

*To aspire, endeavour and thrive together*

# REMOTE LEARNING POLICY

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## Glossopdale School Remote Learning Policy: July 2020

### The aim of this document

1. To promote the importance of safe working practice and Cyber Security for remote/off-site workers
2. To clarify the rationale, responsibilities and expected practices for all members of staff in providing effective and supportive blended learning, in the event of planned, unplanned, partial or full school closure.

### The purpose of this document

1. To provide school staff with clear advice for addressing and minimising potential threats to Cyber Security and Data Privacy.
2. To provide teaching staff with clear advice for setting and feeding back on work when delivering a blended teaching approach.

### Section A: Safe working practices

#### Introduction

Cyber-crime is on the increase and simple measures can drastically reduce the likelihood and effects of cyber-attacks. As well as cost implications, physical impact and reputational damage, cyber security breaches can also lead to unauthorised access to information of a sensitive nature. All school staff need to be up to date on the latest cyber security threats and the best methods for protecting data.

Mobile devices are now **critical** to the functioning of our school. It is vital staff follow school policies for software-updating, backups, and protective-controls such as strong passwords and encryption.

#### **1 School Policy and Procedures**

Whilst school staff are working remotely they should still follow school policies and understand their responsibilities relating to confidentiality and security. School policies and procedures protect both individual staff and the school, enabling the school to maintain functions and provide the structure needed to continue to provide services to children and families.

Staff need to be aware of, and follow the following guidance:

- 1.1 Our laptop agreement can be found ([here](#)). Remember not to lend your machines to children or other members of their family.
- 1.2 Be conscious of the school's reputation when using communication platforms. Remember that professional standards apply
- 1.3 Remember that the school can monitor/check activity as per our policies and terms and conditions of employment. At home, staff may 'forget' they are using work devices and the delineation is more blurred

## **2 Cybersecurity**

Our school network is the lifeline of your school whilst staff are working remotely/off-site and it is necessary for staff to take steps to protect systems and data.

Staff need to be aware of, and follow the following guidance:

- 2.1 Staff must report malware/ransomware/data breaches/security issues immediately to the DPO
- 2.2 Remember to lock screens when leaving machines unattended.

## **3 Passwords**

Passwords are the first line of defence for our computer system. Passwords are used to verify identity and confirm access rights and system security relies on these.

Staff need to be aware of, and follow the following guidance:

- 3.1 Staff must not share passwords or share user accounts.

## **4 Phishing Emails & Scams**

Phishing scams are designed to look like legitimate messages to trick the email recipient into providing information or clicking on a bad link. The police have reported a significant rise in phishing scams. Systems for collecting information from schools will use secure methods, communicated to school leaders in advance.

Staff need to be aware of, and follow the following guidance:

- 4.1 Remember not to open links or documents unless they are sure of the source.
- 4.2 Remember that critical emails will only come from specific email accounts and school will advise staff of trusted addresses.
- 4.3 Be vigilant for possible malicious activity on user accounts and ensure prompt reporting occurs if emails are getting swamped with spam. This is especially important if the source is another staff account.
- 4.4 Remember that it's ok to make a mistake and that staff should own up if they have accidentally clicked on a suspicious file and or link.
- 4.5 Staff must report malware/ransomware infections immediately.
- 4.6 Remember to be cautious about pop-ups about virus warnings when accessing the Internet. Be wary too, of messages reporting to have detected a virus when this is not reported by the school installed and recognised anti-virus software. No genuine software would ask for money to 'clean up' a virus. This is malware.

## **5 Online Meetings & Video Conferences**

Staff need to be aware of, and follow the following guidance:

- 5.1 Our preferred conference app is Google Meet and Google Chat. These can be found via the staff hub. We strongly advise that [Zoom](#) is not used for even personal reasons as the security is highly flawed.
- 5.2 Make sure you use basic security and privacy settings such as having a password to join a meeting or conference call, blocking cameras by default to allow the user to be shown when ready, and know how to remove yourself or others from a meeting.
- 5.3 Remember not to have confidential calls and discussions near other members of the household. Smart Speakers like Amazon's Alexa, Apple's Homepod and Google's Home may record limited data and should be avoided when undertaking highly sensitive calls.
- 5.4 Muting microphones when staff are not speaking in a conference call minimises the impact of background, household noise. Use headsets if available.
- 5.5 Ensure webcams are blocked by default so that users can enable only when they are ready to have their image displayed. Be aware of what may be visible in the background and dress appropriately. If you are unsure about any technical issues contact [helpdesk@glossopdaleschool.org.uk](mailto:helpdesk@glossopdaleschool.org.uk)
  
- 5.6 Meetings should not be recorded, unless this feature is desired. If recording is the intention, permission from attendees needs to be sought.
- 5.7 Lessons/tuition should not be recorded.
- 5.8 Remember to exit or close the app once the conference is complete.

