

# FINHAM PARK MULTI ACADEMY TRUST



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## **FPMAT REMOTE LEARNING POLICY**

# **Finham Park 2**

Written by:	Liz Allton – AHT	Date: August 2020
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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 (including Cover supervisors)

When providing remote learning, teachers must be available during their normal contracted hours. This Policy recognises that delivery will necessitate flexibility due to colleagues needing to balance work and home commitments in a lockdown environment.

If teachers are 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 sickness absence procedure.

When providing remote learning, teachers are responsible for:

- Planning, setting work and teaching lessons remotely
- Monitoring the engagement of pupils and intervening as necessary to ensure relevant colleagues are alerted if concerns are raised
- Providing feedback on pupil work
- Assessing work and providing information for Progress Checks
- Maintain regular contact with pupils using procedures agreed at school level
- Staff should respond to emails from parents and pupils in line with the FPMAT Policy for Responding to Parents. This will safeguard colleagues from unreasonable expectations where these may arise
- Any complaints should be handled with reference to the MAT Complaints Policy and forwarded to the Complaints Coordinator at the school
- Any safeguarding concerns should be handled in accordance with the relevant school level Safeguarding Policies
- Behavioural concerns should be addressed using the school level Behaviour for Learning Policy
- Calendared meetings should be attended in a virtual environment wherever this is possible. The MAT Staff Code of Conduct will apply in all virtual meetings

### Setting Work

If students are self-isolating while most students are in school, work will be provided via Frog Subject Site and Google Classroom for students to complete independently. All work should be available on Frog/Google Classroom before the timetabled lesson. Work can be set at the start of each week for the whole week to help ensure work is available in case there is short notice of a student self-isolating.



If all students in a year group or the whole school are self-isolating or working at home during a lockdown then students will follow their normal timetable with mentor time and lessons being delivered online. Students will have at least one full live lesson each week in English, Maths and Science in Year 7-10 and at least one full live lesson a fortnight in other subjects. All other lessons will be live via Google Meet where registers will be taken and instruction for learning given at the start and then students will work independently and hand in work via Google Classroom at the end of the lesson.

All Year 11 lessons will be full live lessons following their normal timetable and Year 12 will have at least one live lesson at the start of all double and triple lessons each week.

### **Providing feedback on work**

We will be following our Feedback policy as close as possible for Remote learning, which includes:

1. Instant feedback – at the point of teaching (For example; verbal feedback, quizzes that give instant feedback etc...)
2. Summary feedback – at the end of a lesson/task (For example; whole class feedback statements, short comments on work via Google Classroom, etc...)
3. Review feedback – away from the point of teaching (For example; longer writ-ten comments on projects or exam style questions)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement.

Students will receive regular feedback on their effort as well as how to improve work during each fortnight. Students will receive more from core subjects due to the number of lessons in the two-week timetable.

### **2.2 Non-teaching support staff**

When assisting with remote learning, non-teaching staff must be available during their normal contracted hours. This Policy recognises that delivery will necessitate flexibility due to colleagues needing to balance work and home commitments in a lockdown environment.

If staff are 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 sickness absence procedure.

When assisting with remote learning, non-teaching support staff are responsible for:

- Supporting pupils in school with remote learning
- Supporting pupils who aren't in school with learning remotely
- Attending virtual meetings with teachers, parents and pupils
- Staff should respond to emails from parents and pupils in line with the FPMAT Policy for Responding to Parents. This will safeguard colleagues from unreasonable expectations where these may arise
- Any complaints should be handled with reference to the MAT Complaints Policy and forwarded to the Complaints Coordinator at the school
- Any safeguarding concerns should be handled in accordance with the relevant school level Safeguarding Policies
- Behavioural concerns should be addressed using the school level Behaviour for Learning Policy
- Calendared meetings should be attended in a virtual environment wherever this is possible. The MAT Staff Code of Conduct will apply in all virtual meetings

### **2.3 Subject leads/Phase Leaders in Primary schools/SENCO**

- Alongside their teaching responsibilities, subject leads/phase leaders/SENCOs 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
- Alerting teachers to resources they can use to teach their subject remotely
- Co-ordinating shared planning and share good practice across the subject area and with other Middle Leaders as needed
- 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/phase – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Continuing and adapting CPD for high quality responsive teaching within their department.
- Ensuring that student work in the department is assessed, moderated and information provided for Progress checks and Data reviews

## 2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school, including oversight of how remote learning is integrated into the school's curriculum
- Ensuring staff are supported and any identified training needs are supported as necessary
- Monitoring the effectiveness of remote learning
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## 2.5 Designated safeguarding lead

Please refer to school level Safeguarding & Child Protection Policies

## 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're 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

## 2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or non-teaching support staff
- 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



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

## 2.8 Local Governing Body (LGB)

The LGB 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:

Mrs Liz Allton – Assistant Headteacher

Mr Andy Ditch – Deputy Headteacher

## 4. Data protection

### 4.1 Accessing personal data

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

Access data, via their school's secure cloud service or server in the IT network

Only access data using IT hardware provided by the school for that purpose – not via personal devices

### 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 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

All staff should follow their school Safeguarding Policy and procedures, taking note of any adaptation as a response to COVID-19.

## 6. Monitoring arrangements

This policy will be reviewed annually by the Executive Headteacher. At every review, it will be approved by the MAT Board of Trustees.

## 7. Links with other policies

This policy is linked to MAT and School-level policies, including:

- Behaviour for Learning policy
- Child protection policy and Coronavirus addendum to this
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- Complaints Policy
- Responding to Parents Policy



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# **FPMAT REMOTE LEARNING POLICY**

Written by Mark Bailie

November 2020

Revised by

Next review date

November 2022

Approved by Trustees:

Signed:

MARK BAILIE

Executive Headteacher

Date: 15<sup>th</sup> December 2020

Signed:

PETER BURNS MBE

Chair of Board of Trustees

Date: 15<sup>th</sup> December 2020