data protection – talk to the data protection officer (Janice Amor)

Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

Student data can be access remotely via Go4Schools.

When accessing personal data, staff should ideally use devices provided by the College rather than personal devices.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as school e-mail 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.

5. Safeguarding

Refer to the updated safeguarding policy for relevant amendments.

6. Monitoring arrangements

This policy will be reviewed [insert frequency – as often as you think is appropriate and manageable] by [name/job title of individual]. At every review, it will be approved by [the full governing board/committee name/name or job title of individual].

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