Additional advice regarding virtual lessons and live streaming is available from the government website: <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

## **6 Data Protection**

Data Protection may be more of a challenge with sudden changes in working practice and the need to implement systems at short notice. Data Protection rules will not stop you doing this, but protecting personal data is still essential. Whilst some staff may be working from home, others may be providing childcare within the setting. Safeguarding is still the highest priority and concerns surrounding the welfare of an individual should be communicated promptly.

Staff need to be aware of, and follow the following guidance:

- 6.1 Remember your responsibility to respect the privacy of pupils and other staff and maintain confidentiality. Schools asked for a list of vulnerable children or similar for charity donations must not give out personal information. Ask parents to contact the school to 'opt-in' for any services offered.
- 6.2 Staff should not provide private contact details and should only use work email addresses to contact the wider school community.
- 6.3 Staff should not store personal information in non-approved locations. There should be no data stored on the hard drive of any machine.
- 6.4 Remember you must not use unapproved USB flash drives and unapproved cloud services and that data protection is your individual responsibility.

- 6.5 Staff must advise the DPO of any new service or solution that they want to use. New systems need to be subject to the same due diligence and DPIAs should still be signed off by the DPO and Governors.
- 6.6 Remember that data breaches such as sending emails to wrong recipients, must be reported and recorded to meet with the GDPR. Staff should advise as soon as they become aware of any possible breach without fearing repercussions.

### **7 Backup**

Backups are critical for ensuring that the school can keep providing services in the event of damage to the network, outside attack or accidental data loss. It is important school backups run regularly and that it is checked to make sure the backup successfully contains your files.

### **8 Reporting Harmful Content**

It is important that staff and pupils report any harmful content or any concerns via one of the following:

UK Safer Internet Centre - <https://reportharmfulcontent.com/>

CEOP - <https://www.ceop.police.uk/safety-centre/>

## **Section B: Video Conferencing**

### ***Using Video Conferencing for meetings and lessons – Staff Guidance for safe use***

**There are clear potential benefits of using video conference platforms such as Google Meet. These include collaboration between groups of staff, and enabling educational interaction between students and teachers.**

When using a video conferencing platform such as Google Meet, the following safeguarding guidelines need to be followed:

- Staff should set up school accounts for any online platforms being used and check the privacy settings. Meet accounts must be linked to your Glossopdale email address, not a private email address.
- Staff should separate their remote learning account from their personal online profiles and use a duplicate of the staff notice image for the platform profile picture.
- Under no circumstances is it appropriate for staff members to hold one-to-one videoconferences with a student due to safeguarding risk.
- Staff should never share any personal information e.g. personal telephone number, email accounts, Facebook and other social media links.
- Staff should never use personal social media accounts as a 'short cut' to communicate with parents and students.
- Staff should provide invites to on-line lessons via the school email system. Under no circumstances should staff post meeting details or invitations on social media
- A second member of staff should be present at the video conference lesson
- Staff should work against a neutral background

- Staff should present themselves as they would if they were giving a face-to-face lesson, in dress and in manner.
- Where lessons are delivered to a class, parents/carers and pupils should be provided with safeguarding and etiquette guidance in advance of the lesson. For example, the pupil must take lessons in a room with an open door and parents/guardians must provide ensure that one of them or a trusted adult is in the same premises as the pupil while the lesson takes place.
- Students should present themselves as they would if they were giving a face-to-face lesson, in dress and in manner.
- Staff are advised to record the length, time, date and attendance of any sessions held.
- Do not record online lessons – these are defined as protected data under current legislation and cannot be collected, stored or retrieved without parental permission or in any other way that does not comply fully with the requirements of the Data Protection Act (2018).

All staff should be aware of their settings, safeguarding and child protection policy and procedures. Staff should contact the Designated Safeguarding Lead (DSL) or, in the event of the DSL being unavailable, deputy DSL, should you have any concerns about a student. Examples of potential concerns may include

- a staff member seeing, or hearing, a concern during an online lesson
- a disclosure made by a student in the course of a lesson.

### ***Using Video Conferencing for meetings and lessons – Parents and Carers Guidance for safe use***

**There are clear potential benefits of using video conference platforms such as Google Meet. These include collaboration and educational interaction between students and teachers.**

Students have been issued with guidance to follow to ensure that video conference lessons are conducted safely. Your support for these guidelines is greatly appreciated:

- Students will be provided invitations to on-line lessons via the school email system. Students must not post meeting details or invitations on social media. School staff have been instructed to ensure that any video conference account is linked to their school email account.
- As far as possible please make a safe, appropriate and semi-supervised space available for the lesson to take place in. Students have been told that they should must take lessons in a room with an open door and that a parent / guardian or another trusted adult should be in the same premises while the lesson takes place.
- Students should not take video conferenced lessons in their bedroom.
- Students are asked to work against a 'neutral background' as far as possible – e.g. a plain wall.
- Students are required to present themselves as they would if they were in a face-to-face lesson. They should dress appropriately for a school lesson and follow the behaviour expectations that we have in lessons
- The teacher will record the length, time, date and attendance of any sessions held, but will not record the lesson itself.
- A second teacher will be present in the video conference lesson.

Your child's teacher will contact the school's Designated Safeguarding Lead (DSL) if they have any concerns about a student. Examples of potential concerns may include

- a staff member seeing, or hearing, a concern during an online lesson

- a disclosure made by a student in the course of a lesson.

### ***Using Video Conferencing for meetings and lessons – Student Guidance for safe use***

**There are clear potential benefits of using video conference platforms such as Google Meet. These include collaboration and educational interaction between students and teachers.**

When using a video conferencing platform such as Google Meet the following safeguarding guidelines need to be followed:

- You will be provided invitations to on-line lessons via the school email system. You must not post meeting details or invitations on social media
- You must take lessons in a room with an open door and a parent / guardian or another trusted adult should be in the same premises as you while the lesson takes place
- You should not take your lesson in your bedroom
- Work against a 'neutral background' as far as possible – e.g. a plain wall
- Present yourself as you would if they were in a face-to-face lesson: Dress appropriately for a school lesson and follow the behaviour expectations that we have in lessons
- Your teacher will record the length, time, date and attendance of any sessions held, but will not record the lesson itself

Your teacher will contact the school's Designated Safeguarding Lead (DSL) if they have any concerns about a student. Examples of potential concerns may include

- a staff member seeing, or hearing, a concern during an online lesson
- a disclosure made by a student in the course of a lesson.

Further information is available from the GDPR in Schools team and Tracy Coates, Senior Community Safety Officer: [tracy.coates@derbyshire.gov.uk](mailto:tracy.coates@derbyshire.gov.uk) .

A reminder that in school the Data Protection Officer (DPO) is Paul Stirling.

[DPO@glossopdale.school](mailto:DPO@glossopdale.school) and our DPO at DCC is [claire.archibald@derbyshire.gov.uk](mailto:claire.archibald@derbyshire.gov.uk).

If you are unsure about any technical issues contact [helpdesk@glossopdaleschool.org.uk](mailto:helpdesk@glossopdaleschool.org.uk)

## **Section C: Teaching and Learning**

### **Introduction**

In the event of extreme conditions, a new coronavirus outbreak, schools may be advised to close temporarily – in which case, remote education plans should be in place. This policy is to ensure pupils resume learning the school's curriculum, including the blend of classroom teaching and, where necessary, remote education.

In the event of school closure, there will also be planned, calendared times for remote learning, communicated in advance to staff, students and parents. The principles and practices included in this document apply to all opportunities for remote learning; during school closure, partial school closure, phased re-induction and for subject-specific homework.

## **Principles**

- Planning for staffing, resourcing and communication of remote learning tasks need to take place during opportunities when staff can collaborate, discuss and undergo training
- The subject curriculum should be planned with timetabled remote sessions in mind
- Students will need training in how to complete work effectively when they are at home
- Opportunities for training staff and students should be taken when face to face sessions allow this
- Online platforms can be used to support teaching and assessment; however, these should not replace teachers' own pedagogy and feedback tools
- Within each subject, it is advisable to only use one external online platform
- The level of challenge for work completed at home should not be reduced, however, staff should ensure that they have prepared students with the knowledge and resources they need in order to complete the work
- Sharing of resources is advisable in order to minimise workload

## **Roles**

### **Subject teachers:**

- To set work that is challenging and accessible to all students in every class
- To provide clear instructions for students on the title of the unit, the topic and specific guidance for each piece of work
- To use guidance and advice from the T&L bulletin and briefings, and to adhere to the practices in this policy
- To provide feedback according to the Glossopdale School marking and feedback policy, including the faculty appendix for remote feedback
- To share planning and assignments with FTLs and other members of the faculty team
- To communicate details of students not engaging in remote learning to Year Teams, AAHT KS Leads, Progress Leaders and FTLs/SLs
- To complete round robins requesting details of students' progress
- To make contact with parents of students who are not engaging or struggling with remote learning
- To ensure that work is balanced between online and hard copies

### **Faculty Team Leaders/TLR holders:**

- To review and update the subject curriculum for each stage in response to assessment data and feedback from subject staff
- To sequence the curriculum according to best practice; planning the structure of home learning and learning in school
- To monitor the remote engagement of students, classes and year groups on a weekly basis using Bromcom, feedback from staff and reviewing Google Classroom
- To allocate roles to staff members in the faculty in order to balance workload and share best practice
- To communicate with staff, students and parents the content, sequence and resources for each year group's curriculum content

- To make contact with parents of students who are not engaging or struggling with remote learning
- To ensure that all hard copies of resources are planned, printed and ready to distribute in the event of a sudden closure
- To monitor the work set and feedback provided by class teachers
- To agree and communicate faculty practices for marking and feedback of work produced remotely
- To identify, with input from subject teachers, students in need of subject-specific intervention on their return to school
- To provide training for members of faculty teams in planning for and delivering remote learning

#### **Associate Assistant Headteachers and Year Teams:**

- To monitor the engagement of students in remote learning for students in the appropriate year group
- Use Bromcom to monitor THRIVE points for students in their year group
- To make phone calls home, set up meetings or home visits, where appropriate, to support students in accessing remote learning
- To act as the central communication for queries about work across a number of subjects
- To identify students in need of intervention on their return to school, where appropriate
- Call home for students working only on hard copies during prolonged school closure
- To co-ordinate the writing and issuing of handwritten messages/postcards for students receiving work as hard copies

#### **Senior Leaders:**

- To collate and monitor the engagement of year groups, students and at risk groups such as disadvantaged students
- To monitor the quality and effectiveness of remote provision in faculties and as a school
- To seek feedback from staff, parents and students, acting accordingly
- To identify strategies to support students who have obstacles to engagement in remote learning, such as lack of technology
- To plan whole school intervention strategies upon students' return to school
- To provide training for staff in planning for and delivering remote learning
- Make arrangements for the return of hard copies of work for students only working on paper, during prolonged school closure
- Work with the relevant year teams to communicate with students and parents requiring additional support

### **Practice**

#### **Setting work**

- Remote learning provision should include a combination of recorded lessons (audio or visual), live lessons, online tasks and work on paper
- Online work should be set on Google Classroom weekly for each of the classes for which the class teacher is responsible, using the agreed timetable
- Set clear concrete goals and success criteria that allow students to see the value of the work and where it fits in with what has gone before and what will come up next
- Communicate the learning goals clearly to all students, in both online tasks and work on paper

- FTLs/SLs should coordinate and oversee the work set to ensure consistency across the subject and to make sure pupils with limited access to devices can still complete the work
- Online work should be varied with work on paper for all students. Consider the use of booklets to allow for a true blended learning approach to learning; this will also ensure that pupils with limited access to ICT facilities are not left behind and can access the full curriculum via hard copies of the work.

### **Teaching quality is more important than how lessons are delivered**

- Ensure elements of effective teaching are as present in online provision as in face to face lessons - retrieval practice, interleaved content, scaffolding, opportunities for deliberate practice.
- Provide clear explanations that build on pupils' prior learning to help them build their schema.
- Focus classroom work on key ideas and modelling
- Model your thinking, by focusing on the thought processes behind decisions you make, as well as teaching the strategy itself.

### **Use remote sessions to check knowledge and understanding**

- What we learn depends on what we already know, and it is important to get pupils thinking about their prior learning
- Revisit relevant vocabulary: set tasks that explicitly teach and test vocabulary, give students the opportunity to use keywords, and test their spelling
- Knowledge retrieval such as low stakes quizzes will help provide feedback on gaps in learning as well as helping aid long term retention
- Interleave content from previous topics to further aid retention and increase automaticity.
- Keep the amount of new information to a minimum in an online session, progressing through using small steps
- In recorded lessons, emphasise explanations for each step in the process whilst providing additional prompts or scaffolds for online resources – such as knowledge organisers, essay prompts, structure strips, model answers

### **Providing feedback on work:**

- Students should submit online work via Google Classroom
- Hard copies of work can be brought into school for the next lesson (where remote learning sessions are planned and scheduled)
- Whole class feedback allows you to pick up on key learning points for a group and can include prompts and self-evaluation throughout which will help develop students self-regulation
- Whole class feedback can show examples of best practice and celebrate achievements
- Students can use the detail and targets from a Whole Class Feedback sheet to improve their work and acknowledge changes needed.
- Use online quizzes – Google Forms/Seneca/Century – to assess learning and track gaps in knowledge.
- Motivation can be aided with more personalised feedback; either written or as a pre-recorded session to include modelling and scaffolding best practice.
- Motivation is increased by feedback and praise – use Bromcom to regularly reward pupils for their work and continue to issue THRIVE student of the week.
- Postcards home allow for both students and their parents to be aware of the positive feedback on students' work.

- Use the contact home tab on Bromcom to email parents to highlight good practice and also to make them aware if work is not being completed to a satisfactory standard.

**Work on hard copies:**

- Some students may not have access to ICT resources; their access to the curriculum cannot be affected by this.
- Many students, even if they have access to technology, prefer working on hard copies
- Provision should be made for all students to have some work on paper
- Consider the use of booklets to allow for a blended learning approach; students work on them in class and can use them at home.
- Clarity of instruction is vital to ensure all students are aware of the quantity of work expected and the deadlines for its completion.
- Students unable to hand in work via Google Classroom can hand in their hard copy work for feedback via post; or alternatively submit a photograph if possible.
- For unplanned remote learning students requiring hard copies of work will need the booklet along with clear instructions attached, this should be sent to the communications team for posting home.
- The subject, unit/topic title and individual title for the piece of work should be written on the front sheet of every piece of work sent home

**Timetable for setting remote work and delivering live lessons:**

***Planned remote learning:***

On the planned days for remote learning, we will expect students to follow their normal timetable.

Subject teachers should upload work for the timetables lessons in advance of the lesson time, and give clear guidance on what work they expect students produce, and by when.

This work should have been previously communicated, along with resources provided, in the students' face to face lesson in school.

***Unplanned remote learning:***

In the event of prolonged school closure, work will be set online according to a timetable that we will communicate with parents. Guidance will be given to parents and students on how to construct an effective study timetable, however, it is not expected that students will follow their normal school timetable.

The timetable is for setting, not completion, of work. An appropriate amount of work should be set in order to provide students with adequate work until the next timetabled lesson or upload.

<b>Year 7</b>	<b>Subjects</b>
Mon	Maths and Expressive Arts
Tues	Technology and English
Weds	ICT and Languages
Thurs	Science and Humanities
Fri	PE and English and Maths

<b>Year 8</b>	<b>Subjects</b>
Mon	PE, English and Maths
Tues	Technology and Expressive Arts
Weds	ICT and Languages

Thurs	Maths and English
Fri	Science and Humanities

Fri	Expressive Arts Psychology, Sociology and MFL
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Year 9	Subjects
Mon	ICT and Languages
Tues	Maths and English
Weds	Science and Humanities
Thurs	PE, English and Maths
Fri	Technology and Expressive Arts

Year 11	Subjects
Mon	Humanities
Tues	Science
Weds	English and Maths
Thurs	Expressive Arts, Psychology and MFL
Fri	Technology, IT, Health and Business

Year 10	Subjects
Mon	English and Maths
Tues	Humanities
Weds	Science
Thurs	Technology, IT, Health and Business

**Post-16:**

Students will be set work by their class teachers as and when appropriate, there will not be a subject timetable for setting work.

**Monitoring students' engagement and progress online:**

- In the event of prolonged school closure, teaching staff will be asked to evaluate the engagement of their students in online learning on a weekly basis
- This will be done online as a RAG system to provide information allowing FTLs/SLs, AAHT KS and SLT to intervene to support students and communicate with parents
- Class teachers, tutors and FTLs/SLs may be asked to make contact with students and parents in order to support their learning

**Assessment and reporting:**

- The information provided in each assessment entry should take into account any work completed remotely, particularly if students have been absent for a prolonged period
- However, subject teachers should take account of the different access to technology and varying home contexts that may not have allowed students to produce their best work at home
- A judgment on attitude to learning should consider students' effort and engagement at home, however, subject teachers need to ensure that they are aware of any obstacles to engagement beyond the student's control
- Assessment information should always take a holistic view of a student's capabilities and competencies, not relying on one piece of assessment information.